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ABSTRACT

At a public hearing on language and literacy, held in Houston, Texas, April 16, 1982, testimony was presented on: (1) need for emphasis on language arts in elementary secondary schools and for students with bilingual capabilities; (2) benefits accruing to students and educational institutions through developmental education programs; (3) guiding principles, problems, solutions, essential program elements, and future needs related to instruction in foreign languages, English as a second language, and reading; (4) significance of language, particularly speech, as means for self-expression, thinking, and social interaction--with special emphasis on the communication demands of the next century; (5) concerns regarding general language skills, foreign language and bilingual education, and teacher preparation for these instructional areas; (6) recommendations on foreign language public policy, continuing education for second language teachers, and revisions in language curricula; (7) development of reading skills, particularly in terms of characteristics of effective reading instruction and exemplary reading; (8) present and past views on studies of English as a second language, bilingual education, and cultural pluralism; and (9) principles for achieving excellence in language learning, with emphasis on the development of effective oral communication skills. (JD)

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NATIONAL COMMISSION ON
EXCELLENCE IN EDUCATION

PUBLIC HEARING - LANGUAGE AND LITERACY:

SKILLS FOR ACADEMIC LEARNING

APRIL 16, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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MEMBERS IN ATTENDANCE

Emeral A. Crosby
Annette Y. Kirk
Yvonne W. Larsen
Frank D. Sanchez, Jr.
Jay Sommer

STAFF IN ATTENDANCE

Milton Goldberg
Penny S. McDonald
Jean Narayanan
Ramsay Selden
Marilyn Tapscott
Susan Traiman

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Board Auditorium
Houston, Texas

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UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION
WASHINGTON, D.C. 20208

Voluntarily Submitted
Written Testimony
Public Hearing—Language and Literacy:
Skills for Academic Learning

Listing of the Testimony Submitted

Daryl R. Yost, Superintendent, East Allen County Schools, New Haven, Indiana — the need for increased emphasis on language arts in elementary/secondary schools and for students with bilingual capabilities

Jo Bennett, Associate Dean for Student and Instructional Services, and Jean Parochetti, Project Director, Special Services, for Alvin Community College, Alvin, Texas — the benefits accruing to both students and educational institutions through developmental education programs, designed to assist students deficient in the basic skills

Gordon M. Ambach, Commissioner of Education, for the State Education Department, Albany, New York — guiding principles, problems, solutions, essential program elements and future needs related to instruction in foreign languages, English as a second language, and reading

William Work, Executive Secretary, Speech Communication Association, Annandale, Virginia — the significance of language, particularly speech, as means for self-expression, thinking, and social interaction— with special emphasis on the communication demands of the next century

Sharon Robinson, Director, Instruction and Professional Development, for the National Education Association (NEA), Washington, D.C. — Commitments and concerns regarding general language skills, foreign language and bilingual education and training and support for teachers in these instructional areas

Attachments to the testimony:

- NEA Resolutions
- B-2 Bilingual and ESL Education
- B-3 Multicultural/Global Education
- B-4 Foreign Language Education
- B-5 American Indian/Alaskan
- B-6 Chicano and Spanish-Speaking
Self-Determination in Education
- B-7 Asian and Pacific American Education
- B-8 Education of Refugee, Illegal Alien, and Nonresident
Children
- C-3 Time to Teach
- C-5 Continuing Education

Helen Warriner-Burke, Associate Director of Languages, and Carl L. Riehm, Associate Superintendent for Curriculum and Instruction, Department of Education, Richmond, Virginia — presentation of and rationale for

recommendations on such topics as foreign language public policy, continuing education for second language teachers, and revisions in language curricula

Attachments to the testimony:

- A. "Poor Foreign Language Skills are Hurting U.S. Business," by John J. LaFalce (D-NY), in an unnamed Chamber of Commerce publication
- B. Tables ___ Virginia Foreign Language Enrollment: Public Secondary Schools, 1980-81 and Foreign Language Enrollment in Virginia Public Secondary Schools, 1970-81: Numbers and Percentages Grades 8-12
- C. Tables ___ Comparison of Foreign Language Enrollments: Virginia Colleges and Universities, 1975-76 through 1981-82; Number of Senior Majors, 1975-76 through 1981-82; and Foreign Language Enrollments by Level: Five Most Popularly Taught Languages, 1981-82
- D. Foreign Languages in Virginia Colleges and Universities: A Guide for Teachers, Administrators, and Counselors, 1979-80 by the Foreign Language Service, Virginia Department of Education, Richmond, Virginia

Ralph C. Staiger, Executive Director, International Reading Association (IRA), Newark, Delaware — the development of reading skills, particularly in terms of characteristics of effective reading instruction and of exemplary reading programs

Attachments to the testimony:

- I. Resolutions
 - a. Need for Libraries
 - b. Buyer Be Wary
 - c. Gifted and the Talented Youth
 - d. Textbook Selection
 - e. Achievement Testing
 - f. Availability of Reading Materials
 - g. Misuse of Grade Equivalents
 - h. Courts Should Not Make Reading Policy
- II. Positions taken by the IRA Board of Directors
 - a. Children and Oral Language
 - b. Basic Reading Skills
 - c. Reading and Pre-First Grade
 - d. Minimum Competencies
 - e. The Essentials of Education
 - f. There's More to Reading Than Some Folks Say
- III. Materials on Teacher Preparation
 - a. Guidelines for the Professional Preparation of Reading Teachers (Professional Standards and Ethics Committee, IRA)
 - b. Certification Requirements in Reading (IRA)
 - c. Summary list: Requirements for Secondary Teachers

- IV. Materials on Achievement Trends
- a. April 29, 1981 testimony before the House Subcommittee on Elementary Secondary, and Vocational Education by Roger Farr
 - b. Cassidy, J. "Good News about American Education," The Reading Teacher, December, 1978
 - c. Micklos, J. commentary in The Reading Teacher, March, 1982
- V. Samuels, J. "Characteristics of Exemplary Reading Programs" in John T. Guthrie, editor. Comprehension and Teaching: Research Reviews, Newark, Delaware: International Reading Association, 1981.

Robert N. Schwartz, Teaching Fellow, University of Houston, and parttime faculty member, Department of Humanities, Houston Community College, Houston, Texas -- review of present and past views on and studies of English as a second language and bilingual education, concluding that cultural pluralism is valuable and that there is an inextricable relationship between language and culture

Donald L. Rubin, Committee Chair of the Committee on Assessment and Testing, Speech Communication Association (SCA), and Assistant Professor, Departments of Speech Communication and Language Education, the University of Georgia, Athens, Georgia -- principles for achieving excellence in language learning, with emphasis on the development of effective oral communication skills

Attachments to the testimony:

Standards of Effective Oral Communication Programs (SCA)

SCA Guidelines: Speaking and Listening Competencies for High School Graduates

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8:30 a.m.

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JAY M. SOMMER: Good morning, ladies and gentlemen. Our hearing is now officially in session.

I'd like to introduce to you this morning to start with, our Vice Chairperson, Mrs. Yvonne Larsen, who will in turn introduce the Board members. Mrs. Larsen.

YVONNE LARSEN: Thank you very much. May I at this time introduce to you our chairman of this public hearing, the second of six that the National Commission will be hosting this year. Mr. Jay Sommer. Mr. Sommer is the National Teacher of the Year this year. If all of the teachers throughout the United States were like Mr. Sommer we would not be here with the challenges that we face in the educational area.

Jay is a marvelous representative of the teacher force and a superb scholar and a very fine representative of the teaching community and we are delighted that he is hosting and chairing this session for us today, Language

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and Literacy: Skills for Academic Learning.

We have a marvelous presentation for you today. Three of my colleagues from the National Commission on Excellence are seated here to my right. Annette Kirk, who will chair our third hearing which will be May 12th at Atlanta, Georgia. Mrs. Kirk is a parent and a former teacher. And the session in Atlanta will be called Teaching and Teacher Education, and we have a very thought provoking hearing and we hope that some of you will be able to attend.

Seated to her right is Mr. Francisco D. Sanchez, Jr., Superintendent of the urban school district, Albuquerque, New Mexico.

To his right, Mr. Emeral A. Crosby, a principal of a high school in Detroit, Michigan.

To his right is a representative of the Texas Education Agency, Mr. Bill Kirby.

And to his right is our host for this hearing, Mr. Billy Reagan, and a marvelous tour guide of Houston, and a very interesting and competent administrator and we are most overwhelmed by these beautiful facilities

1 that are available for this hearing.

2 We appreciate your warm and
3 gracious hospitality very much.

4 To my left, in the order that
5 they will be making the presentations this
6 morning, is Mr. Richard C. Anderson, Director
7 of the Center for the Study of Reading,
8 University of Illinois.

9 Next is Margaret Smith-Burke,
10 Associate Professor, Department of Educational
11 Psychology, New York University.

12 Then we have Don Graves, Director
13 of Writing Process Laboratory, School of Educa-
14 tion, University of New Hampshire in Durham.

15 Next is Eileen Lundy, speaking
16 on excellence in writing in the academic
17 disciplines. She is the faculty coordinator
18 of the Gifted and Talented Program for high
19 school students, Department of English,
20 University of Texas, San Antonio.

21 Next is Ray Clifford -- his
22 topic is Excellence in Second-Language
23 Teaching -- Academic Dean, Defense Language
24 Institute, Presidio of Monterey, California.

25 And our final presenter this

1 morning will be Lilly Wong-Fillmore, Associate
2 Professor, School of Education, University of
3 California at Berkeley.

4 Our Executive Director for the
5 National Commission on Excellence,
6 Mr. Milt Goldberg, is seated at the table to
7 my right.

8 And our staff coordinator for
9 this public hearing, who put it all together,
10 Penny McDonald -- Penny, where are you -- up
11 in the back. We do thank Penny for all of her
12 very fine activities.

13 Our agenda for this morning is --
14 We will have -- We're a few minutes behind
15 schedule, but we hope that we will catch up.
16 We have some national perspectives that will be
17 presented to us from 9:00 to 12:00 by panelist
18 presenters to my left. We will have a break,
19 probably after the third presentation by
20 Donald Graves, and I think that's going to be
21 in about a half an hour when we will have an
22 opportunity for those of you who wish to sign
23 up for presentations this afternoon to make
24 your request known to our staff.

25 Following our morning's agenda,

1 which will conclude somewhere around 12:00,
2 presenters will be available to be interviewed
3 by members of the press who are here from 12:00
4 to 12:30.

5 Lunch will be scheduled for
6 Commission members from 12:30 to 1:30, and I
7 understand the cafeteria here at the district
8 is available for those of you who wish to stay
9 for the day's activities so you will be able
10 to have a bite of lunch.

11 Our afternoon program is scheduled
12 from 1:30 to 4:00 speaking on the local and
13 regional programs and perspectives, and it
14 promises to be a very full day.

15 On behalf of my fellow commis-
16 sioners I am very pleased to see so many of
17 you here. We welcome your input. We are
18 delighted to have your interest and your concern
19 in helping us resolve the challenges that we
20 face.

21 And, so, it is time for us to
22 move along into the second public hearing.
23 Mr. Sommer, I thank you and good luck..

24 JAY SOMMER: Thank you. We
25 would like you to hear a few remarks from our

1 Executive Director from the Commission,

2 Mr. Milton Goldberg.

3 MILTON GOLDBERG: I just want
4 to take a minute to thank Billy Reagan and
5 Houston Independent School District for pro-
6 viding us, not only hospitality, but with an
7 environment of physical and intellectual. I
8 think it is most appropriate for this hearing
9 today.

10 We had the opportunity yesterday
11 to visit schools in Houston at Kingwood; and it
12 was the kind of gratification that we need to have
13 more of a sense of, I think, in American educa-
14 tion. There are examples of excellence amidst
15 all the other issues and problems that we face
16 in America today. There are schools where good
17 things are happening. We need to know more
18 about these places and understand what happens,
19 and a good situation can be made available to
20 those situations which are not so effective.

21 To Billy and his staff we want
22 to say, again, thank you all very, very much.
23 We look forward to this hearing; we look forward
24 to input from the Commission members, from our
25 speakers, and members from the audience. Thank

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you very much.

JAY SOMMER: Thank you,
Mr. Goldberg.

We are going to have the honor
of hearing Mr. Billy Reagan, superintendent of
Houston Independent School District. And he
overwhelmed me yesterday with his kindness, with
his sharpness, and with his excellence in every-
thing he touches. Just for his own sake, he has
done a great deal for education, and he'll do
some work, but he was the victim of traffic of
Houston this morning -- I'll hope you'll be
able to do something about that, Mr. Reagan.
We are delighted that you took the time to be
here today. Please take my thanks on behalf
of the Commission for your efforts and for your
staff efforts. Thank you.

BILLY REAGAN: Thank you very
much, Mr. Chairman.

I would like to point out to the
Commission and our distinguished visitors and
guests that we do welcome you to the Houston
Independent School District and to the Taj Mahal.

(The audience responded
with laughter.)

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1 I hope that you've noticed on
2 the outside that we do have a moat around this
3 building. I hope you also noticed that there
4 are gunned turrets around the top of the building.

5 (The audience responded
6 with laughter.)

7 I hope you also begin to realize,
8 Jay, that my main qualification for this posi-
9 tion as superintendent was the way of my hair-
10 style, because it was determined by the Board
11 that no one could rule over the Taj Mahal that
12 didn't have a Yul Brenner haircut.

13 (The audience responded
14 with laughter.)

15 What other skills I possess are
16 by accident, not by training.

17 I also would like to point out
18 that only in the last two years have we been
19 able to remove our school board meetings from
20 the entertainment guide at the Foley's depart-
21 ment store ticket put out in Houston.

22 (The audience responded
23 with laughter.)

24 So, you are in that theater this
25 morning and in our Board auditorium.

1 In all seriousness, when the
2 Commission was formulated, it was, I think --
3 for most educators in America and school board
4 members, I think it was an act that brought a
5 great deal of hope to all of us.

6 Those of us who are professional
7 educators as a group are extremely proud of our
8 profession, because it has a history, probably
9 the most successful history of any institution
10 in the history of mankind. The public schools
11 of America have never failed this nation, ever.
12 When two things existed -- when the mission was
13 identified, and the mission was supported --
14 it's never failed.

15 Where we're in grave difficulty
16 in America today is we have not identified what
17 the mission is. We are very disjointed, we are
18 very deluded, we are very distracted as to what
19 the mission of the public school system should
20 be in this country.

21 I point with great pride to the
22 fact that the public schools are the prime
23 instrument for which two hundred million have
24 been brought into this country and built into
25 the strongest factor of a society that the world

1 has ever known.

2 I point with pride to our growing
3 ability to feed half of the world and the public
4 schools' role in making this possible.

5 I point with great pride to the
6 fact that the public schools were a prime vehicle
7 in our being able to fight two world wars against
8 suppression and the destruction of freedom.

9 I point with great pride to the
10 fact that the public schools have helped this
11 nation move from rural society to an urban
12 society of unbelievable circumstance.

13 Dr. Goldberg went to the Astro-
14 dome. The last evening, some of you had the
15 opportunity to see one of our -- I guess it's
16 now somewhere between the nine and a half and
17 eleventh wonder of the world -- Gilley's.

18 Well, we look upon all these
19 things and we realize that the architects; the
20 engineers, and all of the people that have
21 designed it, build things.

22 Yes, we're going to solve the
23 problem of traffic of Houston, when we get the
24 guts and the willingness to go out and solve
25 it. It won't be solved until that time.

1 And then, about eight miles from
2 Gilley's last night, if we had had the oppor-
3 tunity and our priorities had been in order,
4 we would have gone to the NASA Spacecraft Center.

5 And I point with great pride for
6 all teachers of America and all educators, board
7 members, and others that have supported and
8 worked in state agencies, -- I point with great
9 pride that ninety-seven percent of the people
10 who designed and built the space shuttle,
11 Columbia, are products of the American public
12 school system.

13 America is in desperate need of
14 a catalyzation of a group of people who will
15 focus upon our mission. And I believe that this
16 Commission has that ability. I believe that this
17 Commission can give American education a sense
18 of direction. And so my hope and my prayers and
19 my thoughts for this Commission -- and while we
20 were so thrilled that you could come to our
21 diverse city and look at the diversities of
22 language, literacy -- are that maybe, in some
23 way, it would help you to become that catalyst.

24 We welcome you to Houston, where
25 every day is a new professional challenge and

1 every night there is a new adventure.

2 (The audience responded
3 with laughter.)

4 I thank you very much.

5 JAY SOMMER: Mr. Raymon Bynum,
6 the Commissioner, was not able to be here today;
7 and we have someone from Austin, Mr. Bill Kirby.
8 Mr. Kirby, please.

9 BILL KIRBY: Thank you, Jay.

10 I'm delighted to present my views
11 on education today and to welcome the Commission
12 here to Houston and to Texas. We think, in
13 education, there are a lot of good things going
14 on in Texas. We know there are a lot of good
15 things going on in this city of Houston, and we
16 especially know there are some great things going
17 on in the Houston Independent School District.

18 Many times the state bureaucrats --
19 we get in our office and we hand out money and
20 we process different kinds of reports and papers
21 and we look to compliance and we look to audits
22 and we don't often enough get out and see where
23 things are happening in the classroom. And it's
24 a delight for us when we have an opportunity to
25 get out and especially when we have the opportunity

1 to come to the Houston Independent School
2 District, because we're aware that there's
3 always something happening, and there's some-
4 thing good happening in the Houston school
5 district.

6 So, we are certainly delighted
7 to welcome you here. We have in Texas many
8 problems, many concerns. For one thing we
9 have a tremendous population growth. The
10 state of Texas has grown by thirty percent in
11 the last ten years. Our public school popula-
12 tion is growing at an unbelievable rate. In
13 less than ten years we will have 500,000 more
14 children to educate than we have today. And
15 by the year 2000 we will have one and a half
16 million more children in the Texas schools
17 than we have today. So just by sheer volume
18 of the population growth we have some great
19 concerns.

20 Secondary, that we have some
21 very definite concerns in that that popula-
22 tion is a changing population. Our public
23 schools are continuing to grow at a rate of
24 about one percent per year, changing from a
25 majority population to a minority population.

1 And by the end of this decade, the public
2 schools of Texas will have a majority of a
3 population of minority students, and our
4 schools have traditionally done less well in
5 terms of educating our children, of educating
6 minority students than we have majority
7 students. So we certainly have a concern with
8 that as the population changes. The public
9 school must respond to make sure that we do
10 educate all of the children appropriately.

11 Our third area where we have a
12 tremendous problem is in the area of having
13 qualified teachers. We have a tremendous
14 shortage.

15 Billy, last year you hired
16 what? 1,100 teachers, approximately, and
17 some ninety percent of them came from outside
18 of state.

19 Our colleges and universities in
20 the state of Texas are not turning out sufficient
21 enough numbers of teachers to take care of the
22 attrition -- the people that we lose to death,
23 retirement, or to movement to other occupations --
24 and cover the population growth, the tremendous
25 population growth that puts us far short of what

1 we need. And so in this growing area we have
2 a tremendous concern.

3 We also have a concern in that
4 we have a limited amount of resources. Texas,
5 perhaps, is in better economic condition than
6 any state in this Union, and we are indeed
7 fortunate. But the ravages of inflation are
8 continuing to eat away at the public money, to
9 the point where we are losing money. In Texas
10 we spend \$7 billion a year on education at the
11 elementary and secondary level. But we will
12 lose, if inflation is at ten percent, \$700 million
13 this next year in purchasing power. We have a
14 number of concerns.

15 And we are delighted to have the
16 Commission here, and we believe that your work --
17 as Billy has just said -- we believe it will help
18 us to find ways to help meet the challenges that
19 are facing us here in Texas.

20 So, on behalf of the Commissioner
21 and the State boards and Education Agency, let
22 me say -- add my word of welcome with Billy's
23 to Texas and to Houston.

24 JAY SOMMER: Thank you very much.

25 YVONNE LARSEN: Representing

1 Secretary Terrel Bell in today's audience is
2 Mr. Scott Tuxhorn.

3 Would you please stand and be
4 recognized? We're delighted that you're here.

5 We're very appreciative of
6 Secretary Bell's creativity in establishing
7 this Commission and certainly the comments of
8 both Mr. Bynum and Mr. Reagan. We do feel that
9 we are at the cross-roads and it is the time
10 for action. Certainly the Commission is
11 extremely motivated and sincere in that. Thank
12 you, Mr. Smith.

13 JAY SOMMER: As you know, gentle-
14 men, Secretary Bell announced the creation of
15 the National Commission of Excellence in
16 Washington, D.C., in August of 1981, soliciting,
17 I quote, "the support of all who care about our
18 future." The Secretary noted that he was estab-
19 lishing the Commission based on his "responsi-
20 bility" to provide leadership, constructive
21 criticism, and effective systems to the schools
22 and universities.

