

JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

TWENTIETH ANNIVERSARY ISSUE

Memorial to Gabriele Rico

Praisesong: One (Worn) Path through AEPL, Libby Falk Jones

Twenty Years: Reflections and Questions, Alice Brand

Hitchhiking the Labyrinth, Thomas Gage

The Dance of Spirit in AEPL and Beyond, Susan Schiller

Stepping Beyond, In, and With *JAEPL*: Twenty Years of Hope, Kristie S. Fleckenstein

Coming to Nonviolence, Paul Heilker

To the Contrary, Beth Daniel

The Personal Creed Project: Portal to Deepened Learning, John Creger

“Put Your Ear Close to the Whispering Branch”: Deep Listening in the English Classroom, Jessica Jones

Out of the Box: Drawing Is Learning, Laurence Musgrove & Myra Musgrove

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JAEPL

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English, is open to all those interested in extending the frontiers of teaching and learning beyond the traditional disciplines and methodologies.

The purposes of AEPL, are to provide a common ground for theorists, researchers, and practitioners to explore ideas; to participate in relevant programs and projects; to integrate these efforts with others in related disciplines; to keep abreast of activities along these lines of inquiry; and to promote scholarship on and publication of these activities.

The *Journal of the Assembly for Expanded Perspectives on Learning*, JAEPL, also provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language. It contributes to a sense of community in which scholars and educators from pre-school through the university exchange points of view and innovative approaches to teaching and learning. JAEPL is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and confirm their validity through publication in professional journals.

Topics of interest include but are not limited to:

- Aesthetic, emotional & moral intelligences
- Learning archetypes
- Kinesthetic knowledge & body wisdom
- Ethic of care in education
- Creativity & innovation
- Pedagogies of healing
- Holistic learning
- Humanistic & transpersonal psychology
- Imaging & visual thinking
- Intuition & felt sense theory
- Meditation & pedagogical uses of silence
- Narration as knowledge
- Reflective teaching
- Spirituality
- New applications of writing & rhetoric
- Memory & transference



Membership in AEPL is \$30. Contact Bruce Novak, AEPL, Membership Chair, email: bruce.novak@iup.edu. Membership includes that year's issue of JAEPL

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EDITORS' MESSAGE

No surprise that several writers in this 20th Anniversary issue of JAEPL invoke the metaphor of a path as they ponder how their teaching, their scholarship, and indeed, their lives have intersected with AEPL over the past two decades. But as our



perennial cartoon colleague Tex observes, paths function a bit differently from what we imagine. More often than not, a life path rises from a passion, a talent, a turn of luck—or in the Frostian sense, we follow our quiet intuition rather than the loud insistence of others who want us to accept direction from them.

Libby Falk Jones's path suggests the latter, seeing now that her long association with AEPL began with meeting a few rare people like her, whose passion for teaching infused everything they did and all that they sought. Praising the unexpected friendships and rich discoveries she made, she tells new readers that if they choose a different way, they won't have to travel alone.

Libby Falk Jones's path suggests the latter, seeing now that her long association with AEPL began with

Alice Brand recalls a wider, more travelled path which led her away from the direction she wanted to take. Instead, she turned aside and became one of AEPL's founding members. Her need to pursue scholarly work that the mainstream would not affirm showed her—and us—that teaching calls us to pioneer. Her career invites us to disregard the temptation that conformity offers in our scholarship as in our classrooms. Instead, she urges us to broaden those domains that result “in psychological, spiritual, and even physical well-being” for us and our students, no matter how unconventional they may seem.

Pushing even harder against convention, AEPL supporter Tom Gage equates following the less trodden path with hitchhiking a labyrinth. He offers no straight line between two points, but promises us new frontiers that have taken him literally to Turkey, Morocco, Syria, and beyond. In a quasi-memoir/quasi-travelogue, Gage uses the pedagogy of his dear friend, James Moffett, as a template to represent how his own life lessons unfolded. Currently “retired,” he focuses upon directing the Gülen Institute of Houston. Gage will be a keynote speaker—alongside Janet Emig—at AEPL's 2015 summer conference.

Susan Schiller's recollection of AEPL's earlier years and subsequent growth captures the organization's *esprit de corps* as a dance that has conjoined with like-minded organizations globally. She persuasively documents a groundswell of interest in “teaching with spirit” that characterizes the 21st century as a millennium of new hope that crosses borders and unites cultures. Picking up on that hopefulness, Kristy Fleckenstein reflects on a great many of JAEPL readers' favorite articles. She sets her reverie in the beautiful environs of Estes Park, where she first experienced the kind of conference retreat that has inspired so many others to participate in the 20-year dialogue that the journal's pages

record. Her subtle emphasis upon embodied spirit indicates where that *JAEPL* dialogue is taking us, and like Schiller, she does not separate the dancer from the dance.