23 The Commission's official charge
24 requires the Commission to pay particular atten-
25 tion to separate issues, including assessing the

1 quality of teaching and learning in our nation's
2 public and private schools, colleges and
3 universities; comparing American schools and
4 colleges with those of other advanced nations;
5 studying the relations of college admission, of
6 high school curricula and standards; identifying
7 exceptions of educational programs and searching
8 for sources of their success; assessing and
9 agreeing to which major social and educational
10 changes, and that the changes in the last
11 quarter century have affected student achieve-
12 ment; for the hearings and receiving testimony
13 on how to foster higher levels of quality in our
14 nation's educational system, and isolating the
15 problems which must be faced and overcome, if
16 we are to be successful.

17 As you can see from the Com-
18 mission's charge, our task is a monumental one.
19 We have undertaken a job that is as complex as
20 it is difficult. I believe that all of the
21 Commission members, as well as the support
22 staff, understand that our responsibilities
23 can't be carried out without your cooperation,
24 and without the cooperation of the American
25 people and the American educational community.

1 Without your testimony, we are unable to make
2 the sensitive assessments required for intelli-
3 gent recommendations.

4 The creation of the Commission
5 recognizes the fact that we need to pay specific
6 attention to a number of problems which we are
7 facing in education.

8 In short, we are not doing as
9 well as we should. This recognition should not
10 signal a sense of desperation. Rather, we should
11 take it as evidence of our resolve to solve these
12 problems.

13 Today's hearing is of particular
14 importance to all of us. There is little doubt
15 that language and literacy skills play a vital
16 part in the scheme of our education. This is an
17 area where compromise can lead to the disastrous
18 consequences.

19 Our agenda for today, therefore,
20 language and literacy for academic learning, is
21 an appropriate focus for the Commission. In
22 that group, we consider a number of pressing
23 national issues in education, including reading
24 comprehension, writing, foreign languages, and
25 programs for non-English speaking students.

1 Because I have spent almost my
2 entire career as a language teacher, I want to
3 say a word about the importance of foreign
4 language..

5 Communication with other people
6 in this shrinking world has become increasingly
7 more vital. Recent events have shown us that
8 dialogue with other people can, and does, often
9 prevent conflicts which may well result in tragic
10 consequences. Foreign language, therefore, is
11 an indispensable tool for the harmony and
12 coexistence of our diverse civilization.

13 I look forward to what our
14 witnesses will have to say about this subject
15 and other topics before us today. I hope you
16 will permit me to conclude these introductory
17 comments with a personal observation.

18 I believe that America can and
19 will bring about excellence in education. I
20 know that the problems are many, and the
21 challenges are great. But, if we examine our
22 past, we can find many examples that will give
23 us hope and courage to face the problems ahead.

24 My personal history in this
25 remarkable country of ours attests to the fact

1 that, as a society, we have created extraordinary
2 opportunities for you Americans through education.

3 When I came to America in 1948 at
4 the age of twenty-one, I had little less than a
5 fourth grade education. Today I possess an
6 undergraduate degree, two graduate degrees, and
7 I am nearly finished with my third. If degrees
8 were property, I could sell you a few right now.

9 And what America did for me, it
10 did for millions of others, whether they came
11 from different countries or they were born here.
12 The top road of America is a land of wonders in
13 which citizens could accomplish virtually any-
14 thing they set out to do.

15 It is in this spirit that we set
16 out on our quest. And with that spirit I am
17 confident we will prevail.

18 Thank you.

19 (The audience responded
20 with applause.)

21 Mr. Sommer.

22 JAY SOMMER: Our first speaker
23 today will be Mr. Richard C. Anderson.

24 RICHARD C. ANDERSON: Ladies and
25 gentlemen, it is a great honor to be here today.

1 to testify in front of this important Commission
2 on excellence in American education. The pro-
3 gram lists me as giving two speeches. I'm going
4 to give only one, and I have taken the liberty
5 of selecting my own topic that we might speak
6 to you about my most important findings, about
7 the Center that we direct from the University
8 of Illinois.

9 The title I've chosen is "The
10 Need for Greater Excellence in School Reading
11 Material."

12 Now, it will be important to
13 follow my presentation to have a handout. And
14 I regret to say that I did not bring enough
15 handouts for this entire audience. An attempt
16 is being made to Xerox additional copies.

17 BILLY REAGAN: Dr. Anderson,
18 we'll get additional copies run off. And if
19 there are other presentations that need other
20 copies run off, if you'll just bring them here
21 to this table, we will put our Xerox machines
22 to work to get them available. Okay?

23 RICHARD C. ANDERSON: Yes. Thank
24 you.

25 Now, the school reading material

1 that I will discuss is that used in the first
2 through the eighth grade. And I'm going to
3 discuss four kinds of materials: stories; text-
4 books -- by which I mean history, geography,
5 and science textbooks; and two very important
6 other kinds of materials: The first are work-
7 books and exercise sheets; the second are
8 teacher manuals that give guidelines to teachers
9 on how to bring lessons to life.

10 Now, it is a fact that teaching
11 is a profession that is heavily dependent upon
12 materials. In fact, a less flattering way to
13 state this is that teachers are materials
14 dependent. An informal estimate by executives
15 in the educational publishing industry is that
16 in approximately ninety-six percent of the class-
17 rooms in first through eighth grade, the primary
18 materials are those prepared by the educational
19 publishing industry, intended for use in school
20 classrooms. Of the remaining four percent are
21 about two or three percent of classrooms in
22 which there are special programs, developed and
23 promulgated by regional laboratories and research
24 and development centers, funded by the government.
25 And in one percent or less of the classrooms in

1 the United States, the teachers develop their
2 own materials and use trade books to teach the
3 children.

4 I personally know only one teacher
5 who does not rely heavily on commercial reading
6 material. Her name is Jackie Ziff; she teaches
7 the sixth grade in Leille School in Urbana,
8 Illinois. She is an excellent teacher, but it
9 is too much to hope that most of the teachers
10 in this country will prepare their own materials.

11 It is a reality that our teachers
12 and our youngsters depend upon materials pro-
13 duced by the educational publishing industry.

14 Now, I'd like you please to turn
15 to the second page in the handout, the one
16 labeled page one; and, if you would, please
17 put your hand over the part which the child is
18 to complete and read the directions to yourself.
19 I will read the directions aloud in case mem-
20 bers of the audience do not have the directions
21 in front of you. It says:

22 "Read the first sentence in box
23 one. Use the sounds letters stand for and the
24 sense of the other words to find out what the
25 new word in heavy black print is. Find the

1 word, that makes sense in the second sentence and
2 print it where it belongs. Then do what the
3 last sentence tells you to do. Do the other
4 boxes the same way."

5 Now, this is a piece of a work-
6 book intended for use in the second grade. Now,
7 I want you to see the difficulties that a hard-
8 to-teach child may have in using this piece of
9 paper. This is to be independent seat work.
10 The child is expected to understand the direc-
11 tions and complete them correctly.

12 First, where is box one? Look
13 on the page. Now, do you see any boxes?
14 Remember, the hard-to-teach child is literal-
15 minded.

16 The next sentences will probably
17 be incomprehensible to the hard-to-teach child.
18 But now he sees something that he recognizes:
19 the second sentence. The 'hard-to-teach' child
20 looks down and sees the numeral two. Ah, here's
21 the second sentence. And then he reads, "Then
22 do what the last sentence tells you to do."
23 Where is the last sentence? The last sentence
24 says, "Put an 'H' on the trash."

25 (The audience responded

with laughter.)

1
2 Let us turn to page two. This
3 also is an exercise sheet intended for the second
4 grade. These are children just learning to write
5 and to spell, but we see countless workbook
6 exercises where, instead of people writing
7 single words, children write things like "What
8 is b with your old bicycle?" "She was j at him
9 for teasing her."

10 They do not even have the oppor-
11 tunity to write a single word into the blank.

12 Turn to page three, please. I'm
13 not going to read the entire set of directions
14 here, which again is confusing and hard to
15 understand.

16 The purpose of the lesson is to
17 give children practice in dividing words into
18 syllables. A careful analysis will show that
19 a child who does not already know how to do this
20 task will be unable to accomplish it; for the
21 child who does know how to do it, it's busy work,
22 because all it is is cutting, pasting boxes and
23 triangles.

24 Now, you may ask how representa-
25 tive are these materials of materials being used

1 in our schools? We have not done a quantitative
2 study; however, a gifted researcher at the Center
3 for the Study of Reading has spent five or six
4 months filing through hundreds of these sheets,
5 and she assures me that they are representative
6 of the workbooks and exercise sheets our children
7 are expected to learn from.

8 Now, how important is this?

9 Really rather important. A careful study done
10 in a systematic classroom observation in the
11 schools of Illinois -- involving intermediate
12 schools, suburban schools and rural schools --
13 indicated that children spend more time with
14 their workbooks and their exercise sheets than
15 they do receiving instruction directly from
16 their teacher. From thirty-five to fifty per-
17 cent of the time the children are in reading
18 period is spent in seat work, using materials
19 such as this.

20 And there's a very important fact
21 that you cannot tell from looking at individual
22 sheets such as the ones that I have just shown
23 you: namely, that these exercises are largely
24 independent of the stories the children are
25 reading and the instruction the teacher is.

1 giving. They're uncorrelated; they are not
2 practicing the same skills that the teacher is
3 trying to teach, so they are a separate strand
4 in the curriculum. This makes the job especially
5 hard for the hard-to-teach child.

6 Now, I'd like to give you a sample
7 of a basal reader story. Would you first read
8 the first two pages of the story that begins on
9 page five? For those of you who do not have
10 this sheet, I will read it aloud, though it's
11 more effective if you read it to yourself.

12 The first sentence is: "Sue, do
13 you feel blue?" said Ron. "Yes! See this!"
14 said Sue. "Just see this! We are still in the
15 red. Soon we will not have a home. We will
16 not have the tan van. We must get in the black
17 soon." "But, Sue!" said Ron, "Don't feel blue.
18 We do try! I try. You try. It is late. Don't
19 wait up for me. I feel I must be up to try."

20 Now, I want you to notice that,
21 if you're an adult, you have a sophisticated
22 understanding of what the story's about. But
23 we see here an example of the tyranny of the
24 readability formula -- a formula used to guide
25 the construction and editing and selection of

1 school reading materials. A readability formula
2 says: Use easy words. Use short, simple sen-
3 tences.

4 Now, the color words are words
5 that most young people know. Of course, they
6 don't know these obscure, secondary, metaphori-
7 cal extensions of these color words. So what
8 this story is telling you is that Sue is
9 depressed because they have a negative bank
10 balance, but how is a second grade child to
11 know that?

12 One of the two major problems
13 that tyrannize our schools because of the read-
14 ability formula is, first of all, vagueness of
15 reference. I refer you to the second sentence
16 of the story. It says, "See this!" What is
17 this? The child has no way to figure out what
18 this is. This is an easy word, but unless you
19 know what this refers to, you can't understand
20 this story.

21 The second thing the readability
22 formula does is force you to use short, simple
23 sentences. This removes, means that the con-
24 nective tissue that would show how one sentence
25 relates to another is removed. So what you get

1 are abrupt, unmotivated transitions. So a good
2 example of this is near the end of the selection
3 that I asked you to read: "It is late. Don't
4 wait up for me. I feel I must be up to try."

5 First of all, you don't know
6 who's talking to whom. You don't know who's
7 staying up, who's going to bed, and you certainly
8 can't understand where this story is going,
9 because there is no transitional material, no
10 connectives.

11 I'll not lead you through the next
12 story, which begins on page eleven; but this is
13 an example of an all-too-frequent occurrence in
14 the basal reader of brutalization of a classic
15 fable, The Hare and the Tortoise.

16 And I ask you to read it at your
17 leisure and ask yourself whether if you did not
18 already know the fable of the hare and the tor-
19 toise, if you would be able to tell at the end
20 of this story that there's actually been a race
21 between a rabbit and a turtle; if you would know
22 who had won, and if you would know why the
23 turtle won instead of the rabbit.

24 Next, I'd like to turn to samples
25 of history, geography and science texts.

1 The first selection that I'd like
2 to draw your attention to begins on page seven-
3 teen. This selection, incidentally, bears a
4 1982 copyright. It is a book from the largest
5 educational publishing company in the United
6 States. They do over a hundred million dollars'
7 worth of business a year. They control about a
8 third of the market.

9 The section that we're going to
10 look at is from a chapter entitled "Our Govern-
11 ment." I'd like you to notice that there are
12 about four paragraphs on the legislative branch
13 of our government, about two paragraphs on the
14 judicial branch of our government, and now I'd
15 like you to notice that there are several pages
16 in which we get such details as the height of
17 the Washington Monument and even the thickness
18 of the marble on the Washington Monument in
19 inches and in centimeters. We also learn the
20 length of the East Room in the White House in
21 feet and meters.

22 Turn now, please, to page twenty-
23 one. This is a particularly tragic example
24 because it is intended for minority children.
25 It's an attempt to use material which will be

40

1 real to them.

2 I want to pause here to tell you
3 something that was learned recently. Psycholo-
4 gists have learned recently, and people in
5 literature have known for a long time, that
6 narratives of all kinds, whether fictional or
7 whether historical, have a relatively simple
8 structure. The structure is embellished by
9 more selections, but in a simple narrative there
10 first of all is a setting. The setting gives
11 time, place, location, mood. Often from the
12 setting arises the problem or need of the
13 protagonist. The protagonist may be an
14 individual or -- in the case of a history text --
15 it may be a group, be it Indians, settlers, the
16 British, the Communists.

17 The protagonist then has a goal:
18 to solve the problem or satisfy the need. The
19 protagonist develops plans in order to accomplish
20 this goal. These plans are executed. Often
21 obstacles are encountered so that there are
22 subgoals to overcome these obstacles. Finally,
23 there's a resolution and our protagonist succeeds
24 or fails and then one often learns the emotional
25 reaction and feelings of the protagonist.

1 Let us begin to read the selection
2 called "The Indian Occupation"; and this is the
3 only title given. This is intended for under-
4 achieving, upper elementary students from minority
5 groups. There are selections involving Hispanics
6 and blacks. This one involves native Americans!

7 "The Indians had not heard from
8 the government. The suit for Alcatraz was still
9 not settled. The Indians were discouraged and
10 angry. They did not know if their goal could
11 be reached. Some people wanted to tear down
12 the buildings."

13 The setting statement is very
14 abstract. It will be very difficult for a hard-
15 to-teach, low-achieving child to understand.
16 You know the feelings of the Indians, but this
17 text does not tell you what their goal is. How
18 in heaven's name does a child figure out what
19 the Indians' goal was?

20 Now notice the jump to the next
21 sentence: "Some people wanted to tear down the
22 buildings." Who are these people? Were they
23 the Indians? Were these people the enemies of
24 the Indians? What buildings? Why do they want
25 to tear the buildings down?

1 This text is all too characteris-
2 tic of the texts we find in use in our schools.
3 There's lack of coherence, lack of an orderly,
4 logical development of ideas.

5 I want now to turn briefly to
6 the teachers' guides. The material's usually
7 a thick book that a teacher, most teachers, use
8 when trying to bring a lesson to life.

9 Now, in our colleges of education
10 we try to teach teachers how to take on their
11 own, plan their own lessons, so you may wonder
12 to what extent do teachers use teachers' guides.

13 Well, I don't have a definitive
14 answer; but in a study by Mason and Osborne of
15 reading classes in central Illinois schools, it
16 was determined that most teachers followed the
17 suggestions in the teaching manual rather
18 closely. Teachers were observed with the manual
19 in their laps; they were observed with the manual
20 open on the corner of their desks. Even when
21 the manual was not physically present, a close
22 analysis of the lesson, in relation to the
23 suggestions in the teaching manual, suggested
24 that the teacher had read and was using the
25 suggestions in the teaching manual.

1 We see on page twenty-five of my
2 handout a quantitative analysis of the kinds of
3 activities prescribed in the manuals in the five
4 leading basal reader series in the United States,
5 leaders in the sense of market share. The thing
6 I want to draw to your attention is how very
7 little of what is in these manuals can be
8 classified instruction.

9 When the skill is a complex one,
10 the manual tends to get vague, sketchy, incom-
11 plete, and to be of little help to the teacher
12 at just the point where the teacher needs most
13 help.

14 Let us look at some examples on
15 page twenty-six. I'd like you to read under
16 "Reteach - i. Cause-effect relationships."

17 Professor Durkin has put a
18 question mark beside the "Reteach" because she
19 was unable to find any place earlier in this
20 manual where cause and effect had actually been
21 taught. I'll read the selection aloud in order
22 that members of the general audience may judge
23 whether they think this is an adequate instruction
24 to allow a child to understand cause and effect
25 relationships:

1 "After a volunteer leaves the
2 room, designate one child to make a sound, such
3 as clapping hands or snapping fingers. When the
4 volunteer returns, have him or her move around
5 the room. The child designated to make the sound
6 should then do so, trying not to be seen. The
7 volunteer should try to guess who is making the
8 sound."

9 Did you learn from that what a
10 cause-and-effect relationship was?

11 Now let's turn to page twenty-
12 seven. Now, Professor Durkin has classified
13 this as a missed opportunity. The children
14 read a paragraph of material in which the
15 sequence in which events take place is important.
16 It's a recipe, but there's no instruction.

17 All the teacher is directed to
18 do is ask questions. Well, that's fine for the
19 children who understood the sequence, but many
20 children of this age do not understand how to
21 use explicit linguistic information in sequence.
22 We have done emperical studies with children in
23 the third, sixth, and ninth grades that show that
24 even by the ninth grade, on a test as simple as
25 this one, only about seventy percent of the.

1 children are able to use explicit linguistic
2 signals like "after school," "then," "after
3 that," "before" to order information in its
4 proper sequence, and the figures are much lower
5 for sixth grade and third grade, which is what
6 this lesson was intended for.

7 So the child who already knew how
8 to do it, succeeds. The hard-to-teach child was
9 wrong and he didn't know why.

10 One more example. This is page
11 twenty-eight. This is very characteristic of
12 manuals for teaching reading in which the teacher
13 is flitting from activity to activity.

14 I direct your attention to the
15 middle paragraph at the bottom of the page where
16 it says "Directing Oral Reading - Skimming for
17 Details."

18 The teacher is directed to have
19 the children locate sentences that contain
20 details. That is fine.

21 All right, now notice that we,
22 immediately after that is done, we immediately
23 skip on. After locating two details, we skip
24 on to "Ask the children to tell why commas are
25 used in both cases."

1 So, when we do systematic class-
2 room observations -- and we have done thousands
3 of hours of systematic hours in classrooms --
4 we see disjointed and disorganized lessons with
5 no structure or coherence, skipping quickly from
6 topic to topic, with seldom adequate instruction
7 on any one topic.

8 Now, I've painted a sorry picture
9 of the state of school reading materials. And I
10 want to assure you now that, though I talked to
11 you today using examples, the analyses of which
12 I speak are not based on the few examples in
13 front of you. We have analyzed over 500 basal
14 reader stories, we have analyzed dozens of
15 history and science texts, we have analyzed, as
16 I have already indicated, most of the worksheets
17 in the leading basal reader series, and every
18 single page in the manual that accompanies the
19 five leading basal reading programs. And this
20 work has been done by an interdisciplinary team
21 of reading educators, linguists, psychologists,
22 and even a computer scientist, who got his degree
23 at Rice University in Houston, Texas.

24 Next I want to deal very briefly,
25 since my time is short, with why our teaching

1 materials are so poor.

2 First of all, I want to say that
3 when something is wrong in our schools I feel the
4 entire profession bears collective responsibility.
5 I think the responsibility is shared by those who
6 presume to be idea people, by professors of
7 education, by teachers, administrators, and
8 certainly by the educational publishing industry.

9 The first reason why I think our
10 materials are poor is they are based on inade-
11 quate ideas and research. We have a terrible
12 tendency in education for yesterday's solution
13 to be today's problem. I pointed to one of
14 yesterday's solutions which is a problem today;
15 namely, the readability formula.

16 The second reason is that we have
17 an undisciplined marketplace. A survey of 7,000
18 teachers in the United States indicated that most
19 teachers have no say in the selection of their
20 own teaching materials. Among those who do,
21 they get to spend on the average of an hour a
22 year selecting materials, this focused on
23 selection of basal reading programs.

24 Now, if you know what a basal
25 reading program is, the total system is a stack

1 of papers fifteen feet high. If you're doing
2 your job right, you might look at five or ten
3 stacks of papers three feet high. How could you
4 possibly do justice to your charge with an
5 average of an hour per teacher put into that?

6 But it's important to emphasize
7 that the teachers also do not have the criteria
8 or guidelines that will allow them to do the job
9 right. There's a checklist mentality. This is
10 one of the things that leads to the scattered
11 mentioning and brief treatment of topics.

12 If you're a basal reader company
13 and you've got to sell a program, you've got to
14 have reference skills in there. So you may
15 interrupt an otherwise coherent program and have
16 the children run over and look up a word in the
17 dictionary.

18 Finally, of course, we have to
19 hold the publishers accountable. I'm not going
20 to place all of the blame on their shoulders,
21 but if we're going to see progress, we must hold
22 them accountable as an educational profession
23 for dramatic improvements in the quality of these
24 school reading materials.

25 Thank you.

(The audience responded
with applause.)

JAY SOMMER: Thank you very much,
Mr. Anderson.

The Commission will now have a
chance to ask questions to Mr. Anderson, and we
have ten minutes for that purpose.

YVONNE LARSEN: I'll lead off,
Mr. Anderson.

You say we won't hold publishers
accountable, but why not?

RICHARD C. ANDERSON: Well, we
should hold -- pardon me. What I meant to say
was we shouldn't place all of the blame on --
We shouldn't place all of the blame for the
state of affairs on the publishing industry. We
should acknowledge that inadequate ideas have
come from our schools of education and other
disciplines. We should acknowledge that our
marketplace is undisciplined; that our reading
supervisors, school administrators, and teachers
are not demanding enough and don't have the
guidelines and criteria in order to get what
they really need.

However, we must hold them

1 accountable, absolutely.

2 YVONNE LARSEN: Most school
3 districts do have panels of teachers who read
4 materials. Could teachers review these materials
5 and select these books for their schools?

6 RICHARD C. ANDERSON: Frankly,
7 it would be impossible to choose a program that
8 didn't have the kinds of defects that I described
9 for you here today. There is not a program on
10 the market today that does not have the flaws
11 described to you.

12 Now, it's a personal choice.
13 However, if the market demands coherent lessons,
14 coherent texts that give attention to the
15 important points rather than the irrelevant
16 details, exercise sheets and workbooks that
17 practice useful skills or -- heaven help us --
18 even teach somebody, if the market demands that,
19 the publishing industry will be responsive.

20 YVONNE LARSEN: Okay. If we were
21 to mobilize sufficient interest in this problem,
22 how long would it take to turn around the pub-
23 lishing business to respond to this?

24 RICHARD C. ANDERSON: Seven years.
25 That's the cycle on which the major programs are

1 7. devised.

2 EMERAL A. CROSBY: I have one
3 question with regard to the disciplined market-
4 place. Our education system is based upon
5 local economy to some extent. With thousands
6 of school districts around the country that are
7 involved in publishing, what is your recommenda-
8 tion for becoming a disciplined marketplace?

9 RICHARD C. ANDERSON: I think
10 that the most important job facing us right now
11 is to give out manuals, workshops that will
12 raise the consciousness of the teaching profes-
13 sion and show them what a good lesson should
14 look like -- many of them have never seen one
15 in a manual that they're trying to use to teach
16 from every day -- to show them what a coherent
17 textbook should look like. Then they are going
18 to tell the marketing folks that that's what we
19 want.

20 I understand the difficulty of
21 the teacher who's spending a couple of hours
22 every other week per semester faced with this
23 hugh stack of materials without the kind of
24 in-depth analysis that we've been able to do.
25 It's very difficult for them to make proper

1 choices.

2 Now, if we can raise the con-
3 sciousness of teachers about what they ought to
4 expect from materials and get that, then we'll
5 see ~~very~~, very rapid change in the quality of
6 school reading materials.

7 ANNETTE KIRK: May I ask a
8 question? Did you know that, practically
9 speaking, most change comes about because of the
10 political nature of things or because of some
11 kind of citizen involvement? Can you tell me
12 what parents can do? I think parents have taken
13 this cause up in many instances. And in fact
14 you have problems right here in Texas with
15 people who have, perhaps, taken a more radical
16 approach to this question.

17 (The audience responded
18 with laughter.)

19 And I am wondering, what can a
20 prudent parent do? -- and that's what I'd like
21 to call myself. I have a child just going into
22 the first grade. Where do I begin?

23 RICHARD C. ANDERSON: Your child
24 is going to get, if he uses one of the two mar-
25 ket leaders, approximately 700 exercise sheets.

1 The first thing I'd do is go to the school
2 principal. I would read these sheets and try
3 to get them to explain to me what your child is
4 supposed to be learning from those sheets.

5 No, seriously, I think that a
6 parent-teacher organization will be -- I would
7 want to raise the consciousness of public opinion
8 leaders and concerned parents as well.

9 I want to touch on another point
10 that you mentioned obliquely. There is some
11 competition. We all want our schools to reflect
12 our own values. There is a real problem in
13 telling children a story that will hold their
14 interest at all when you've got to be careful
15 about racism, sexism, traditional American
16 values. You've got to not say anything negative
17 about nuclear power, but not be too strong on
18 solar power, et cetera, et cetera, et cetera.

19 Now, I understand that citizens
20 ought to have the right and ought to exercise
21 the right to see that the values that they
22 believe in are reflected in school reading
23 materials. I would wish, though, that we could
24 get parents and concerned citizens to give some
25 greater weight to the pedagogical values in

1 these materials.

2 JAY SOMMER: I would like to ask
3 you a question about teacher preparation in this
4 regard, because it seems to me that the line of
5 accountability is very thin. To what degree
6 should this be part of the teacher's preparation?

7 RICHARD C. ANDERSON: It certainly
8 should be a part of the teacher's preservice
9 education. I think that Dr. Smith-Burke and I
10 had a conversation just as the meeting was
11 getting underway. We feel that it's going to
12 be almost impossible to adequately prepare a
13 teacher, even in the best of circumstances in
14 preservice education. The best possible course,
15 even if colleges and universities would give us
16 twice as much time to prepare more elementary
17 school teachers, is not going to work until
18 that young woman or that young man faces the
19 reality of thirty children in a classroom. We
20 also have to recognize, with the exception of
21 places like Texas, that we are not going to see
22 as much change in our teacher core over the next
23 decade as we've had in years when the popula-
24 tion's been accelerating. Anyway, I don't want
25 to wait until all of today's teachers and

1 publishers die and have the next generation: I
2 want to get started today.

3 JAY SOMMER: Well, what would the
4 first step be? Where does the primary responsi-
5 bility lie, now that we have absolved responsi-
6 bility of the universities?

7 RICHARD C. ANDERSON: No, I would
8 not absolve that -- pardon me for being flip
9 about that -- I wouldn't absolve the universi-
10 ties. I am a professor of education. I think
11 the first line of accountability is the school
12 superintendent, the school principals, and the
13 teaching staff. I want to hold the superin-
14 tendent of schools accountable for the material
15 that's being used in his district. I want to
16 hold the school principal accountable.

17 JAY SOMMER: Just because you are
18 so friendly, Mr. Reagan, I'll let you defend
19 yourself for a minute.

20 BILLY R. REAGAN: I'll gladly
21 accept the accountability; I'll gladly accept
22 it. I know Dr. Sanchez does also and I know
23 that Emeral does also.

24 May I make one technical request?
25 Now, my job is to make sure everyone's happy.

1 I'm accountable for people's happiness. Hold
2 the mike like our teacher of the year is holding
3 it when you speak and it will come across very
4 clearly all over. Okay?

5 RICHARD C. ANDERSON: Thank you.

6 JAY SOMMER: I knew I was doing
7 something right.

8 (The audience responded
9 with laughter.)

10 Well, if we don't have any other
11 comments on this particular topic --

12 EMERAL A. CROSBY: May I just
13 point out one item that's not really that much
14 of a question, but as we're talking about the
15 marketplace and this is very much a way of our
16 life, this is that we do have to figure out some
17 way in which you're going to deal with the volume
18 as opposed to advertisement. And I'm not being
19 critical of those of you who are smoking; I
20 used to smoke too. But we don't teach smoking
21 in school. But we have to keep our youngsters
22 from getting involved in smoking, drugs and
23 everything else. And somehow or another we are
24 going to have to figure a system to counteract
25 that. I know we are talking about the type ones

1 and so forth; we end up with the lay people
2 making the decisions on what kind of textbooks
3 we want to use, and yet they are not the ones
4 who are going to be implemented within the
5 classroom. So what happens is that your adver-
6 tisement agencies for these large, public
7 conferences sell the lay people that this is a
8 textbook which they should use, so we may have
9 to wait until the generation dies out unless we
10 become more disciplined in terms of how the
11 advertisement or the money that is put in from
12 Madison Avenue deals with the lay people, if
13 they're going to make decisions in terms of --

14 RICHARD C. ANDERSON: You're
15 quite right. A market leader will gross, on a
16 reading program, over the life of that basal
17 reading program, about \$700 million. About
18 \$15 million is spent in development. I don't
19 know what their profit margins are, but that
20 leaves an awful lot of money for paper.

21 What I'm suggesting is that there
22 are probably hundreds of millions for marketing
23 compared to \$15 million in development costs.

24 JAY SOMMER: Mr. Reagan?

25 BILLY R. REAGAN: The -- In it's

1 entire area, Dr. Anderson, I think we have
2 focused on, again, a critical problem of appro-
3 priate textbook development. I'd like to point
4 to three specific areas of where the difference
5 between what someone decided in the national
6 priority and what some of them are and the
7 ability to have something suitable for teachers
8 to use in classrooms with this great adversity
9 that we're faced with in the nation and the
10 great deficits that we're faced with.

11 For example, at the present time,
12 there is little or no material at all to deal
13 with remedial reading at the secondary level,
14 particularly for those that are reading below
15 the fourth and fifth grade. You're a principal
16 of a high school in Detroit. We're spending
17 millions of dollars in this school system today
18 in secondary reading; our teachers are desperately
19 struggling for appropriate material; it is non-
20 existent. Slowly, it's developing.

21 Secondly, our nation, and I have
22 no argument with the matter of the bilingual
23 movement, I have argument in how the movement
24 is moving. The national priority is established
25 in many states by the nation that we should go

1 into an extensive bilingual program in America.
2 No one gave any priority to the development of
3 teacher training programs or to the development
4 of materials. So the mandates are here; the
5 expectations have been raised. And the paucity
6 of materials to deal with these multiple
7 linguistic language needs is incredible. Now,
8 who's going to fill that gap? If you leave it
9 up to the private publishing companies, they
10 will not do one thing until there is that
11 \$700 million profit potential; that's the
12 marketplace.

13 We are now moving into the new
14 literacy of computers. We know of the unbeliev-
15 able problems we've gotten with the software
16 and the whole computer system. Hopefully, the
17 Commission might look at this somewhere between
18 the free enterprise, and somewhere the state's
19 having to assume the role of developing material,
20 or the local school district attempting these
21 materials. Maybe there is some common ground
22 out here that we can deal with this tremendous
23 need that we have, and so, that is a very major
24 concern that we have.

25 As I say, even though we're hiring

1 hundreds of people in these programs, we're not
2 putting the tools in their hands to correct
3 those problems.

4 RICHARD C. ANDERSON: Yes, you're
5 absolutely right, and a part of the problem is
6 that, according to publishing industry estimates,
7 less than one percent of the school budget is
8 spent on materials. Now, if we were willing to
9 spend one and a half percent of the budget there
10 would be an incentive of the private industry to
11 develop materials to fill that need. Now, I see
12 the alternatives and, frankly, the marketplace
13 is the mechanism that's going to work in this
14 country, the free enterprise system. The
15 government trying to do the TVA of educational
16 materials -- they were relatively successful in
17 the science high school curriculum of the sixties;
18 those materials are second and third generation
19 and no longer dominate the market.

20 JAY SOMMER: Mr. Anderson, we'll
21 finish up your statement.

22 RICHARD C. ANDERSON: But the
23 private publishers do now dominate the market,
24 and I expect them to continue to do so. I think
25 we're going to have to work on a free enterprise

1 system.

2 JAY SOMMER: Thank you very much.
3 Thank you, Mr. Anderson, for a very informative
4 report.

5 Our next speaker will be
6 Margaret Smith-Burke, and she's Associate
7 Professor in the Department of Educational
8 Psychology, New York University.

9 MARGARET SMITH-BURKE: Good morn-
10 ing. I'd like to thank the Commission for giving
11 me this opportunity to speak to you and the
12 audience this morning.

13 My talk today is going to center
14 around some problems and then some answers to
15 those problems.

16 The recent research on reading
17 and writing forms the base of these programs.
18 Part of my presentation is the story of a long
19 project that I've been involved in, in which we
20 have used current research and translated it
21 into practice to help minority students in New
22 York City to become better readers and writers.

23 My title is "Research to Practice:
24 Improving Literacy in Schools." Recent results
25 from the 1979 and '80 National Assessment of

1 Educational Progress indicate that scores on
2 lower level reading and lower level writing
3 skills have increased. However, higher level
4 reading comprehension and writing involving com-
5 plex thinking are still in need of improvement.
6 Clearly, the back-to-basics movement has served
7 an important function by focusing national
8 attention on reading, but this was not enough!

9 Four problems of implementation
10 are evident. These problems may shed some light
11 on limitations to progress.

12 First, during the early phase of
13 the back-to-basics movement, few reading pro-
14 grams were conceptually grounded in theory and
15 research on the total reading process. The
16 focus of instruction generally tended to be on
17 word recognition skills, only part of reading.

18 Second, reading was instruction-
19 ally separated from other language arts: listen-
20 ing, speaking, and writing. The possible
21 facilitative effects involving the other language
22 arts such as discussion and writing were traded
23 for a direct approach which unfortunately
24 involved a lot of skill sheets that stressed
25 primarily lower level reading skills.

1 Third, reading instruction in
2 junior high and high schools were separated from
3 the content or subject matter it was meant to
4 serve and placed in remedial reading labs,
5 isolated from regular classrooms. At the other
6 extreme, in elementary grades, the emphasis on
7 the basics, math and reading, have seriously
8 eroded the consistent teaching of social studies
9 and science, particularly in inner city schools.
10 Consequently these students often lack the
11 knowledge which is critical for more advanced
12 reading and writing.

13 Fourth, on all levels of
14 standardized levels of reading tests, compre-
15 hension was assessed through the use of multiple
16 choice items, which we know now do not
17 effectively measure many aspects of higher level
18 thinking.

19 On a more positive note, today,
20 I'd like to describe three new programs. These
21 excellent programs are quite different from the
22 older, back-to-basics types of programs. They
23 are examples of a growing number of reading
24 programs which have been built from the critical
25 mass of theory and research which is now available

1 on writing and the total reading process,
2 particularly reading comprehension.

3 These programs were developed
4 independently in three different parts of the
5 country: Hawaii, New York City, and Montana.
6 Each one was created to serve different groups
7 of people.

8 The first program which I'd like
9 to describe, is the Kamehameha Early Education
10 Program, known as KEEP: The goal of the first
11 year was to develop a primary reading curriculum
12 for lower income Hawaiian children.

13 At first a structured basal
14 reading program, heavily emphasizing phonics,
15 was tried in combination with behavior modifica-
16 tion. Time on task, namely word recognition,
17 increased as did teachers' warm reinforcement
18 of positive school behaviors, but reading
19 achievement remained low. Given research show-
20 ing the importance of background and culture,
21 the KEEP team turned to the wealth of ethno-
22 graphic research which was available and is in
23 process on Hawaiian culture.

24 Two major findings seemed to have
25 implications for reading instruction. First,

1 there is a tradition in Hawaii of storytelling,
2 known as talk story. Hawaiian children actively
3 collaborate in telling talk stories. Their
4 discourse style is very different from American
5 style turn-taking which was being used in the
6 reading groups, in which one child talks indi-
7 vidually after another. Second, Hawaiian
8 children are given responsibility at a very
9 early age in caring for siblings and completing
10 household chores. These two research findings
11 and the research on reading comprehension helped
12 form the core of the new reading program. The
13 teachers organized their classrooms into work
14 centers, to which students were assigned hetero-
15 geneously. At each center, more advanced
16 students can help slower students, a pattern
17 which is consistent with Hawaiian culture.
18 This organizational structure then allows the
19 teacher to conduct reading lessons in small
20 groups of five to seven children at one of the
21 centers. Discussion of the story is important
22 since the focus of the reading lessons had been
23 shifted to a strong emphasis on reading compre-
24 hension.

25 The teacher's role is also changed.

1 During a lesson, she elicits relevant background
2 information from the children that will apply to
3 the story. She facilitates comprehension through
4 discussion, and she helps the children relate
5 their experiences to the story. Teachers do not
6 try to enforce American turn-taking styles, but
7 instead participates with children in a kind of
8 talk-story discussion.

9 KEEP students significantly out-
10 perform "at risk" Hawaiian children from the
11 public schools and a control group in the pro-
12 gram who received a phonics oriented basal
13 program. On the average, KEEP students score
14 at or above the forty-five percentile, as com-
15 pared with the "at risk" students, or the
16 control group, who scored at or below the
17 thirty-fifth percentile on standardized reading
18 tests.

19 The KEEP program demonstrates that
20 ongoing research, program development, implemen-
21 tation and evaluation, and teacher training can
22 be productively and harmoniously conducted in a
23 school setting. Creation of the program has
24 taken the cooperative efforts of teachers,
25 experimental researchers, anthropologists,

1 teacher trainers, and administrators over a long
2 period of time.

3 Currently they are extending the
4 program into the public schools which have large
5 percentages of Hawaiian children. We have yet
6 to find out what the results will be, but they
7 look promising.

8 The second program I'd like to
9 describe in which I have been quite intimately
10 involved is STAR, Structured Teaching in the
11 Areas of Reading and Writing. It was developed
12 and initially implemented in the third through
13 sixth grades of the Title I Program in Community
14 School District 4, New York City. District 4
15 is located in East Harlem. There are sixteen
16 elementary schools where the student population
17 is approximately sixty-one percent Hispanic,
18 thirty-five percent black, half a percent Oriental,
19 and 3.5 percent other. The district is led by
20 an extremely bright, energetic superintendent,
21 Anthony Alvarado. In 1973 when he was hired,
22 District 4 was one of the worst. Today, under
23 his leadership, it is one of the best and offers
24 a wide variety of creative programs.

25 Between 1976 and 1978, reading

1 scores plateaued with only twenty-six percent
2 of the students reading at or above grade level.
3 Title I teachers were particularly dissatisfied
4 with the existing skills management program
5 because of its emphasis on isolated reading
6 skills, the lack of direct teaching, and their
7 role as manager, not teacher, in the reading
8 labs.

9 A decision was made by the
10 coordinator of language arts, a strong leader
11 in her own right, her staff and the Title I
12 teachers to develop a new reading program,
13 jointly with the assistance of university
14 consultants who were familiar with the latest
15 research and theory on reading comprehension.

16 Two main goals of the new program
17 were: 1. To reinstate teachers as teachers, and
18 2. To shift the primary focus of instruction to
19 reading comprehension of narrative and expository
20 materials. All of the language arts, including
21 listening, speaking, and writing are used to
22 accomplish this goal of reading comprehension.

23 After three years, five components
24 on narrative materials were developed: narrative
25 lessons, strategy lessons, skills reinforcement,

1 writing, and readership. I won't go into the
2 details because I don't have time to this morn-
3 ing and additional information is incorporated
4 in my paper. However, I would like to emphasize
5 that in order to teach narrative lessons the
6 libraries had to be unlocked and real books made
7 available -- real stories, real plays, and real
8 poems. The format of the narrative lessons is
9 very similar to the format of the KEEP lessons,
10 focusing on reading comprehension: eliciting
11 children's background experience that will be
12 relevant to the stories, involving them in dis-
13 cussion before and after reading, and helping
14 them relate their experiences to the stories.

15 Writing is an integral part of
16 this program and extends the reading activities.
17 It is also developed in its own right as a form
18 of communication, both personal and formal.

19 Readership is also a very important
20 aspect of the program. It was designed to foster
21 the reading habit. Kids are involved in activi-
22 ties such as uninterrupted sustained silent
23 reading (USSR) and dramatic readings. Teachers
24 also read more difficult material to the children
25 and then discuss it in preparation for the

1 materials students will read in the future.

2 Although it's impossible to
3 separate effect of STAR from other district
4 programs, in 1981 44.3 percent of the students
5 in the district were reading at or above grade
6 level. This is approximately an eighteen per-
7 cent increase since the inception of the program.

8 The response to STAR has been
9 extremely positive. New York City Board of
10 Education has selected STAR as one of the exem-
11 plary reading programs to be used with
12 "promotional gates" students, who are fourth and
13 seventh graders who have been retained due to
14 poor reading achievement. Just recently, the
15 STAR staff was asked to apply to be part of the
16 National Education Network.