Both Paul Heilker and Beth Daniell became acquainted with AEPL by the paths of publication. Heilker remembers his essay in Schiller's and Foehr's *Spiritual Side of Writing* as a milestone toward his commitment to nonviolence and a scholarly career that has stretched the boundaries where the personal essay finds acceptance. Meanwhile, Daniell's groundbreaking work with spiritual practice in Al-Anon so closely parallels AEPL's aims that we could not resist our impulse to issue her an invitation to share how that work still shapes and guides her thinking. "It all ties together," she asserts, giving us the four insights that she has gained: rhetoric can help us see the facts clearly; oral and written language are ever-shifting; women's stories must be told; a pedagogy of the oppressed has deeply spiritual roots.

Returning to the pedagogical path that James Moffett forged, John Creger updates his ongoing success with what he calls the Creed Project. In so doing, he provides us with a model for deepened learning that identifies how we can not only make the Common Core meaningful, but also how we can avoid the dangers to deepened learning that the mania for standardized has brought down upon our students. In tandem, Jessica Jones goes out on a woodland trail to bring at-risk urban children into harmony with nature through deep listening. The poetry to which her young students give voice will uplift readers and remind many of the deep listening they engaged in during lakeside mornings at the past AEPL conference in Sudbury, Ontario.

The Out-of-the-Box contributor to Vol. 20 is Laurence Musgrove, who teams up with his daughter to give readers a superb graphic article on drawing as learning. We are especially excited to see if this article will entice other *JAEPL* researchers to leave the path of least resistance and experiment with scholarship that informs the eye as well as the mind.

As we speak of paths, we bid farewell to Judy Halden-Sullivan, who has passed the editorship of *JAEPL*'s book reviews to Julie Nichols, a fine reviewer herself, whose recommendations have guided readers toward many current and new publications. We're so happy that Judy recruited one last group of reviewers for this 20th issue, and we wish her well, while we know that Julie will do as superb a job of ushering in the next decade for us. At the same time, Helen Walker returns from a sabbatical of teaching in Africa. With her, she brings two contributors to "Connections," as well as poetry and teaching-tales from this side of the Atlantic.

Please remember to turn to the back pages for news of our 2015 Conference, to be held once more in Estes Park, Colorado. Come July, all paths should lead us to the Rocky Mountains, where Janet Emig, Tom Gage, Sheridan Blau, John Creger and others will honor James Moffett with their own continuations of the work he valued so highly and enhanced so well.



A MEMORIAL: GABRIELE RICO

On March 15—about a month and a half after Volume 19 of *JAEPL* went to press and readers received their copies—Gabriele Lusser Rico bravely passed away from the recurrence of a cancer that she had defeated twice before. She left to those who admired and loved her, the memory of a life well lived.



Gabriele Lusser Rico

Many have read her highly regarded book, *Writing the Classic Way*. Teachers nationwide have used the technique she called “clustering,” which not only helped young writers discover their creativity and make intellectual connections, but also transformed corporate thinking, software design, and appeared in textbooks everywhere.

A host of students will recall Gabriele Rico’s 40-year teaching career at San Jose State University, where she became the very pattern of the caring professors with whom she studied. Receiving her Ph.D. at Stanford, she was named President’s Scholar in 1986 and was awarded the title of Teacher/Scholar in 1991. In 1992, the College of Notre Dame at Belmont, CA appointed her to an Endowed Chair. She was founder of Natural Way Publishing.

As a child in Germany, Gabriele lost her mother in a bombing raid, shortly before the end of World War

II. She immigrated to America with her family at age 12. She was wife of Richard Ressman and devoted mother of four children: Stephanie, Suzanne, Simone, and stepson David.

Members of AEPL knew her simply as “Gaby.” Her presence as a workshop leader, colleague, and friend enriched the many conferences she attended. Her words will not stint the deep sense of loss we feel, but they will remind us of her sense of wonder, her unquenchable curiosity, her unceasing courage, and her grace:

If you face your griefs and your losses and your negatives, you can take your life in little steps, one at a time. You won’t be caught by unmanageable crises. It’s not a matter of what hurts us in life; it’s how we deal with what hurts us that matters.



Wisdom Drawing



More about Gaby:

Gabriel Rico. "Writing the Natural Way." <http://gabrielrico.com/>.

---. Amazon.com. [http://www.amazon.com/Gabriele-Lusser-Rico/e/B000_APEMX6 / ref=ntt_dp_epwbk_0](http://www.amazon.com/Gabriele-Lusser-Rico/e/B000_APEMX6/ref=ntt_dp_epwbk_0).

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Photo from Emeritus Faculty Association Biography, San José State University
"Wisdom" drawing, courtesy of Libby Falk Jones.