17 Kalispell, a small rural town in
18 northern Montana, is the site of the third pro-
19 gram.

20 Kalispell schools were faced with
21 low achievement in junior high and high schools.
22 An innovative reading program based on current
23 reading research was developed.

24 The first problem was overcoming
25 junior high and high school teacher resistance

1 to teaching reading, writing, and study strate-
2 gies. Teachers perceived these skill lessons
3 as interfering with the teaching of their con-
4 tent. The resistance was overcome by actually
5 demonstrating the major research findings,
6 having teachers analyze the textbooks and also
7 assessing the students' reading ability.
8 Teachers were shocked to find how poorly written
9 and organized their texts were, as Dr. Anderson
10 showed us, and also how wide the range of read-
11 ing abilities were in any given high school or
12 junior high class.

13 Now, these teachers were ready
14 to learn about reading comprehension and study
15 skills. The study activities were organized
16 into four areas: main idea, learning guides,
17 vocabulary context, and direct reading activities.
18 All exercises in each area were designed to help
19 students engage in learning actively through
20 reading comprehension, writing, discussion, and
21 study. Self-monitoring of learning progress was
22 also included.

23 The final step for all concerned
24 was to conduct mini-experiments to actually
25 demonstrate to the teachers that these new

1 techniques were working. The teachers were
 2 ultimately very impressed. The Kalispell pro-
 3 gram has been quite successful. Long-range
 4 achievement gains have been documented in science
 5 and social studies over the two years of the
 6 program. Also, students in the program have
 7 significantly out-performed comparison groups
 8 on comprehending and studying a textbook chapter.

9 Curiously enough though, no
 10 significant gains on standardized reading test
 11 scores have been found. This has raised important
 12 questions about the content validity of reading
 13 tests and also about the transfer of learning.

14 Due to the demand from other
 15 districts in the state, teams of teachers now
 16 are going to cross the state and actually teach
 17 other teachers how to utilize these techniques.
 18 They've also been asked to apply to the National
 19 Diffusion Network.

20 At this point, I want to high-
 21 light seven characteristics of these reading
 22 comprehension based programs which differentiate
 23 them from the older programs.

24 First, a dynamic leader who takes
 25 responsibility for problem solving and

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1 troubleshooting is essential for the program.
2 The difference is, in these programs, the
3 leaders are conversant with the current theory
4 and research on reading comprehension and on
5 writing.

6 Second, the instructional focus
7 of all three programs is on reading comprehension,
8 writing and discussion, and for older students
9 additionally on study strategies. Through dis-
10 cussion and writing, students learn to analyze,
11 synthesize, evaluate, and substantiate their
12 interpretations with evidence from the text or
13 their experiences. What is important here is
14 that these activities develop higher level think-
15 ing skills.

16 Third, a framework of current
17 research underlies all these programs. Once
18 again, I won't be able to go into all the aspects
19 of this research, but I'd like to emphasize two
20 points. The first is our view of the learner
21 from this research has changed significantly.
22 Learners are viewed as ~~an~~ active participants that
23 actually construct meaning from print in order
24 to comprehend. This has serious implications
25 for the role of the teachers and the kinds of

1 activities in the classroom. It also points to
2 the importance of the second point of this
3 research, that is, the importance of background
4 knowledge in terms of reading comprehension and
5 learning. We must build on what students bring
6 to classrooms, their culture, their knowledge,
7 and their language.

8 The fourth characteristic is that
9 there is a new role for teachers. The new role
10 is that of facilitator. Teachers need to get
11 offstage some of the time. They need to learn
12 teaching and management techniques that include
13 running small discussion groups, ~~fostering~~
14 discussion among children in the classrooms,
15 modeling literacy strategies and study strate-
16 gies for students, and gradually transferring
17 these strategies over to the students. In other
18 words, they have to transfer the responsibility
19 for learning to the students ultimately. Because
20 teachers are unfamiliar with these less direct
21 techniques, teacher training becomes an absolutely
22 essential characteristic of these new programs.

23 That leads me to the fifth
24 characteristic of all these three programs:
25 intensive teacher training, which is conducted

1 in the schools, and is quite recursive in nature.
2 I think the most important aspect of this teacher
3 training that we've found, is the modeling and
4 actual involvement of the teachers in the process
5 of these indirect teaching techniques. The
6 reason why this is important is that it helps
7 to build in experiential base for the teachers,
8 who as students themselves, have never experi-
9 enced this type of teaching during their school-
10 ing. It's important to create a model and a
11 base from which they can work.

12 The sixth characteristic which
13 is extremely important is ongoing support for
14 teacher change. This consists of regular obser-
15 vation and feedback in classes, and in informal
16 groups where teachers get together and actually
17 problem solve share and talk about their problems.

18 The seventh characteristic is
19 that in these programs there is ongoing basic
20 and applied, school-based research, cooperatively
21 derived from the school context by the school
22 personnel and researchers. The research
23 questions are more relevant and germane to the
24 improvement of learning and literacy in their
25 schools.

1 I'd like to close with four
2 recommendations. First, the success of new
3 programs like KEEP, STAR and Kalispell is really
4 exciting. We need to continue to fund the
5 development and continuation of this new type
6 of program which focuses on reading comprehen-
7 sion, writing, and study strategies, or potential
8 gains that we can make in literacy will be lost.

9 Second, we need more finely
10 tuned programatic, school-based research on
11 literacy and learning by interdisciplinary teams
12 of school personnel, teacher educators, and
13 researchers. And I would like to emphasize the
14 collaborative nature of this kind of research.
15 We need to go beyond global instructional
16 variables such as time on task and practice and
17 begin to examine more specifically which types
18 of learning tasks, teaching techniques and class-
19 room organizations promote cognitively active
20 learning and literacy. What do students think
21 and do, as they learn? What strategies do they
22 use to construct meaning and carry out their
23 learning?. To have a significant impact on over-
24 all school achievement, we need to know more
25 about how reading, writing, discussion, and

1 study strategies can be used in an integrated
2 way to develop thinking skills, subject matter
3 expertise and literacy in all classes through
4 active participation.

5 Third, we need to support the
6 development of new alternate ways of assessing
7 higher level reading skills on tests. Like it
8 or not, tests influence instruction. As long
9 as reading tests fail to measure higher level
10 skills, progress in teaching and learning these
11 skills will be painfully slow.

12 And, fourth, the KEEP program
13 demonstrates the importance of understanding
14 communicative styles and the sociocultural
15 patterns of minorities and culturally different
16 students. Funding for research on cultural
17 patterns, attitudes, and values towards school-
18 ing and literacy and on communicative styles in
19 homes and communities is needed. It is only
20 with this type of research base that we can
21 develop programs like KEEP which build on
22 childrens' experiences and language in order to
23 expand their repertoires of oral and written
24 language.

25 Literacy in the United States

1 must go beyond the basis. We cannot assume that
2 teaching lower level reading and writing will
3 necessarily lead to development of higher level
4 skills. It is through programs like KEEP, STAR,
5 and Kalispell and through ongoing research that
6 we will provide the base for integrated reading,
7 writing, and study strategies into content area
8 teaching. Then students of all ages will begin
9 to master literacy, knowledge, and higher order
10 thinking, a critical part of being literate in
11 today's world and the future.

12 Thank you.

13 (The audience responded
14 with applause.)

15 JAY SOMMER: Thank you very much.

16 We will now have a chance to spend
17 ten minutes on questioning by members of the
18 Commission, but we'd like to give the presenters
19 an opportunity as well to participate in our
20 questioning. I think that would be very helpful
21 to us, so let's get started on that.

22 After ten minutes we are going
23 to have a fifteen-minute break. This should
24 give the opportunity to some of our presenters.
25 And then in the afternoon session we're going.

1 to have the opportunity to hear from the public
2 on a variety of problems that they think ought
3 to be heard by the Commission; and for that pur-
4 pose during the break you will be able to
5 register. You will have the opportunity to
6 speak for five minutes in that particular seg-
7 ment.

8 Ladies and gentlemen, we are ready.

9 YVONNE LARSEN: Dr. Smith-Burke,
10 I am delighted and pleased that you presented
11 us with some optimistic and hopeful programs
12 that indicate that there are some superb things
13 that are going on in our country; but I also am
14 concerned that, along with this, a couple of
15 comments that you hoped that the funding will
16 continue so the special projects can be con-
17 tinued.

18 My concern is that we infuse these
19 programs into the poor curriculum and then it
20 doesn't have to be a special program for the
21 students to participate in this type of learning
22 experience. How can we infuse that quickly and
23 have it as part of our traditional curriculum?

24 MARGARET SMITH-BURKE: I think
25 the example of STAR in your city is a perfect

1 one. Change first occurred in the Title I pro-
2 gram itself. But now within the District 4, the
3 techniques are being disseminated into bilingual
4 classrooms, regular classes as well as the
5 "promotional gates" classes. The first step to
6 support literacy programs is to develop them
7 wherever there is interest. Ultimately, with
8 success, techniques that will be moved into
9 regular classrooms. I do agree with you that
10 there is a need for reading and writing across
11 the curriculum, a long-range goal for educators.

12 FRANCISCO SANCHEZ: Is it
13 Dr. Burke-Smith or Smith-Burke?

14 JAY SOMMER: Smith-Burke.

15 FRANCISCO SANCHEZ: And I'm also
16 going to include at the same time a reference
17 made by Dr. Anderson. Both in the material
18 selection and the reading programs, one of the
19 characteristics of the three programs describes
20 intense teacher training. My question is where
21 is our education on teacher training? It
22 appears that you have alluded to it, that in
23 these three programs and other good programs,
24 you always have to come back and retrain or tell
25 the teachers they have to have something to

1 begin with. My question is what is the place
2 of higher education in teacher training for
3 successful reading programs for our students?

4 MARGARET SMITH-BURKE: I have to
5 emphasize once again how important teacher
6 training is. I think that, for example, at NYU
7 where I work, we have an excellent teacher
8 training program which incorporates many of
9 these ideas. But in reference to what Dr. Anderson
10 said, I do agree that until a teacher gets into
11 a classroom and actually has that in-class
12 experience, can go back and think about what
13 they've learned and try to modify their actual
14 teaching, training really will not be effective.
15 I think that probably the answer to your question
16 is that we need more cooperation between school
17 districts and schools of education to try to
18 really hammer out the relationship of teacher
19 training to the schools.

20 FRANCISCO SANCHEZ: Just one more
21 comment, please. That's the point I was getting
22 at. You also emphasized the need for cooperation
23 between the school districts and researchers and
24 universal things in terms of research and in
25 translating that research into meaningful

1 outcomes, for instance.

2 Thank you.

3 MARGARET SMITH-BURKE: Do, I have
4 a few minutes?

5 JAY SOMMER: Yes.

6 MARGARET SMITH-BURKE: I'd like
7 to make one more comment about the model for
8 teacher training. I think that one of the
9 things that very often happens, having been a
10 teacher myself, is that often other supervisors
11 or university consultants mandate what teachers
12 should do. This is not characteristic of these
13 three programs. Ideas are shared, the teachers
14 go out and try them, come back and say, "Gee,
15 that didn't work, how can it be modified?" We
16 talk about how the technique can be modified,
17 they go out and test it again. That's what I
18 mean by recursive, it goes back and forth. It's
19 through the respect, interaction and that ongoing
20 process that teachers really can change. They
21 also need support from the administrators to be
22 able to do that.

23 JAY SOMMER: Mr. Crosby?

24 EMERAL A. CROSBY: In regards to
25 the dealing with in-service teacher education,

1 yesterday I think I heard some reference -- and
2 I don't know whether it was through our super-
3 intendent -- here in terms of looking at teacher
4 training and in-service training, and I'm hoping
5 that somehow we would look at that as well.

6 I am concerned about one other
7 thing. And that is, I believe somewhere in
8 the past you were talking about, I believe
9 you made reference to the amount of knowledge
10 that was brought to the reading experience,
11 and it seems to me as though we started talk-
12 ing earlier about the disadvantaged, or what-
13 ever label you may place upon it -- we were
14 saying one of the effective programs that we
15 had was Head Start, because it did do some-
16 thing. I have not heard this from either one
17 of you at this point. Did you make any reference
18 to whether or not Head Start can play a role
19 in terms of the kinds of reading programs that
20 we need?

21 MARGARET SMITH-BURKE: The main
22 site that I know the most about is in East Harlem
23 in New York City. In that site it's very hard
24 to tell how many of the STAR students actually
25 were in Head Start. There was another program

1 which was instituted in the primary grades in
2 this district, in which the "riches" of New York
3 City were brought to the children. It was very
4 similar to a Head Start experience. The
5 District 4 staff believes that this program in
6 the earlier grades may have contributed signifi-
7 cantly to the achievements along with the STAR
8 program.

9 There is often a misunderstanding
10 about minority kids, namely that they don't have
11 any knowledge. We have learned how false this
12 statement is. One of the things that is exciting
13 about these three new programs is that through
14 that discussion before reading, the teacher's
15 job is to elicit the knowledge the students do
16 have and build on it. We have found that each
17 student knows a little bit about each topic.
18 The kids really do have a lot to bring, particu-
19 larly to the reading of narrative stories, and
20 I think it's very important to stress this aspect
21 of the instruction.

22 EMERAL A. CROSBY: May I just ask
23 one more question, because you made reference
24 several times to writing as being a part of the
25 movement into reading and moving into a higher

1 level -- and I know that we're going to get
2 something later, because this is going to tie
3 into -- I will hold off, but how soon do we
4 start this writing program to improve his read-
5 ing, a higher level of comprehension?

6 MARGARET SMITH-BURKE: I don't
7 want to steal Don Graves's thunder --

8 DONALD GRAVES: Do it again!

9 (The audience responded
10 with laughter.)

11 MARGARET SMITH-BURKE: As early
12 as possible.

13 Reading and writing are the flip
14 sides of the same coin, and as students become
15 writers and authors in their own right, they
16 understand what it means to read or have other
17 people read their writing. I think that this
18 has been one of the tragic things about the
19 older back-to-basics program that separated
20 reading and writing. We need to bring writing
21 back into reading programs. Writing particularly
22 fosters higher level thinking skills. When
23 students read, write about their reading,
24 emphasizing and evaluating what they read, they
25 are forced to develop higher level thinking

1 skills. We're fortunate in some ways that the
2 National Assessment of Educational Project
3 Progress actually used written essays to test
4 reading comprehension. These tests showed how
5 poor the higher level reading and thinking
6 scores of students really were. And I think
7 that this ties into my suggestion about trying
8 to foster the development of new ways of
9 assessing these higher level skills in reading
10 comprehension and writing.

11 JAY SOMMER: We can take one more
12 minute, if there is someone who wants to comment.
13 If there is no one -- Yes, sir?

14 BILLY R. REAGAN: Very quickly.
15 We spent untold amounts of resources, money,
16 materials, on pullout programs. Am I interpret-
17 ing correctly what you're saying, that the
18 delivery system of these three programs is self-
19 contained classroom based, and they're not
20 oriented toward pullout programs?

21 MARGARET SMITH-BURKE: Yes.

22 BILLY R. REAGAN: What is your
23 opinion on pullout programs -- second part of the
24 question -- at the secondary level? And I'm
25 interpreting your statements that there is a

1 need for teachers of reading, but as I under-
2 stand what I believe you said is all teachers
3 have a similar role in reading.

4 MARGARET SMITH-BURKE: Definitely,
5 in terms of the secondary level, the Kali'spell
6 program was designed to train classroom teachers
7 and to help them see, in fact, that they can
8 actually improve the learning of the subject
9 matter through reading, writing, discussion, and
10 study techniques. It's a very hard thing to
11 change, namely, the attitude that those skill
12 lessons may take up "valuable time" from teach-
13 ing content. The learning does proceed more
14 slowly in the beginning, but in the end the
15 students learn more because they are actively
16 engaged in learning the subject matter material
17 through reading, writing, and study projects.

18 JAY SOMMER: Thank you.

19 EMERAL A. CROSBY: I hate to take
20 a minute off, and I don't know whether I heard
21 the same thing or not, but listening to what our
22 superintendent has said, it looks to me as though
23 we're going to have to either quit teaching or
24 quit preparing social study teachers or history
25 teachers or whatever and start teaching or

1 training people that they are teaching reading,
2 writing by using this as a means of teaching,
3 so that there is whatever happens to the end.
4 I'm hoping that -- I saw some beautiful programs
5 yesterday that have been incorporated here
6 within the district, but I think we're going to
7 have to get away from the social studies and
8 teach reading; because if you can't read you're
9 not going to learn that anyway, and I'm hoping
10 that somehow we will address ourselves to that.

11 Thank you.

12 JAY SOMMER: Thank you very much.

13 We will resume our hearing at a
14 quarter to eleven.

15 (A brief recess was
16 taken.)

17 JAY SOMMER: Margaret, we want
18 to thank you very much for such an inspiring
19 presentation.

20 We still will be taking registra-
21 tion until 11:30 for the last session of the
22 day, for the five-minute presentations. At
23 11:30 we will close that registration part.

24 Our next speaker is Mr. Donald
25 Graves, Director of Writing Process Laboratory,

1 School of Education, University of New Hampshire,
2 Durham.

3 Mr. Graves.

4 DONALD GRAVES: Thank you,
5 Mr. Sommer.

6 I appreciate the early remarks
7 of Superintendent Mr. Reagan, because I found
8 out that the qualification for admission into
9 this room was no hair. I find that a number of
10 other distinguished persons in this audience --
11 our Chair, myself, Mr. Goldberg, persons from
12 Washington, and so on -- so that it's nice to
13 feel at home, when hair has been duly recognized.

14 (The audience responded
15 with laughter.)

16 Seriously, these prestigious
17 hearings, truly, and I'm very grateful to be
18 here with this Commission to speak about what
19 it is that children can do when they write.

20 We've already heard about the
21 importance of reading and writing, as they relate
22 together. We've heard some marvelous examples
23 of schools and how, through teamwork between
24 universities and schools in different locations,
25 where it can be done, where excellence can be

1 perceived, both in testing and in gathering of
2 data systematically and research.

3 We have some marvelous examples
4 on the table today, but what I would like to
5 share, this morning, is another case, another
6 story. A story of research conducted coopera-
7 tively with teachers in the state of New Hampshire
8 in a very small community, Atkinson, New Hampshire.

9 In particular, I want to show what
10 it is that children can do when they write if we
11 let them.

12 Children want to write. They want
13 to write the first day they come to school. If
14 you've ever had children at home it shouldn't
15 surprise you. They write on the walls, they
16 take their fingers and mark on moist window
17 panes, they write on sidewalks, they write
18 everywhere. Their marks say "I am."

19 Mark has just finished a draft
20 about some chickens he has been raising. His
21 teacher, Mary Ellen, told me she asked him what
22 he will do next with his pieces.

23 "Possibly get it published,"
24 Mark said. "I might sit down and work on it a
25 bit, turn it over and erase the things on the

1 back and write some new stuff. Write new stuff
2 about chicks. I might take this piece and just
3 look through to see if it's chicks or ducks,
4 because I had to take some of John's ducks, too.
5 It even took more than an hour. I might change
6 some of it to ducks."

7 Mark is six years old and is
8 learning to write. He ~~is~~ also learning to
9 think. He takes a subject, examines the facts,
10 suspends the judgment, and keeps on writing
11 until he is satisfied. He has that sense of
12 confidence about writing, because in the first
13 week of school, his teacher let him write and
14 kept on asking questions about his information
15 and what he was doing from September right on
16 through May, when we recorded what it was that
17 he said right here.

18 Before the year was out, the
19 children in Mark's first grade classroom composed
20 1300 five- to six-page booklets, with 450 of
21 these being published in hard cover for the
22 other children in the room and the school.

23 Half revised their work; a fifth
24 of the children used quotation marks accurately
25 in the first grade. That's because they got

1 them when they needed them. Most of the time,
2 we're scratching kids where they don't itch.
3 Or, here again, we have a whole series of
4 quotation mark exercises, and they keep filling
5 them in and filling them in; and then when they
6 write they don't use them, do they? Small
7 wonder. They didn't need them.

8 Now, this information that I'm
9 sharing is a byproduct of our study up in New
10 Hampshire, the study funded by the National
11 Institute of Education, who made it possible
12 for three researchers, myself included, to take
13 two years to record the details of what children
14 do when they write.

15 This was not an experimental
16 study. Rather, it was a detailed study of how
17 writers develop. As fast as we gathered the
18 information, we shared it with the teachers, and
19 the teachers used what made sense to them.

20 Because the teacher used this new
21 information to help the children as writers, we
22 found out more of what children did when they
23 wrote.

24 Children improve so rapidly that,
25 before the study was completed, more than 2,000

1 visitors observed the teachers and children at
2 work. I don't recommend that again. The demand
3 for the story of these children and teachers
4 didn't stop. Twenty-five articles in profes-
5 sional journals and three books; covers on Time,
6 Psychology Today, Better Homes and Gardens, and
7 Family Circle; as well as eighty-four workshops
8 in schools from the Bronx to Vermont, thirty-
9 seven universities in the U.S. and abroad give
10 some respect to the travels of our data from
11 this 400-pupil elementary building, built in
12 1789 in Atkinson, New Hampshire.

13 What did we find? What did we
14 do? Three researchers looked in five classrooms
15 for two years, following data, following sixteen
16 children and their classmates for that length of
17 time. The research task was to be present when
18 the children wrote and to record and describe
19 and identify what it was that they did when they
20 wrote.

21 We gathered the facts about what
22 children did by hand-recorded observations,
23 extensive video recordings, interviews, and
24 analyses of everything that was Xeroxed that
25 they wrote for two years.

1 Well, why did we do it? Why would
2 anybody want to spend that amount of time? I'm
3 still asking that question about it. We have
4 wall-to-wall data. It would only be mixed emo-
5 tions if the place were to burn, were all the
6 data removed. It would erase twenty years of
7 guilt from my back for all the data that are yet
8 unanalyzed.

9 We did the study simply because
10 children have not been observed while they were
11 writing. There's all kinds of speculation that
12 have gone on about what they actually do when
13 they write. You see, most research is retro-
14 spective. You take the tape; you look at it and
15 say, "Gee, I wonder what he was doing when he
16 was writing."

17 No, we needed to be present to
18 record in detail precisely what was going on so
19 that we might find out what kinds of decisions
20 children made when they wrote.

21 But, you know, teaching patterns
22 have followed research patterns. That's right.
23 Most of the research on children has also been
24 retrospective as well as teaching. Most teach-
25 ing of writing still is the red-lined first draft.

1 You pass it back and was it any wonder as to
2 what would help that way. Most of us have been
3 through, if you will, the red-line first draft
4 before we even know what our subject was,
5 before we even knew what the right information
6 was on the piece.

7 No, we need to teach in draft,
8 in the midst of the jungle, if you will. From
9 the time the person begins to choose the topic,
10 through that early draft, asking tough questions
11 about the information that needs to be read to
12 go into the draft, and then asking further
13 questions until the person moves into the par-
14 ticulars of language and sentence construction
15 he needs in a final draft.

16 We need research that shows just
17 how writers can be helped during the process,
18 not when it's all finished.

19 This is why we went into those
20 rooms and spent as much time as we did. We
21 wanted to put some labels on that tangled
22 jungle; we wanted to make sense of that jungle
23 by showing what the process is, and why the climb
24 of these remarks beyond and the music playing.
25 The children will be proud that their remarks

1 are so reflective.

2 But, more importantly, we wanted
3 to aid teachers, to give more timely help in all
4 stages of the writing process. And the Atkinson
5 teachers where we were gathered today will give
6 just that.

7 We hoped that our mapping
8 expedition would also help the whole area of
9 publication. Just as this was mentioned earlier,
10 the tremendous need in the area of publication
11 of textbooks in the area of reading, we have
12 the same need in writing.

13 In our analyses two years ago of
14 writing textbooks, one percent of language arts
15 in textbooks deals with the teaching of writing
16 in draft. Now, that's the teacher remarks. The
17 actual materials of the students don't provide
18 for it at all. So we have mostly, if you will,
19 a two-day assignment. When an assignment is
20 given, it's taken home, brought back the next
21 day, it's corrected, teacher passes it back the
22 next day, the children take out all of the red
23 marks and fix it up and shortly leave on the
24 course, and back it comes. That's all. They
25 just changed what was pointed out as wrong. End

1 of writing. They don't learn to use information
2 and peel away the layers, finding out what it
3 means to know, in short, to think.

4 Professor Smith-Burke was mention-
5 ing the results of the National Educational
6 Assessment from that very important document
7 that all of us should read, Reading, Thinking
8 and Writing, and what's the main problem that
9 we have in education? Thinking. We know that
10 beyond third grade, that score is dropped, the
11 area of reading; but they do writing as well,
12 because the thinking has been removed from the
13 process.

14 And drafting gets back into think-
15 ing and teachers challenging kids in relation to
16 what it is that they're putting down on paper.
17 Wouldn't it be fine if we found that six-year-
18 olds can choose topics on their own, rehearse
19 information, rewrite, read what they've written
20 and remarks; they can read work on several pieces
21 simultaneously. The writing process involves
22 writing; it involves a high level of critical
23 reading from six on; it involves accessing
24 information, spelling, handwriting, the whole
25 series of processes.

1 One of the things that was very
2 helpful in this study was to find out just what
3 goes on: What are all the subproceeds involved
4 in writing? And one of the things that we were
5 looking for was to get in a sense of some of the
6 order of development that writers go through
7 from first grade all the way up through the
8 fourth. Remember, now, we're looking to get a
9 map of six, seven, eight and nine-year-olds, in
10 a sense, when these sequences are developed.
11 And we did find them. We saw how children learn
12 to use a page, and then -- think of this --
13 temporarily abandon conventions, the conventions
14 of neatness and spelling, because when you have
15 to revise you have to mark up the paper. Can a
16 parent revising his -- if we insist on neatness
17 in revision --

18 As the kids say in the state of
19 Maine: You can't get there from here. You can't
20 do it. And it's a bigger barrier than we realize
21 to change that.

22 We observed writers make signifi-
23 cant changes in this way. How many of you, when
24 you write, can sit down, think: This is going
25 to be the draft, first and final, no changes

1 necessary? We pray for that, don't we?

2 Well, when kids start to write,
3 they think the same thing. This is going to be
4 it. We see them take out their pencil and rub
5 out. This is going to be the draft. It's
6 crossing the Continental Divide, when we see
7 writers start to line out. This says this draft
8 is temporary, and, in fact, this is a very
9 important area of development. Now, for kids,
10 when they see writing as clay, when they see the
11 draft is temporary, when they see the need for
12 more reading in order to deal with the informa-
13 tion that's in their text, we find very important
14 changes going on that, in fact, will have major
15 import in the area of reading.

16 When writers revise, they're into
17 some of the highest forms of reading that we
18 know. There's a lot of reading in writing, if
19 kids have a chance to draft. If kids have a
20 chance to draft.

21 Now, teachers took our information
22 about the children and used it to confer with
23 them at all stages of the writing process. We
24 heard before about the three important examples
25 of good cooperation between schools, universities,

1 and work -- which were just mentioned by
2 Professor Smith-Burke -- we heard about reading,
3 speaking, listening, and writing simultaneously.
4 This is precisely what has occurred in these
5 children to help them to draft. You couldn't
6 tell where reading, speaking, listening, and
7 writing began or ended: In fact, sometimes
8 conferring with the writing piece was more
9 reading than writing or more speaking. In fact,
10 the greatest progress occurred with the writing
11 when the children spoke more than the teacher
12 did. Why? Because the teacher set up the draft
13 in such a way that it was the writer's responsi-
14 bility to teach the teacher about what the
15 writer knew.

16 As Archibald MacLeish says so
17 elegantly in his writing, it's very different
18 than in my teaching of literature. Teaching of
19 literature I know, my subject. I know the
20 American public and I expect my students to know
21 certain things about that poem. But when one
22 does a writing course, it's up to them to teach
23 me about what they know, and it's up to me to
24 help them to do it; that's what writing is. But
25 if it's for you to guess what it is, then I will

1 hold you responsible for it.

2 Things don't happen. We gather
3 data in sequences, you know. We found all about
4 stages from speech, writing; we found out
5 different hierarchies for reading skills were
6 involved. We found out how kids learned to use
7 the page, and we found out how they learned to
8 use the process.

9 For example, a first grader
10 starting to write will write in this way, and,
11 using the process, comes into the room and says,
12 "What do I write today? What do I write today?
13 I write about a wedding." The child sits down,
14 draws a woman in a gown; and within three
15 minutes he's written a text, and the piece is
16 done. In fact, as the child is composing the
17 last two words, the child is already thinking
18 of the next thing the child is going to do.

19 Two years later. Two years later,
20 this same writer will discover a topic on a week-
21 end, spend Monday through Wednesday talking about
22 it, discussing it, reading about it, and for the
23 next three weeks, on a self-directed basis, will
24 sustain the piece through eight drafts, because
25 the writer has learned how to use the process,

1 and questions have been asked of that writer that
2 will help him through that,

3 This should not surprise us. This
4 is what kids can do if they're challenged in
5 relation to what they know. It's terribly
6 important, and it's up to the teacher to help
7 that child. Well we know, and it can be done.

8 Yes, we found sequences. But you
9 know -- and please bear with me on this -- as
10 time went on, as time went on, the sequences
11 started to break. That's right. The sequences
12 started to break. In fact, we found that the
13 differences in the children outweighed the
14 similarities.

15 And at first this was very up-
16 setting until we realized that this was exactly
17 what researchers ought to be doing. When I'm
18 teaching a youngster and I read where research
19 says I ought to do this, this, and this, and the
20 youngster seated there may not fit that pattern,
21 may be at the other end of the tail somewhere,
22 or may bring something entirely different to the
23 page. Yes, the research that we were doing
24 helped teachers to see the differences and the
25 rightness, and that is precisely what the teachers

1 were doing at the research site where we were.

2 Well, what does this mean? What
3 is needed? You know, the National Institute of
4 Education has been funding this type of research
5 since 1977. We're just beginning to find out
6 what children can do with the right process.
7 Based on these earlier findings, we have some
8 inkling of how to help them. But on this
9 Lewis-and-Clark expedition, we're now barely
10 fifty miles west of St. Louis; we're just getting
11 started. We're just beginning to find out what
12 writers can do.

13 Well, what, then, is needed? We
14 need more research gathered in schools so there
15 is a sufficient period of time to report what
16 children's patterns of development really are.
17 And although not every study can have immediate
18 effect on students, much more of our research
19 needs to be done in school sites, and we need
20 to leave school sites better than we found them.
21 And it can be done.

22 Translation of research into
23 actual place in practice has taken much too long
24 in the past. That's because of the way in which
25 we gathered the information and the arcane

1 language that we used to report it. Most of the
2 research is written not to be read.

3 Now we need to discover what, in
4 fact, the research can do in a school setting.
5 Basic researchers need to know more about teach-
6 ing, and teachers need to know more about basic
7 research. The future funding ought to consider
8 means by which the research will relate to the
9 research site much more clearly than in past
10 times.

11 I have a few recommendations that
12 I'd like to mention here as to what I feel is
13 needed futurewise. The area, the work site,
14 writing, research, and language.

15 First, we need to conduct more
16 research in schools over a sufficient length of
17 time for more detailed work in how writers make
18 decisions in the midst of writing. Consider the
19 use of satellite classrooms where preliminary
20 findings can be quickly replicated and tried out.

21 Secondly, conduct more basic
22 classroom research recommended by
23 Professor Smith-Burke in writing in urban sites
24 with different language and ethnic backgrounds.

25 Third, study the changing conference

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1 patterns, the ways in which teachers relate to
2 the record, to know specifically what kinds of
3 conferences have effects on helping writers to
4 sustain drafts and do thinking in drafts over
5 time. We need to conduct much more research
6 than we have on the relationship of reading and
7 writing, much more. We are just beginning to
8 get started on that front. Language and think-
9 ing bases underlying the processes of each need
10 to be studied. The teachers may see how the two
11 can be used together.

12 We need to encourage more collab-
13 orative research between teachers and writers.
14 We need to conduct more research on the actual
15 reading and writing of teachers. We're just
16 beginning to help teachers with their own
17 writing. This makes a difference.

18 The teachers in this study were
19 writing themselves and sharing their writing
20 with each other, and they wrote with the children.
21 It makes a difference.

22 JAY SOMMER: Mr. Graves, our time
23 is up.

24 DONALD GRAVES: The last one here,
25 just looking on it. In the past, we focused on

1 children's errors. For this reason we've
2 greatly underestimated children's ability to
3 write and to think. They have perspectives
4 about what they're doing that we miss from day
5 to day because we don't let them speak.

6 Listen to an eight-year-old's
7 perception of writing. "The more you do write,
8 the harder it is to write, because you're grow-
9 ing older and doing harder things. And when you
10 do harder things, the writing gets hard."

11 Children want to do harder things.
12 They want to be challenged. They want to think.
13 Our job involves research and teaching to make
14 possible the excellence they may want even more
15 than we do.

16 Thank you.

17 (The audience responded
18 with applause.)

19 JAY SOMMER: Thank you very much.

20 Members of the committee, we will
21 have to be a bit more cognizant of the time
22 element, because -- please, we are ready for
23 questions now.

24 YVONNE LARSEN: Dr. Graves, your
25 research seems to delve into the elementary

1 level. Have you done anything in the secondary
2 level?

3 DONALD GRAVES: Not systematic
4 research, but I do a lot of work in sectarian
5 schools and church subsidiaries also.

6 YVONNE LARSEN: Well, our class
7 schedule has changed considerably. It used to
8 be five subjects and three study halls and what-
9 ever, and now we have the longer class periods
10 and not the controlled type of study halls. I
11 wonder if there's any research that shows that
12 that really was a constructive part of our
13 education, in which students were in a controlled
14 setting and not home earlier to see General
15 Hospital and things like that.

16 DONALD GRAVES: I wish I could
17 cite research from that front. I'm sorry, but
18 I cannot. I honestly don't know the answer to
19 that question from a research standpoint.

20 YVONNE LARSEN: It would be
21 interesting to know.

22 DONALD GRAVES: Yes, it would.
23 One of the things that I did have time to get
24 into is time studies: precisely how time is used
25 in the area of writing, and how, in fact --

1 although my remarks would be for the elementary
2 level -- we do need to look much more in terms
3 of how time is used, like the Jergen study that
4 was cited earlier.

5 YVONNE LARSEN: If you look at
6 the format on how a test is given, insomuch as
7 how many are multiple choice rather than --

8 DONALD GRAVES: Yes, I have. I
9 did a study for the Ford Foundation and found
10 out that most stuff is lined up to circle, line,
11 underline, draw a line to, without any writing;
12 and as Dick was showing his data, that as
13 publishers stated on the background -- this was
14 in '79, we lose our shirts if you quit writing
15 that because it takes more work to respond. We
16 can't get them in. That's one of the places
17 where it was mentioned earlier. We need to
18 demand more opportunity for our kids to write
19 and to do graceful writing and thinking in
20 relation to actual reading of text and on
21 projects.

22 EMERAL A. CROSBY: Quick one.
23 I don't know whether the first one is a question
24 or not, but it looks as though we're still talk-
25 ing a lot more about teacher education and

1 teacher training.

2 DONALD GRAVES: Yes, we are.

3 EMERAL A. CROSBY: And I'm
4 wondering if, as the first part, we're talking
5 about now a new grade of teacher, that we're
6 talking about now retraining our teachers to,
7 teach reading and writing and everything right
8 initially.

9 DONALD GRAVES: Yes, we are talk-
10 ing about more work for teachers. Although,
11 when we went to the research site, we did not
12 work and do in-service work with those teachers.
13 We do this extensively, and it begins, if you
14 will, with the teachers' own writing; that is,
15 taking a person through the process, working
16 with the process over time, and also getting
17 into the teaching of writing. We do intensive
18 two-week work in school systems at the university
19 and, above all, as part of this, we show what we
20 mean with kids. We need far more demonstration
21 with this of what we mean and less talk about
22 what it is that we're doing. We need to go into
23 the amphitheater and show what we mean about this
24 surgery instead of talking, talking, talking like
25 I'm doing right now. I wish I could show what I

1 meant with kids.

2 EMERALD A. CROSBY: I guess I have
3 one other one, because all three of you -- and I
4 don't know whether the other three are going to
5 mention -- you keep talking about taking things
6 into the school, doing research in the school.
7 And, I'm wondering, are we saying that the
8 school should be more involved in this research
9 or whether the universities and colleges are
10 going to come in and do the research with the
11 schools?

12 DONALD GRAVES: It's a cooperative
13 venture. If we come in with this idea that we're
14 going to show you the glories and wonders of
15 things that you don't know, we should be ridden
16 out of town. In fact, the teacher, at the end
17 of this study, is going to be asking far more
18 research-sophisticated questions and their kids,
19 and we could formulate an advanced study.
20 Teachers know things that researchers and
21 university professors need to know; and if we
22 live long enough, maybe a little sense will get
23 through to us.

24 But the problem is that we're cut
25 of a different cloth from schools and need to

1 spend much more time there than we have. But
2 there is help needed from both university, and,
3 to encourage such practice, schools of education.
4 The rewards for most persons in the educational
5 department are not for being smart in school,
6 but rather for staying on campus. Something
7 needs to be done about that.

8 (The audience responded
9 with applause.)

10 JAY SOMMER: Thank you very much.
11 Mr. Graves, when I so rudely interrupted you,
12 you may have wanted to make one more point --
13 and we are stealing a little time from the panel
14 that is crucial -- perhaps you can do it now.

15 DONALD GRAVES: All right. Several
16 of the recommendations that I had were for the
17 area of looking at microcomputers. We need to
18 do far more work than we have in studying, on
19 an ethnographic literacy basis, on the effect
20 of microcomputers on the school and on their
21 work. Right now we're in truly a revolutionary
22 age, nothing like the first introduction of the
23 alphabet or the introduction of the Guttenberg
24 press, but this thing is coming in willy-nilly;
25 everybody's buying computers and just letting

1 rip, and you know, we've data all over the place.
 2 And then we find out later what the effects are.
 3 We need help in doing systematic research on the
 4 effect of microcomputers. I have no doubt but
 5 what it can do an awful lot for the learner and
 6 it's so easy to revise. We can find out, for
 7 example, recordings of what kinds of decisions
 8 the writer makes in the midst of doing the writing
 9 with the computer. We have a record, then, that
 10 we couldn't get any other way. But we'd better
 11 get onto it or a lot of things are going to hap-
 12 pen that aren't going to help writers, and people
 13 are going to say what did we spend all that money
 14 for.

15 JAY SOMMER: Mr. Reagan touched
 16 on that substantially yesterday in our briefing.
 17 Thank you very much.

18 DONALD GRAVES: Thank you.

19 JAY SOMMER: Our next speaker will
 20 be Eileen Lundy, Associate Professor and Director,
 21 Composition, Division of English, Classics and
 22 Philosophy; Faculty Coordinator, Gifted and
 23 Talented Program for High School Students,
 24 University of Texas, San Antonio.

25 EILEEN LUNDY: Thank you.

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1 Mr. Speaker. I'm happy to be here. My heart
2 is pounding, not from stage fright nearly as
3 much as from the excitement of what is going on
4 here today. I hope that what I say will appear
5 to you as clearly as it does to me, to be in
6 complete concordance with what has been going
7 on already and the talks of our three speakers
8 and in the questions and answers that have fol-
9 lowed.

10 I'd like to offer from my own
11 experience some ideas and observations, some
12 recognitions, perhaps, that have come from two
13 hats that I wear, from two offices that I hold,
14 from two roles that I play.

15 One of my positions is director
16 of the composition program at the University of
17 Texas in San Antonio. The second is a member
18 of the advisory committee on writing for the
19 Texas Assessment of Basic Skills that is quite
20 familiar to all of you in the audience and to
21 a number of us here in the semi-circle and the
22 floor of the room.

23 First of all, at UTSA in 1979
24 there was a policy reversal in the University
25 of Texas System. Up until that time, no state

1 moneys were to go to what is called remedial
2 level courses at the university and college
3 levels. In 1979, thanks to the work of
4 Dr. James Kinneavy and a couple of other col-
5 leagues in the state pointed out to the coordi-
6 nating board and the regents that there was an
7 ambiguity in the state that could be interpreted
8 differently. It was interpreted differently;
9 moneys came our way. I was asked to come over
10 to English, Classics and Philosophy and begin
11 to design what had already been termed a basic
12 English course with the university, to take over
13 the writing in laboratories just larger than the
14 closets in the building, and to begin to revise
15 the freshman and sophomore English classes. What
16 a task! Luckily, I have lots and lots of wonder-
17 ful help on our staff, faculty, and we're in
18 close contact with Dr. Kinneavy and some of the
19 other people in the University at Austin.

20 So here's what we did. We took,
21 first of all, the basic English course and we
22 said this is to be a writing course, reading
23 and writing course. We will have it a writing
24 course that has no text except text is the writ-
25 ing of the students. At this moment, you have

1 heard several times that what is more important
2 than the printed page is what the student brings
3 to that page. In writing that is equally impor-
4 tant, as important as any of the structures of
5 the language. The student is using the exper-
6 iences with which to build a language and to
7 communicate.

8 So that what we did was to begin
9 with personal narrative writing with a great
10 deal of discussion, with an emphasis on the
11 writing process, working as Dr. Graves has sug-
12 gested, in draft after draft after draft with
13 students, so that we were working with them in
14 a basic English course process.

15 Our very first fall, we had
16 eighteen sections of basic English; we're now
17 down to about eight. We're not sure what's
18 causing that, but it may have some relationship
19 to the effects of the TABS test in the schools
20 of Texas. And I'll come to that later.

21 Incorporated into the rest of
22 our English program -- I'm hurrying, so that I
23 can get this all in, so I hope that I don't skip
24 something so that it's unfair to you, and if I
25 do, please ask me in the later discussion.

1 In the freshman and sophomore
2 English courses we have a fairly traditional
3 program, which is freshman composition, then
4 what we have are two humanities courses which
5 were essentially similar to the sophomore survey
6 of literature.

7 Our humanities courses, however,
8 were taught in auditoriums somewhat like this
9 to 150-some students. So guess what kind of
10 tests were given to these humanities students?
11 To the humanities students, multiple choice
12 tests, fill in the blanks; short, short, short
13 little answers so that our students would accept
14 the freshman composition in the traditional
15 program, and I wonder how like other programs
16 that may be? Writing stopped until they may be
17 confronted with some sort of essay test when
18 they're in their major area. Because in
19 Introduction to Sociology, Introduction to
20 Psychology, Political Science and History, 150,
21 200, 300 students are in an auditorium.

22 So our first task was to get
23 class size down so that writing could reenter
24 the academic visibility. And we are now down
25 to twenty in our basic English course, twenty-five

1 in our freshman composition course, that's as
2 far as we've been able to pull it back. But
3 from 150 to thirty is one we felt was a bit of
4 an accomplishment, so we're down to at least the
5 possibility of working with students in writing
6 and it demands the reduction of class size.

7 What else are we doing? Where
8 are we now? We're in a transition period. I
9 have been working with the instructors and said,
10 "Okay. Any of us who take ourselves too
11 seriously, we may get involved in too many
12 sleepless nights over this. Just think of what
13 Adam said to Eve as they left the Garden: 'Don't
14 cry, dear, this is a transition period.'"

15 (The audience responded
16 with laughter.)

17 And so this is indeed what we're
18 in now, is a transition period.

19 All right. From a concentration
20 under the direction of errors at the surface
21 level, we are moving in our college classes --
22 Let me backtrack.

23 From a concentration of directional
24 errors at the surface level, represented in
25 heavily marked papers, assignment paper grade

1 progression, the two-day assignment series that
2 Donald Graves spoke of is indeed very much a
3 part of the college classroom.

4 Moving from that at the college
5 level to an emphasis on the writing process,
6 working with students to perceive topics they
7 care about, working with them in the course of
8 free writing -- prolific writing, as it has been
9 called -- to discover topics, working with
10 journals and summaries of journal entries over
11 a period of time to discover the topics: This
12 is what we're calling bringing their experiences
13 into play in the classroom, turning the tradi-
14 tional research paper tacked onto the end of a
15 course and being mainly the momentary learning
16 of formalities of bibliography, footnotes, and
17 so on. Don't you have to look up, have to do
18 that when you have to do something? Well,
19 transitioning from that into a true spirit of
20 inquiry, to using why, to inquire, to find out
21 where the students could find out what they
22 think, find out what they care about, find out
23 what they care enough about to spend the energy
24 to pursue the research topic.

25 So for reading, discussion,

1 responding, writing, revising, receiving response,
2 revising and publishing. In most of our classes,
3 we suggest -- it's not done in all yet -- that
4 the writing of the students be published for one
5 another, for other classes. Letters to the
6 editor of various journals and publications,
7 that the writing move at some point in the pub-
8 lication. We find that the easiest reason to
9 give for teaching editing procedures is that it
10 will go out to a publisher and, therefore,
11 courtesy to the reader, clarification of mean-
12 ing, and the caring of meaning are the real
13 reasons for editing.

14 Secondly, we're moving from a
15 view of "error is bad" to a view of "error as
16 clue," to a linguistic logic that in some cases
17 needs to be replaced with a different linguistic
18 logic, in some cases needs to be understood by
19 the teacher so that that teacher can work then
20 with the student in a more realistic way, remov-
21 ing from the "teacher only as audience" to a
22 variety of real audiences with classmates being
23 the prime area audience and the writing workshop
24 in the college level.

25 This leads into the workshop

1 atmosphere of the writing classroom into a con-
2 centration on the clarifying purpose in writing,
3 and the understanding of the needs of audiences.

4 We're moving from a one-way-to-
5 write orientation -- the five-paragraph theme,
6 the research paper technique -- to writing to
7 the demands of various academic disciplines for
8 various real world situations. We are moving
9 to help students to write from their own
10 experiences, bring their own experiences to play.
11 It's amazing how much interaction there is now
12 in reader response criticism, and the movement
13 is there in literature with using those students'
14 responses to literature in much the same way as
15 we were advocating using their responses in
16 writing.

17 Now, where do we go from here?
18 What do we need at the college level? We need
19 the same things we've been hearing that are
20 needed by the elementary teachers. We need the
21 retraining of teachers; we need the continuing,
22 recursive in-service programs.

23 Just the other day, we were doing
24 a revision of the syllabus that was very quickly
25 put together and the revising of our freshman

1 and sophomore English classes. And to do so,
2 I didn't do it, I asked the teachers themselves
3 working in these various courses to take the
4 syllabus to revise and to suggest things that
5 are very generally stated descriptions of the
6 intent of the course.

7 And what happened was we didn't.
8 do too badly on the basic English. We didn't
9 do too badly on the freshman composition, but
10 when we came to our other two courses, which are
11 no longer called humanities, but called Critical
12 Reading and Writing I and II, when we got to
13 those, well, we opened a Pandora's box. Because
14 what it revealed to us was something fundamental
15 to a number of things that have been said here
16 this morning.

17 I hesitate to use the word
18 "philosophy," but I can't think of a better one.
19 What came to rise in the course of our discus-
20 sions were generally two major philosophical
21 bases for what people think we're doing when we
22 teach and learn about language, teach and learn
23 how to read and write.

24 One is that what we know and what
25 we come to know through reading and writing is

1 out there, and it's objective, and we strain to
2 get to it, and we either get closer to it or we
3 remain farther from it.

4 Another one is that writing is a
5 process of making meaning, not of approaching
6 the meaning that's out there. Now, I know that
7 that seems terribly abstract, but in the dis-
8 cussion of our instructors just this past week,
9 these two ideas began to rise and the implica-
10 tions are those that have been stated about the
11 changes in practice:

12 When we see writing as just a
13 way to report about something out there outside
14 us, then of course all we have to do is mimic
15 rules, mimic already set forms, learn how to,
16 for a teacher to say, "Now here is what a
17 persuasive paper looks like. You do one."
18 The student hands it in and all the markings say,
19 in effect, "Yes, that's it; no, that's not it.
20 Try again." Or maybe just, "You just flopped."

21 On this one you don't have a
22 chance to write again. The process now is that
23 I learn how to learn and that my writing helps
24 me not to just report what I think, but to find
25 out what I think. And in that way, it is

1 essential that we work with the process of
2 writing continuously because we are helping
3 students by asking them questions primarily
4 about what they mean: Are you satisfied with
5 this? How do you feel about what you just
6 wrote? And often the students will come back --
7 and Donald Murray's work tells us so beautifully --
8 telling themselves and us far better than we
9 could even tell them the problems in communica-
10 tion on the papers. So we are moving in that
11 direction.

12 We have these two viewpoints about
13 knowing operating among us, and what I'm -- in
14 offering an ongoing, rather informal kind of
15 in-service with the teachers, what I'm finding
16 is it would be wonderful if we could have a kind
17 of immersion for about six weeks in the summer-
18 time, and I know that the Bay Area projects for
19 college teachers have done that, not only with
20 our English teachers, but now with those members
21 of the other disciplines who are becoming
22 interested in what we are doing and are beginning
23 to sit in on our work -- particularly philosophers
24 are fascinated with the cognitive psychology with
25 what is going on -- and involving them along with

1 our history teachers.

2 And what does it mean? Not merely
3 to report about historical facts, but to take on
4 a way of thinking historically, to take on a way
5 of thinking scientifically, to take on a way of
6 thinking politically. Which means making mean-
7 ing in that way to writing.

8 This is a new way of approaching
9 the teaching of writing; one of the reasons why
10 it must be done across the disciplines.

11 I want to skip now over to the
12 second experience that I've had which I value
13 so highly, and that is the two years that I
14 spent, the first two years in answer to Senate
15 Bill 350 here in the state of Texas, which
16 plunged through us, circled us into a testing
17 program for which there was not precedent in the
18 history of letters, and that was Senate Bill 350.

19 Correct me, Mr. Kirby, if I
20 quote this wrong, because I am paraphrasing.

21 In our Senate Bill 350 we were
22 told that beginning, I believe it was, in the
23 spring of 1980, that every student in grades
24 three, five, and nine in the state of Texas
25 would be tested yearly, somewhere in February/March

1 in -- shall we say this, in unison? -- in reading,
2 math, and writing. Right now tests have been
3 going on, albeit not necessarily the best tests
4 that we could have or even the ones that were
5 making impact in the classrooms that we would
6 want all over the country in reading and math.
7 But there was no precedent for testing 750,000
8 students per year in writing. So that -- under
9 the direction of Don Townsend, with the able
10 help of Carol Greenhalgh of the Texas Education
11 Agency -- an advisory committee was assembled
12 and it began. As I look back now, I see that
13 philosophical split that occurred on the
14 committee.

15 There was the group that said,
16 "Well, we have been doing such and such in
17 testing grammar, punctuation" -- whatever they
18 meant by grammar, punctuation, capitalization,
19 spelling -- and "Here are the results from our
20 district and they're very good. You can show
21 that our students can progress." And you kept
22 saying, "That is not composing; yes, but that
23 is not writing; yes, but that is not thinking
24 through a topic for a specific purpose."

25 So we pressed and we pressed and

1 we pressed at a great expense and trial and
2 error with many mistakes, some yet to be worked
3 out. And I am not necessarily advocating, say,
4 testing; please don't misunderstand me. What I
5 say is we were thrown into this by the state law.
6 And now what we have is that Texas Assessment of
7 Basic Skills and Writing, in which a writing
8 sample is taken and scored with what has been
9 developed as focused holistic development with
10 at least two readers, possibly three per paper.
11 Now those are drafts; they are read as first-
12 class drafts. That means that they are not read
13 with any view to spelling and punctuation except
14 when they are such profound problems as to pre-
15 vent communication.

16 I want to speak to why I brought
17 this up in the beginning in a hurry, and that
18 is the effects in the schools. The effects in
19 the schools, the effects of the tests of writing
20 in the schools -- which is almost worth, which
21 is definitely worth all the energy, time, and
22 money that was put into it, because it contains
23 a writing sample -- has caused writing to be
24 catapulted into the schools in about God knows
25 how much less time that it would have taken for

1 us to influence school boards and administrators
2 and teachers all over this very large state to
3 get it done.

4 Now the problems you see that
5 result from this are the problems that
6 Dr. Smith-Burke and Dr. Graves have already out-
7 lined.

8 Now we are faced with the reeduca-
9 tion of teachers. We have, you see, every year
10 a marvelous, marvelous, rich wealth of material
11 on how the children of Texas are writing. It
12 takes some careful looking at that. The Texas
13 Education Agency has published a brief publica-
14 tion for grades three, five, and nine showing
15 the sample writing assignment and samples of
16 student writing, how they have been evaluated.
17 Those are better courses in the teaching and the
18 understanding of the writing process.

19 In most textbooks I've seen on
20 teaching writing in the elementary school is an
21 abbreviated scoring guide and it speaks to why
22 spelling is not treated in any way in the writing
23 sample. This is the first draft; it speaks to
24 what is being looked at, what has been learned
25 about the writing assignment alone, and the

1 effects of the writing assignment on the kind
2 of writing it elicited from students have yet
3 to be fully explored in any kind of systematic
4 research. But we have such a demanding, immense
5 body of material here, waiting for the time, the
6 money, the energy, and definitely the interest
7 is here. Many of us are hungry to get at it,
8 on analyzing the effects of not only such kinds
9 of testing -- because there are bugs in it --
10 but also the writing assignment itself and kinds
11 of writing students respond with.

12 I wish I could go on. There's
13 so much more to say, but I know every speaker
14 has felt the same thing. I think that what I
15 would have to say in closing is that what you
16 have heard this morning so far -- and I suspect
17 it will be continued as we finish -- is that we
18 are, might be called the "age in process."

19 John Dewey told us earlier that we learn by
20 doing. Frank Smith and colleagues tell us we
21 learn to read by reading. Ken McCurry and others
22 might be paraphrased as we learn to write by
23 writing. Marjorie Smelter points out that, even
24 today, autobiography takes on a story in process,
25 as in Lillian Hellman's Pentimento, where in her

1 multi-volume of autobiography she sees things
2 in her life in different ways as she looks back
3 again and again, just as in an oil painting.
4 The painter paints first, then changes, paints
5 over, but then later the earlier shows through
6 so that we see and we resee and we resee the
7 experiences of our lives.

8 We need to give students that
9 opportunity in writing and learning, the
10 Pentimento opportunity, the opportunity to see
11 and resee and resee and reinterpret and make
12 meaning of the experiences of their lives.

13 (The audience responded
14 with applause.)

15 JAY SOMMER: Thank you very much.

16 In our introductions earlier, we
17 failed to mention a gentleman by the name of
18 Ramsay Selden who is the Assistant Director with
19 the National Institute of Education and he
20 assists us with the literacy in language
21 problems. And, as you can see from this morn-
22 ing's hearing, they really made some fantastic
23 preparation.

24 Mr. Selden, would you stand please?

25 (Ramsay Selden stood and

1 the audience responded

2 with applause.)

3 We are ready for our ten-minute
4 questions.

5 YVONNE LARSEN: She left us
6 speechless.

7 JAY SOMMER: You left us speech-
8 less we were told by Yvonne Larsen.

9 BILL KIRBY: I would direct this
10 to the whole panel, I guess, instead of just to
11 Eileen, but one of the things I got from listen-
12 ing -- and it seems that we have the unanimous
13 opinions coming out of here, which is highly
14 unheard of -- I am gratified by hearing that --
15 but I want to be sure of what I'm hearing or
16 what I'm understanding is what they're saying,
17 and so I'd like to ask.

18 It's been said that we go in
19 cycles in education, and I can remember back in
20 the early days of the Great Society we were go-
21 ing to have some experimental programs at the
22 secondary level in order to develop some approaches
23 to teaching these children that had some specific
24 learning problems. Now, we went to the literature
25 and we found that back in the thirties or

1 something there was talk about, utilizing the
2 total experience approach to learning to read;
3 and we found about thirty years later that
4 Rôach Van Allen picked up on some of the things
5 that she said, and here again we're talking
6 about the language experience of reading. And
7 now it's almost -- and here we're thinking again
8 that we're going to pick up on the total com-
9 munication and that we're not to teach communi-
10 cation skills in isolation from one another,
11 nor in isolation from experiences of the child,
12 that all concepts of the children bring language
13 skills to and then from those language experiences
14 take meaning from that.

15 I think what Billy Reagan was
16 talking about earlier was about the billions of
17 dollars that we spend on pullout programs,
18 especially on the programs that we set up,
19 basically remedial reading programs, where the
20 children would be there for an hour and they
21 would drill and practice strictly on word
22 recognition:

23 And then, if I'm understanding
24 our panel of experts, they're saying it's not
25 the best way to insure, the best way to do

1 teaching or the best way to insure reading. So
2 I would just like to see if that's accurate and
3 if that's what I'm hearing. I'm gratified
4 because that's the direction at the state agency
5 we are trying to move toward.

6 EILEEN LUNDY: I could just say,
7 "Yes, that is what you're hearing from me." And
8 I've just heard Donald Graves say, "Yes," to
9 that and I suspect that is what you're hearing
10 from each of us. It is not that certain skills
11 in communication will not be taught, but that
12 they will be taught in and out of the context
13 and not separated from context, just as in
14 reading, the isolated word in a word list is no
15 word at all. The meaning can change depending
16 on its use.

17 DONALD GRAVES: One of the reasons
18 that we've been onto teacher in-service retrain-
19 ing or whatever so much is that all of us in one
20 way have stressed teaching in process in the
21 midst of things, not in isolation. For someone
22 to teach in process, you need to know your
23 language, you need to know what you see in order
24 to help and to be timely with that help. But
25 when it's in isolation, it looks, if you will,

1 almost too simple, too easy to do. "Here, take
2 pages three through ten and fill those in."
3 That isn't thinking, nor is it teaching, but we
4 all need help and order to rethink the way time
5 is used.

6 In short, one way I classify
7 this: we need to slow down, up the demands so
8 that kids can hurry up. But we've had the
9 coverage syndrome for so long, if you will:
10 "Sit and get an education; if you just sit there
11 you'll get it, you know, one, two, three." And
12 teachers are teaching today: "It is 9:07,
13 phonics, 9:07 to 9:10; 9:10 through 9:14,
14 handwriting." We have a cha-cha-cha curriculum
15 where people race through the day, teaching a
16 little here, a little there, and the kid gets
17 it just like he gets a TV commercial, three
18 minutes on, four minutes off, three minutes on,
19 four minutes off; and the kids don't really do
20 the thinking that they need to do in order to
21 learn how to use time. They think that someone
22 else knows. The teacher's job is to start it
23 up, stop it, start it up, stop it, just as we
24 reenact the TV hour. So we're looking for real
25 opportunities for kids to think in process.

1 RICHARD C. ANDERSON: I'd like to
2 comment on another aspect, mainly the tendency
3 for pendulum swings of opinion in fashion in
4 education. I feel that in the long run this
5 stabilizing force is going to be a solid founda-
6 tion of educational research so that we are not
7 seduced by one appealing message and then another
8 appealing message; where we have a foundation of
9 facts about what works in the schools so we can
10 maintain some stability and keep on the right
11 track.

12 JAY SOMMER: Thank you very much.
13 Do you want to make one more
14 comment?

15 EILEEN LUNDY: Just one more. I
16 know this is an old story that falls into the
17 category of cliché, but it fits. It's the axiom
18 about the hungry man: Better to teach him how to
19 fish than to give him a fish. It's precisely
20 what we are indeed trying to do with this pro-
21 cess, you know, help the students to absorb, to
22 come to teach themselves a process by which they
23 can then deal with all of the various ways of
24 communicating and come up with it.

25 Other pendulums are swinging.

1 There's a very solid, perceptual base that we
2 "learn by doing" that has been with us for a
3 very long, long time.

4 JAY SOMMER. Thank you very much.

5 (The audience responded
6 with applause.)

7 Our next speaker will be
8 Ray Clifford. He is Dean of Academics, Defense
9 Language Institute, Presidio of Monterey,
10 California.

11 RAY CLIFFORD: I'd like to start
12 out by saying, first of all, that reading
13 everything that's been said here about first
14 language, that the position applies to what I'm
15 going to say in second language, which should
16 make me feel very much at home. Still, I feel
17 a bit out of place in this forum, especially
18 since the title of the whole hearing is "Excel-
19 lence in Education:"

20 I think I have to start out by
21 saying, frankly, that in second language teach-
22 ing, second instruction, we have yet to reach
23 mediocrity. Of course, lest someone be offended,
24 I'm speaking of the profession in general, not
25 individual programs, but it's still true.

1 Thereupon, I'd like to change the title
2 of my speech from "Excellence in Second Language Teaching"
3 to "The Time for Excellence." And as I go along, you
4 will see the implications of what that means.

5 The second language teaching profession
6 in the United States, over the past few decades, has
7 been continuously tossed to and fro by every wind of
8 doctrine. The pendulum swings.

9 And I've asked myself often, why? Let me
10 see if I can explain some of the reasons at this time.

11 A lot has been written, by the way,
12 about foreign languages in the United States, and rather
13 than cover all of the old ground, I'd just like to
14 mention the fact that it's there and invite people
15 to read such things as The National Interest in
16 Foreign Languages. I have here the third edition
17 which was published in 1961. It asks the very
18 questions we need to ask ourselves today.

19 In 1975, a very important study was
20 done on the teaching of French as a foreign language
21 as in foreign countries. It compares it with what's
22 done in seven other countries.

23 In 1979, a publication was published,
24 Strength or Wisdom, a Critique of U. S. Capability,
25 a report to the President from the President's Commission

1 on Foreign Language and International Studies.

2 Worthwhile reading.

3 And in 1980 a publication came out from
4 the American Council on Teaching of Foreign Languages
5 entitled Proceedings of the National
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Conference of Professional Priorities.

2 These publications addressed a
3 lot of things. They talk about the problems
4 that we have in curriculum design, in teacher
5 training, in teaching methodologies. But they
6 seem to have bypassed one major point that is
7 evident in the first publication I mentioned:
8 that the critical element in learning a second
9 language is time.

10 One of the statements in this
11 initial report is in answer to the question: How
12 long should an American study a second language
13 in order to make its acquisition a meaningful
14 factor in his personal life? The answer, a
15 little later on down the page: Four or five
16 years of sound study in a modern language should
17 enable a student to read, not speak. Nothing
18 else, just read. And as you read on, there's
19 some question about what they mean by "read."
20 They're not talking about excellence.

21 We have jumped, however --
22 ignoring this factor of time -- from one band-
23 wagon to another, looking for solutions in other
24 areas where probably it exists. In this midst
25 of flurried activity and frantic searching for

1 quick-fix solutions, I think we need to look
2 again at what we do know about foreign language
3 teaching.

4 I've mentioned The Teaching of
5 Foreign Languages -- as French is a foreign
6 language in all of these countries -- published
7 by John B. Carroll. It's an IEA study and they
8 came up with three major conclusions; none of
9 them is any surprise.

10 One: The most important factor
11 is, indeed, time on task. The results of the
12 designations confirm that six to seven years of
13 instruction are necessary to develop what they
14 call a useful confidence in French as a foreign
15 language.

16 Dr. Smith-Burke spoke of what we
17 need to go beyond the global variables such as
18 time on task, and yet to get there.

19 The next most important variable
20 in the creation of success in second language
21 learning was the variable of teaching confidence
22 in the language being taught. The more the
23 teachers knew, the more the teachers learned.
24 I think that we've heard evidence that supports
25 that area as well.

1 That raises the issue of how good
2 are our teachers in the United States. A study
3 done in 1967, sponsored by the Office of Educa-
4 tion, found some fairly discouraging results.
5 To understand those results I think we need to
6 spend just a second talking about the proficiency
7 test in the language proficiency testing system,
8 which is used in the U.S. Government.

9 The U.S. Government does have
10 standards for rating language proficiency in
11 listening, speaking, and reading and writing.
12 Those skills are graded on essentially a five-
13 point scale with plus points possible for most
14 of the levels, except for the top one which is
15 an eleven-point scale. The scale itself is
16 based on a functional hierarchy of communica-
17 tional tasks, context and accuracy, all three
18 woven into the scale. Higher order skills come
19 into that hierarchy, in my opinion, at level
20 three. Below that, we're talking about mechan-
21 ical things.

22 The test, 1967, the research was
23 talking about testing graduating language majors
24 from American universities. The median and mean
25 performance levels for those language majors in

1 foreign languages was the two range on the five-
2 point scale. The minimum scale of acceptability
3 for most U.S. Government jobs is level three; in
4 fact, it is called the minimum professional
5 level. Alan Weinstein, who works at the Foreign
6 Service Institute, published an article in 1975
7 called "Foreign Language Majors: The Washington
8 Perspective." In sum, what he said was that
9 universities might as well be not teaching
10 foreign language, because the products are of
11 no use to the government.

12 The problem is real. I myself
13 have worked in teacher certification, particu-
14 larly in the state of Minnesota, and found it,
15 to be, indeed, a problem. And it is a difficult
16 problem. How do you set the minimum certifica-
17 tion level if, in your opinion, no one is
18 qualified? How do we tell someone who's invested
19 four years of a college education, at least, in
20 learning a language, that that person is now not
21 qualified to pursue the career of their choice?

22 There are some difficult adminis-
23 trative decisions there. We have, however,
24 brought the problem on ourselves. It is also
25 not getting better.

1 I mentioned the 1975 article by
2 Weinstein, the 1967 research to show people to
3 be in the two range of proficiency. My experience
4 over several years in Washington was that those
5 skill levels are declining of late, just judging
6 by the skills of people applying to work with
7 the U.S. Government.

8 The third area that the study
9 found to give importance in the acquisition of
10 the second language is teaching methodology. I
11 can sum up the findings in one sentence -- it's
12 getting to be my most favorite sentence: Students
13 learn to do what they practice doing. Same thing
14 we've heard over and over again today.

15 How did the United States fare
16 in comparison to the other countries in the
17 study? Seven of the eight countries were tested
18 using a recorded speaking test, where the
19 students had to talk about pictures. The United
20 States students ranked sixth out of seven
21 countries who participated in that part of the
22 test. The only country that was worse was Chile.

23 But it's not really as bad as
24 one might suppose. There was a tight grouping
25 in the middle of those rankings. We were almost

1 as good as a fairly large number of countries.
2 There was a country that was, that did much
3 better than other countries, and that was
4 Rumania. And there were some interesting
5 differences between Rumania and the other
6 countries. The students did more homework, the
7 students watched less television, some
8 interesting things that we'll be investigating.

9 The important thing, I think,
10 though, for us to consider here is that this
11 study looked at the language proficiency of
12 students after four years of study. Now, in
13 the United States, they had difficulty finding
14 people that qualified to be tested, because our
15 programs traditionally have been two-year
16 programs. After four years of study, compared
17 to people in other countries with four years of
18 study, we came out six of seven. The fact of
19 the matter is that for our students that was
20 the end. For the other countries, they still
21 had one, two, three, four or more years of study
22 ahead of them in those languages.

23 This raised the question, is it
24 even possible to achieve excellence in second
25 language learning? And the answer is yes.

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Using intensive language training, teachers with near native language confidence and appropriate teaching techniques, the Defense Language Institute develops, in a single course of instruction, language proficiency in students equivalent to that which language majors achieve during a whole course of study at universities.

This doesn't mean that university programs are bad; it doesn't mean that the DLI program is better. The difference primarily is one of time on task. Forty-seven weeks of language instruction, which is what we offer for our Russian course, for example, with thirty classroom hours a week, equals the same number of instructional hours as one might find in eight years of college, using a contact hour a day over 175 days a year. Even our shortest courses, which are twenty-four weeks long, would be the equivalent of four years of secondary college teaching.

Time is an important factor. You might infer from those factors in another way: that is, there is a language difficulty in hierarchy for Americans learning second languages. The State Department recognizes this and has

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1 grouped foreign languages into four categories
2 according to relative difficulty Americans have
3 in learning those languages.

4 In Korean, for instance, the
5 average learner would not be expected to develop
6 meaningful minimal professional speaking pro-
7 ficiency, that is that level three, the mid-scale,
8 until he had completed nearly two years of
9 intensive study. Translate that, and that equals
10 sixteen years at an hour a day.

11 Why spend so much time? I think
12 the answer to that question should be obvious.
13 Your well-being, my well-being, our very safety
14 in this world depends upon it. There is a vast
15 difference between someone saying, "Had there
16 been tanks at the border, they would have
17 attacked," and somebody saying, "There had been
18 tanks at the border and they've attacked." And
19 yet that requires a level of language competence
20 that is beyond most of our college graduates in
21 terms of listening comprehension.

22 As I mentioned, the need is there.
23 One evidence for that is the fact that between
24 1979 and 1983 the number of students attending
25 classes at the Defense Language Institute will

1 nearly double. Next year we're projecting an
2 enrollment of nearly 6,000 students. What your
3 tax dollars are not supporting in public educa-
4 tion, they're making up for with the Department
5 of Defense.

6 I don't know if I should have
7 said that, but that's true.

8 This provides a striking contrast,
9 I think, to the trend of declining foreign
10 language enrollment in public schools and
11 universities. Why are enrollments declining?
12 There are jobs out there. The U.S. Government
13 cannot find qualified people to fill the jobs
14 that we have that require language competence.
15 Why are enrollments declining? I think one of
16 the explanations that I have found is when I ask
17 counselors, when I ask principals, when I ask
18 other people who are in charge of making program
19 decisions about language programs, why is
20 foreign language a lower priority than whatever?
21 the answer I most commonly hear is, "I studied
22 a language for two years and I can't remember a
23 word of it." "I studied a language and it was
24 terrible, I never used it."

25 And they're probably right. It

1 is impossible to produce usable skills within
2 the time frame we've been allotting ourselves
3 unless we set very limited specific objectives,
4 such as, "I will teach you enough about language
5 X that you will be able to survive as a tourist
6 in that country, realizing that you would make
7 a fool of yourself at times."

8 The problem then becomes one of
9 how can we communicate to the public at large
10 that there is indeed a problem there? I think
11 the solution lies in the recommendation that
12 the President's Commission made that we identify
13 some goals and objectives and institute a
14 national assessment possibility for foreign
15 languages. Until we do, I think the language
16 profession itself will not fully realize the
17 systemic deficiencies that we're facing. The
18 existence of national proficiency standards
19 would have far reaching implications in that
20 profession. For the first time in foreign
21 languages we can talk about horizontal and
22 vertical articulation between language programs.
23 The profession would be able to communicate to
24 students and prospective employers the skills
25 which can be obtained at each level of an

1 educational program.

2 At the school and classroom level,
3 program objectives would exist, and local pro-
4 grams could develop contributing objectives and
5 design curricula. The American Council on
6 Teaching Foreign Languages is now leading the
7 way in following up on this present condition,
8 and they are developing national proficiency
9 standards and tests based on an expanded version
10 of the government grading scales.

11 In conclusion, excellence implies
12 high standards, standards above minimal pro-
13 ficiency levels. Proficiency standards are
14 essential to keep us from being diverted from
15 our goals. The profession needs to face up to
16 the fact that high standards are difficult to
17 obtain. The attainment of excellence is not
18 often easy, it is seldom cheap, and it is defi-
19 nitely not quick. The time for excellence in
20 foreign language teaching will not come until
21 we provide the time to achieve it.

22 Thank you.

23 (The audience responded
24 with applause.)

25 YVONNE LARSEN: Mr. Clifford,

1 urban school districts have the challenge of
2 offering a second language, and they also have
3 the challenge of responding to the needs of a
4 lot of students for a variety of different
5 languages, such as San Diego Unified. We have
6 sixty-four different languages and dialogues
7 that we're asked to respond to in some manner,
8 shape, or form. We also have the second largest
9 refugee population outside of it all.

10 Therefore, we have some critical
11 needs, and it's hard to know in the area of
12 limited funds also and declining staff where
13 you go. What is your advice, for urban school
14 districts in particular, for focusing direction
15 for specific languages? Are there some that we
16 should seek as the elective ones that the
17 government is looking for rather than these more
18 complex ones that we can't find the staff for.
19 anyway? It is a tremendous challenge. What
20 hope have we for this?

21 RAY CLIFFORD: That's an excel-
22 lent question, and it's one that we've been
23 asking ourselves in the profession since at
24 least 1954, with the first edition of this study.

25 First of all, the learning of any

1 second language is better than having learned
2 no second language.

3 (The audience responded
4 with applause.)

5 Thank you:

6 In a study I did once, looking at
7 what contributed to success in learning in
8 foreign language, having been successful at
9 learning a foreign language was the best pre-
10 dictor of learning another one. We learned
11 something about language in that process.

12 As far as specifically -- since
13 we have made decisions as to which languages
14 should be offered, there are some good indica-
15 tions, just looking at government publications
16 and documents, the Defense Language right now
17 is teaching thirty-nine different languages.

18 Now, we have recognized needs in
19 the Department of Defense for fifty-seven
20 languages, so we also have to make some decisions
21 out of those fifty-seven languages which ones can
22 we support and which ones we have to go to
23 intermittent programs for.

24 It's also true that ninety percent
25 of the training that we do is in the top ten

1 languages in terms of volume. And those would
2 be Russian, Chinese, Korean, German, Arabic --
3 one that is very important right now. We have
4 to leave some out as we go along here -- how,
5 far have I gotten? Chinese, Spanish, French,
6 and I believe I mentioned German. I've lost
7 track.

8 A VOICE: Italian?

9 RAY CLIFFORD: Italian.

10 YVONNE LARSEN: How do we get the
11 staff to teach these?

12 RAY CLIFFORD: That is the real
13 problem. If our educational system is not pro-
14 ducing qualified teachers, where are we going
15 to find them? The government in general has
16 addressed that problem by hiring native speakers
17 of the languages that are being taught. That
18 solves the immediate problem and creates other
19 problems.

20 As -- his name escapes me -- from
21 Connecticut, a German professor -- as he put it,
22 "As soon as we put a native speaker in the class-
23 room, we're communicating to all the students
24 that it is impossible to learn that language or
25 we would have an American there teaching it."

1 YVONNE LARSEN: Do you have
2 statistics for, like, Northern Europe, or the
3 Orient, how many years they take with their
4 students for them to either be mediocre or
5 excellent in the language?

6 RAY CLIFFORD: There is some
7 discussion of that in this work. The general
8 experience is six to seven years of language
9 training.

10 EMERAL A. CROSBY: Yes, I have a
11 comment, more than it is a question. If we're
12 having that kind of a problem in terms of the
13 language, I'm just wondering if we need, and I
14 think -- if I'm quoting you incorrectly, would
15 you let me know, Superintendent? The terms of --
16 I think Houston has gone on record in terms of
17 whether we have critical areas of, you know,
18 using extra funds and monetary rewards to try
19 to bring those people into the system. I know
20 that generally when we're talking about teacher
21 organizations and so forth, we believe in an
22 equal pay all the way across the board. Do you
23 have any support in terms of an additional
24 incentive to bring up this language program?
25 And I guess again I have to ask what other

1 recommendation you have in terms of strengthen-
2 ing our foreign or bilingual program?

3 RAY CLIFFORD: Well, one sugges-
4 tion that we would have is that we measure the
5 language proficiency of the people that we hire
6 for the position. I just read a study that says
7 that we now have eight cities in the United States
8 that do in fact test language proficiency as part
9 of their teacher certification for foreign
10 language teachers.

11 That's an improvement. In 1976,
12 '77, when I last looked at it, it was only four
13 or five states that had that kind of requirement.

14 JAY SOMMER: Thank you very much.
15 Our time is up for this particular
16 segment.

17 Our next speaker will be
18 Lily Wong-Fillmore, Associate Professor, School
19 of Education, University of California at
20 Berkeley.

21 LILY WONG-FILLMORE: Members of
22 the Commission and members of the Texas educa-
23 tion community, the testimony I present today
24 concerns the development of skills in language
25 and literacy, on the part of students whose

1 proficiency in English is limited.

2 There are presently some three
3 and a half million children attending American
4 schools who fit this description. Some of them
5 are the children of recent immigrants. Others
6 are the children of natives or long-term resi-
7 dents of this country. Meeting their special
8 linguistic and academic needs has been a major
9 concern of American educators for the past
10 decade and a half, particularly since 1974 with
11 the Lau v. Nichols case in which the Supreme
12 Court ruled that school districts must provide
13 special educational assistance for students who
14 do not know English well enough to profit from
15 instruction given in that language.

16 Since the time of this landmark
17 decision, a great deal of attention has been
18 given to questions concerning what kind of help
19 these students need most, and how best to provide
20 that help.

21 There is general agreement that
22 all students in American schools must eventually
23 learn English if they are to have access to the
24 opportunities that are available to the members
25 of this society and that, therefore, training in

1 English is of unquestionable importance. At the
2 same time, it is generally recognized that non-
3 English speakers need to learn everything else
4 that is taught in school if they are to survive
5 educationally and, later on, economically in our
6 society.

7 But, while everyone is agreed on
8 the ultimate desired outcome, there is little
9 agreement on how it can be achieved. At the
10 core of this disagreement is the question of the
11 relative importance to be given to purely
12 linguistic, as opposed to general academic,
13 development.

14 Some educators believe that the
15 first responsibility to non-English speakers in
16 their school is to provide for their academic
17 development. Students' academic potential, it
18 is held, can be developed most readily when
19 instruction is provided in a language they know.
20 The best approach, according to this view, is
21 to teach limited English speakers bilingually.
22 If they receive academic training in both English
23 and their home language they can develop their
24 general academic skills along the same schedule
25 as their English speaking peers, and they can,

1 at the same time, acquire English as their second
2 language.

3 Other educators believe the first
4 priority should be given to the job of teaching
5 these students English, thus providing them with
6 the linguistic tools needed for dealing with the
7 ordinary kind of instruction offered in American
8 schools. Their view is that students given this
9 training will learn English much more quickly
10 and efficiently if they are instructed in their
11 own language. According to these educators,
12 whatever help limited English speakers need for
13 surviving in American schools can be provided in
14 the form of special classes in ESL, formal
15 instruction in English as a second language.

16 Central to the whole disagreement
17 is a clash in attitudes toward the issue of
18 whether public schools in the United States
19 ought to be using language other than English
20 for teaching subject matter. The debate is one
21 in which genuine pedagogical concerns sometimes
22 play a minor role, and passions win out.

23 I don't intend to address the
24 philosophical issues in this debate, but what
25 I have to say is, and ought to be seen as,

1 directly relevant to its resolution. My remarks
2 are focused on questions relative to the devel-
3 opment of English-speaking language and literacy
4 skills in limited English speakers, and my hope
5 is that we will be able to keep the pedagogical
6 side of the debate continuously in mind.

7 My remarks address three main
8 questions. What kind of language skills are
9 necessary for acquiring literacy in English?
10 Secondly, what is known empirically about the
11 process through which young learners acquire a
12 second language and about the kinds of institu-
13 tional help that could contribute to the speed
14 and success of this process? And finally, by
15 what means can the special skills associated
16 with literacy be most successfully imparted?

17 What I will say comes largely
18 from my own research, which I did by following
19 children in eight classrooms over two years
20 learning English as a second language. The
21 question concerning the kinds of language skills
22 needed for literacy development is a crucial one.

23 A school needs to be able to
24 identify those students who need linguistic
25 help, and it needs to make available to those

1 students the kind of instructional help they need.

2 Many educators are not aware that
3 linguistic competence for the literate person is
4 made up of different kinds and layers of skills.
5 It is too often assumed that language ability is
6 a single all-purpose skill, and that students
7 who know a language well enough to function
8 reasonably well in everyday social situations
9 also know it well enough to necessarily function
10 competently in a classroom. It is only recently
11 that we have begun to recognize the multi-
12 dimensional nature of linguistic competence.

13 The language skills needed for
14 complex, cognitive activities, such as those
15 involved in literacy, are importantly different
16 from those skills that enable individuals to
17 participate in informal social interactions.
18 The kind of language used in ordinary social
19 discourse has been described as "situated," or
20 "context embedded." The situation in which the
21 speech is produced and in which the participants
22 are themselves engaged provides a variety of
23 cues to support the interpretation of the
24 linguistic part of the activity. One does not
25 have to rely fully on one's familiarity with the

1 language, since accompanying gestures and
2 activities, along with intonation, pacing,
3 total tone and uses of the face, all help to
4 provide the basis for interpretation.

5 This is in sharp contrast to the
6 language of textbooks or the instructional
7 language that goes along with the use of text-
8 book materials. Such language has been described
9 as "decontextualized" and Richard Anderson has
10 shown us just how difficult decontextualizing
11 is. It is language which is not situated in the
12 social context or definite speech setting, but
13 which can be understood with reference to
14 linguistic conventions and contextual information.

15 Comprehension of the language
16 using textbooks frequently calls for a high
17 degree of familiarity with words, grammatical
18 patterns, and style of presentation and argu-
19 ments that are wholly alien to ordinary informal
20 talks.

21 Information that must be brought
22 to the text to complete this interpretation must
23 come from the reader's experience, knowledge of
24 the subject matter and assumptions of the
25 author's purpose. One example of the grammatical

1 pattern which appears to be limited to contexts
2 of instruction and testing is the form: "A is
3 to B as C is to D," usually presented in
4 question form, as in "Blood is to red as snow
5 is to white." Non-instruction settings seldom
6 provide reasons for expressing analogies or
7 proportionalities of this kind. Mere knowledge
8 of the meaning of the words "is," "to," and "as"
9 is not sufficient for knowing how to construct,
10 use, or interpret evidence of this type. Yet
11 everybody who has had the experience of working
12 through drills and workbook exercises of the
13 kind used in American schools has clearly picked
14 it up. Children learn the expression presumably
15 by testing the relation illustrated by the
16 example. But that, of course, depends on already
17 having secure knowledge of the meanings of the
18 words that make up the proportion.

19 Other expressions used in instruc-
20 tional settings may not be as descriptive as this
21 one, but they can also be shown to be as uncommon
22 in ordinary spoken language. Now the kind of
23 English language skills that students have to
24 acquire before they can participate fully in all
25 English classrooms and profit from the

1 instructional programs offered there, is the
2 logical and abstract language used in textbooks
3 and in the kind of discourse whose purpose is
4 to present, review, and drill and test
5 decontextualized information.

6 Let us now consider what is known
7 about the process of acquiring those second
8 language skills that are needed for school and
9 what is known about the effective ways of help-
10 ing students obtain these skills.

11 The process of learning a new
12 language is extremely complex, the more so when
13 the objective is to acquire a level of pro-
14 ficiency sufficient for learning from teachers
15 and textbooks.

16 Using examples of language in use
17 provided by teachers and classmates, the learners
18 must figure out for themselves. Nobody can teach
19 a language. The learner basically has to figure
20 out for himself how the language is structured,
21 how meanings get expressed in it, how it can be
22 used in a variety of social and academic settings.
23 Using those marvelously efficient, but poorly
24 understood, language-specific or general-purpose
25 cognitive abilities that young humans bring with

1 them, the learners are somehow able to see con-
2 nections between the language they hear around
3 them, and certain features of the contexts in
4 which it is heard, and out of that, discover or
5 construct for themselves the intricate system
6 of rules and principles that make up the grammar
7 of the language.

8 The site of the language learning
9 process is, in the last analysis, in the heads
10 of the individual learners. But the learning
11 cannot take place without the participation of
12 people who speak the language around them and
13 who are willing to use it in ways that offer
14 learners relevant and appropriate data.

15 Ideally, the language which most
16 facilitates learning is carefully tailored to
17 the learner's ability, modified and adjusted
18 where necessary in both context and structural
19 complexity, physically contextualized in the
20 earlier stages and continuously responsive to
21 feedback from the learner.

22 Second-language learning in a
23 school context thus requires an active partici-
24 pation of both the learners and those who provide
25 them with appropriate input. Learners have to

1 work actively on this input, guessing at what
2 is being talked about and continually trying to
3 sort out relationships between observed speech
4 and experiences. Unless the speakers use the
5 language in ways that permit learners to figure
6 out what is being talked about, the learners
7 will not be able to perform the necessary
8 analyses on the language. Unless the learners
9 try to sort things out and provide feedback to
10 the speakers to aid them in making the necessary
11 adjustments, learning will not occur.

12 Now, I want to say a few -- give
13 you a few observations about the processes which
14 I think are important, and the first is indi-
15 vidual variation in learning and how long it
16 takes to learn the language needed to learn for
17 school.

18 Learners vary enormously in the
19 ease and success with which they handle the task
20 of learning a new language. These differences
21 come from individual differences in their social
22 and cognitive make-up; general intelligence and
23 willingness to learn play a part, but not an
24 important one. Some children can become fairly
25 proficient, at least in the social uses of the

1 language, in one or two years. Others with the
2 same amount of exposure to the language and the
3 same need and desire to learn are barely able to
4 speak it or understand it at all. Such learners
5 might take as much as four or five years before
6 they even have enough control over the language
7 to be able to handle it in social situations.

8 For these students, the inability
9 to speak and understand English becomes a major
10 educational barrier. Average learners can gen-
11 erally acquire basic communication skills in the
12 new language, those skills needed for easy,
13 everyday social interaction, fairly quickly.
14 But it takes much longer to obtain the level of
15 proficiency required for understanding the
16 language and its instructional uses. Some people
17 think it takes from five to eight years. My own
18 research indicates that typical learners take as
19 many as four to six years to acquire the language
20 skills needed to learn for school.

21 Now, the second observation relates
22 to age differences in learning. Age differences
23 in acquisition are important to keep in mind
24 since children with non-English linguistic back-
25 grounds are entering American schools at all ages.

1 Older students appear to need more formal assist-
2 ance to learn a language than younger students.

3 The reason is that older students
4 find it more difficult than younger ones to find
5 or create opportunities for interacting with
6 speakers of the language being learned.

7 Another reason is that, while
8 young learners can get by for a while with quite
9 limited control over the new language just
10 because nobody expects them to have very sophisti-
11 cated or complicated things to say, older learners
12 are expected to be able to communicate on a level
13 which is more appropriate to their age and
14 experience rather than at their linguistic level.

15 My third observation has to do
16 with instructional language and linguistic input.
17 Ordinarily, students get linguistic input needed
18 for language learning from English speaking
19 classmates and teachers. However, where non-
20 English speakers greatly outnumber the English
21 speakers, the language used by teachers becomes
22 the major source of help. Teachers provide
23 students with two kinds of instructional help
24 for learning English.

25 One is explicit instruction in

1 English as a second language. The second is
2 English used in teaching the school subjects.
3 Like everything else in this world, it is very
4 easy to do ESL instruction poorly. Wherever it
5 is felt that some point of language needs to be
6 imparted for its own sake, teachers are most
7 likely to make use of drills and exercises in
8 which this point is emphasized and repeated.
9 The language used in such drills is stripped of
10 meaning, made the object of instruction, and
11 talked about rather than used. When this hap-
12 pens, the language on which the students are
13 basing their learning of English is separated
14 from its potential functions, namely those from
15 which the language learner needs to make the
16 appropriate connections between form and mean-
17 ing. Where ESL has done well, it takes the form
18 of lessons in which the language is simultaneously
19 an object of instruction and a medium of com-
20 munication.

21 Such practices shade away from
22 teaching the language towards presenting the
23 language in ways the children will find most
24 useful for their own language learning efforts.

25 We turn, finally, to the question

1 of how to impart literacy skills in a second
2 language. One thing seems certain. Until
3 students have achieved a certain level of
4 mastery over a language, they will not be able
5 to profit much from reading it.

6 The development of literacy skills
7 in students depends on the fact that we show them
8 the language skills that speakers of the language
9 of their age and their educational background are
10 expected to have. Students who have not learned
11 to read in their primary language cannot be
12 expected to read a new language if they don't
13 have a good command over the spoken form.

14 Students who have already learned to read in one
15 language, even if the writing system is quite
16 different from the new one, can expect some
17 facilitation in learning to read in the new
18 language, depending on how well they learned to
19 read in a primary language and how well they
20 know the new language.

21 I'm going to skip over how you
22 go about doing this and get into the summary.

23 I have tried in my remarks to
24 point out some of the sources of problems con-
25 fronting limited English speakers. Acquiring

1 language and literacy skills in English, the
2 language skills they have to acquire in order
3 to support literacy developments in English, are
4 quite considerable and it takes time to acquire
5 them. Individuals vary greatly in respect to
6 the amount of time and the amount of -- the kind
7 of help they need for learning a new language,
8 especially when the goal is that of attaining
9 a level required for true literacy.

10 Learning to read and write in a
11 language one does not understand is extremely
12 difficult if not impossible.

13 Finally, if school subjects are
14 taught only in English, limited English speaking
15 learners will not easily keep up with English
16 speaking students of the same grade level,
17 whether ESL instruction is provided to help them
18 profit from regular instruction or whether the
19 subject matter instruction is provided for them
20 which is geared to their needs and abilities.

21 So, with these observations in
22 mind, I have the following recommendations. And
23 the first is that students have got to be pro-
24 vided with help in learning English and, two,
25 because literacy development depends on a very

1 high level of mastery over the language in which
2 it is being developed, students should be given
3 time to develop those skills before reading
4 instruction is begun. And, third, wherever
5 feasible, some form of subject matter instruction
6 should be provided to limited English speakers
7 in their primary language.

8 It takes a very long time to
9 learn a language, except for a gifted minority.
10 And, therefore, I think there is need for some
11 instruction, particularly for those of us who
12 are ordinary.

13 (The audience responded
14 with applause.)

15 JAY SOMMER: Thank you very much.
16 I think I failed to thank Ray Clifford for his
17 wonderful presentation. And thank you very
18 much, Lily.

19 Now, we have approximately eight
20 minutes to pose some questions to our speaker.

21 (Brief pause.)

22 I suppose that the report was so
23 concise, despite the race of time, that there
24 are no questions.

25 Mr. Scott Tuxhorn is here, and I

1 was wondering whether he would like to take two
2 minutes to make some comments on our proceed-
3 ings. Just bear in mind, sir, that you are
4 speaking to hungry people.

5 (The audience responded
6 with laughter.)

7 SCOTT TUXHORN: Thank you. I
8 won't take but a minute. It certainly is a
9 privilege to have you here in our region -- this
10 is Region 6 -- and it's a pleasure to have you
11 here in Texas.

12 I think you could not have come
13 at a more appropriate time, and the subject
14 matter could not be any more important to the
15 situation that we find ourselves in, in Texas,
16 in New Mexico, and in Louisiana. We have many
17 problems with boys and girls and how to move them
18 from where they are to a higher state of capa-
19 bility to live in this rapidly changing world.
20 The report that you have has already been sug-
21 gested that some elements are taking place that
22 are as important as the printing press.

23 Ladies and gentlemen, I think
24 those of us that are working day to day think
25 that the processes and the organization in this

1 rapidly changing world is much more important
2 to be looked at and considered, and we're just
3 very happy to have you here. And I am very
4 pleased on behalf of Dr. Bell to welcome you to
5 our region.

6 Thank you.

7 (The audience responded
8 with applause.)

9 JAY SOMMER: Thank you, sir.

10 We still have four spots for this
11 afternoon's session for the five-minute presen-
12 tation.

13 Yvonne?

14 YVONNE LARSEN: Thank you,
15 Mr. Sommer.

16 May I, on behalf of the Commission,
17 thank the presenters for a marvelous program
18 this morning; you've been most informative and
19 enlightening and certainly challenging. We
20 thank you for taking the time from your very
21 busy schedules to come and share your thoughts
22 and concerns with us. You will be having lunch
23 with the members of the Commission in a closed
24 luncheon hour.

25 We would like to invite the

1 members of the audience to take a lunch break
2 at this time, and we understand that there is
3 a district cafeteria here and the staff has been
4 alerted that you might wish to dine there, so I
5 believe you will at this hour find additional
6 food.

7 This afternoon, after our lunch
8 recess, we will hear from individuals who will
9 tell us about programs, problems, and solutions
10 in language and literacy education. The names
11 of these individuals will be announced when we
12 reconvene, but if you have an agenda, they are
13 on the agenda and they will be called on in that
14 order.

15 During the latter part of the
16 afternoon, as Mr. Sommer mentioned, there will
17 be time for the members of the audience to
18 present five-minute testimony on a specific
19 example of educational excellence. These state-
20 ments may address today's topics or other topics
21 related to the pursuit of educational quality.
22 And so, if you're interested in testifying,
23 please sign up immediately so that we can prepare
24 the balance of this afternoon's agenda, and we
25 will be accepting written testimony for this

1 presentation until May 16th. We do have a full
2 agenda; we have accepted Mr. Reagan's challenge
3 to be a catalytic agent, but we need a little
4 revitalization at this point in time, so we will
5 stand adjourned for one hour and reconvene
6 promptly at the hour of 1:30.

7 Mr. Sommer?

8 JAY SOMMER: Yes, I just wanted
9 to say to the audience that you were really
10 wonderful, very patient, but we still need you
11 for this afternoon because you are the seed that
12 we hope to plant very firmly. Mr. Reagan has
13 one short announcement to make.

14 BILLY R. REAGAN: The cafeteria
15 is located immediately out this door; it is a
16 Class A lunch.

17 If all of the panel and all those
18 that are dining with them in closed dining would
19 please go through either of these doors.

20 EMERAL A. CROSBY: I'd like to
21 announce the order of the speakers this after-
22 noon: June Dempsey; Jane Porter; Kay Bell, number
23 three; Judy Walker deFelix, number four;
24 Barbara Glave, number five; number six, Dora Scott;
25 and number seven, Georgette Sullins; and number

1 eight, Renate Donovan -- and I'm sure your name.
2 was pronounced this way for the first time in
3 your life.

4 (The audience responded
5 with laughter.)

6 EMERAL A. CROSBY: Thank you very
7 much. We'll stand adjourned.

8 (Whereupon, the hearing
9 was recessed for lunch.)

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11
12
13 A F T E R N O O N S E S S I O N

14 1:30 p.m.

15
16 JAY SOMMER: Ladies and gentlemen,
17 we are ready to start our afternoon hearing.
18 There will be nine presenters and the length of
19 their presentation will be ten to twelve minutes.
20 At the end of ten minutes it will be warned;
21 there will be a little annoying beep. And then
22 the Commission will have a chance to spend three
23 minutes questioning each presenter immediately
24 after their presentation.

25 Our first presenter will be

1 Victoria Bergin, Associate Commissioner for
2 General Education, Texas Education Agency,
3 Austin.

4 Miss Bergin.

5 VICTORIA BERGIN: Thank you.

6 Members of the Commission and
7 distinguished guests, it is a pleasure for me
8 to speak to you about three content areas,
9 language, literacy, and foreign language that
10 have actually taken up the bulk of my profes-
11 sional experience for the past ten years, and
12 particularly to be addressing them from the point
13 of view of the Commission on Excellence.

14 If we believe that the public
15 schools present for young people a mirror of
16 what society will expect of them, then we have
17 to believe that if we have little expectations
18 of our students, if we make things easy, if we
19 let them get by with excuses and uncompleted
20 tasks, they, in fact, will think that this is
21 what society expects and will respond accordingly.

22 But if we expect much from our
23 students, if we demand excellence, if we demand
24 rigor and discipline, then hopefully they, in
25 turn, will respond and expect more of themselves.

1 With that in mind, what I would
2 like to present to you are a few recommendations
3 that have to do with what can be done on a state-
4 wide basis at the state level, and some things
5 that are already underway to insure and to
6 encourage educators to take concerted steps to
7 provide an environment for students that
8 encourages rigor, that encourages discipline,
9 that encourages great expectation, not only for
10 our students but also for our educators.

11 First of all, I would like to
12 address the area of accountability. In spite
13 of all the detractors of Texas' programs and in
14 spite of all we know about weaknesses that are
15 inherent in every test, we must have, we must
16 encourage, we must implement a single, rigorous,
17 comprehensive and long-term system of student
18 assessment. There is no other way that we will
19 know on a statewide, on a district and on a
20 campus basis what the weaknesses of our students
21 are, what the weaknesses of our students may be
22 projected to be, what the weaknesses of our
23 institutional programs are.

24 The Texas Assessment of Basic
25 Skills, called TABS in Texas, has been

1 administered for three years in a row. It has
2 many weaknesses and certainly, from a local
3 point of view, the school level, we approached
4 the coming tests with great apprehension because
5 all of us know that no test is perfect and that
6 no test measures everything that we want it to
7 measure.

8 Still, after three years we have
9 found out certain things about our instructional
10 programs that on a statewide basis we would
11 never have been able to find out, had it not
12 been for the consistent three-year effort to
13 measure the same thing.

14 An example: In the area of
15 language, we found out that, in fact, we were
16 probably doing a fairly good job of teaching
17 about language. However, we were doing a poor
18 job of teaching actual writing and composition.
19 We were doing a lot of instruction on circling
20 the subject and underlining the verb, but we
21 weren't doing much work on actually making
22 students go through the rigor of writing,
23 writing, writing, and that is the only way that
24 any of us were taught to write.

25 We would never have discovered

1 this, at least not on a massive basis, had it
2 not been for this comprehensive kind of testing
3 program.

4 In the area of literacy we found
5 out that while we were putting much effort and
6 many resources into teaching basic skills,
7 focusing on our low-level basic skills such as
8 decoding skills or word analysis skills, we were
9 ignoring what was happening to the higher level
10 reading skills. What happened to those students
11 once they were reading on grade level? We were
12 not focusing on refinement of literacy skills
13 for purposes of application, synthesis, and
14 enjoyment.

15 Only a consistent, comprehensive
16 testing program provides the kind of articula-
17 tion between state level, district level, and
18 a local level that provides a common language
19 for discussing what children are learning and
20 making intelligent instructional and budgetary
21 decisions.

22 The second area that I'd like to
23 talk to you about has to do with discipline and
24 rigor. I'm not talking about student discipline;
25 I'm talking about academic discipline, and not

only of students, but of teachers also.

Over the past ten years we have added so many things to our curriculum. We have had so many new things demanded of our classroom teachers, but nothing has ever been taken away. There have been constant add-ons to the curriculum. We have seen the proliferation of additional programs, supplemental programs, new guidelines, and in all of this it has become very easy for teachers and for students to offer an easy way out.

We'd like to talk about local control. We don't like to talk about "do your own thing," but local control becomes "do your own thing" when a teacher will accept, on an equal basis, a matchstick pyramid, as opposed to a well-researched term paper on Egypt. And additionally, the matchstick pyramid is easier to grade.

House Bill 246, which was passed by the 67th Legislature is a first step at addressing this issue. Are there certain things that are more important instructionally than other things? Are there some things that must be taught, whether you go on a field trip,

1 whether you direct a school play, whether you
2 are a Title I student or not? Are there some
3 things that must be taught to all students?
4 Texas House Bill 246 has answered in the affirm-
5 ative by, first of all, specifying twelve
6 content areas that must be offered in every
7 school district in Texas. Secondly, by setting
8 within each of these content areas those
9 essential elements which must be taught at each
10 grade level. Finally, by stipulating that, in
11 order for school districts to be accredited,
12 those essential elements must be taught.

13 It is a first step, hesitant, not
14 yet completed, towards asserting and mandating
15 rigor into every classroom in Texas. We're
16 happy to report that, as we have traveled
17 around the state seeking input from educators
18 as to what those essential elements might be,
19 we are discovering that there is a strong sup-
20 port for increasing expectations and demanding
21 more, not only of the students, but also of the
22 teachers.

23 The third area that I would like
24 to address has to do with collaborative upgrad-
25 ing. If across the state we are looking at

1 upgrading instruction in kindergarden, first,
2 second, third, et cetera, ultimately we make the
3 progression to high school. That leads us to
4 graduation requirements.

5 House Bill 246 has indeed addressed
6 the issue of the essential elements that must be
7 taught for every course that is offered on a
8 secondary level. That alone should help avoid
9 some of the "watering down" which has occurred
10 in the past.

11 But what about choices? What
12 about substitutions? What about electives? We
13 have to address that. If every student is given
14 complete freedom between choosing an easy course
15 or choosing a more rigorous academic course, will
16 most students not chose the easy course? We must
17 look very closely at graduation requirements and
18 be sure that we are not giving students the
19 freedom to fail.

20 In the area of language, we must
21 assure that fluff courses can be in no way sub-
22 stituted for rigorous language courses. Educa-
23 tors must be responsible for forcing the student
24 into upgrading, refining and applying those
25 essential communication language skills that

1 are necessary if the student is going to be
2 successful in society.

3 In terms of literacy, how long
4 can we afford to continue giving graduation
5 credit for remedial courses?

6 In the area of foreign language
7 I am sorry to say that even the word "bilingual"
8 has become synonymous with remedial students.
9 If we extend that analogy then surely trilingual
10 students will have to be institutionalized. We
11 must acknowledge the fact that a foreign language
12 program cannot be completed with just one or two
13 course offerings. The commitment that goes into
14 developing fluency in a foreign language takes
15 place well before the student is in the tenth
16 grade. In addition, we must assure that some
17 aggressive counseling takes place so that
18 students understand career implications of not
19 being able to speak a foreign language.

20 Recall that I said "collaborative
21 upgrading." It will do no good for secondary
22 schools to upgrade their requirements if post-
23 secondary schools do not upgrade their entrance
24 requirements. Students know that they don't have
25 to take particular courses in order to enter

1 college, and, of course, it will do no good for
2 universities to upgrade their entrance require-
3 ments if the result is declining student enroll-
4 ment. Thus, just like Mother and Dad have to
5 get together to discipline their children, so
6 secondary and post-secondary schools must present
7 a united front in the push towards upgrading
8 educational requirements.

9 The last area I would like to
10 address has to do with time. I don't know how
11 much control you have over this. Over the past
12 years, we have seen priorities shifting year
13 after year after year. One administration comes
14 in and presents a new approach. Another
15 administration comes in and suddenly a whole new
16 approach is in vogue.

17 You seem to reflect a swell of
18 support for the idea of academic excellence,
19 upgrading curriculum and demanding more, not
20 only of our students but of ourselves as educa-
21 tors. It would be a pity, if after all this
22 work and all of the enthusiasm and support for
23 this effort we saw a complete shift in a few
24 years.

25 It's going to take ten years to

1 implement the kind of program we are talking
2 about. Hopefully through your recommendations
3 you can insure a continuity that could be sup-
4 ported at the state, district, and campus levels
5 so that the present momentum is not lost.

6 Thank you very much.

7 (The audience responded
8 with applause.)

9 JAY SOMMER: Thank you very much,
10 Victoria. It is as frustrating to us to hear
11 the bell as it is probably to you, because you
12 are a fascinating presenter and thank you very
13 much.

14 We would like to invite all the
15 people who are presenting to sit in the front
16 row if possible so you can participate with us
17 in the questioning.

18 We are ready, ladies and gentlemen.

19 FRANCISCO SANCHEZ: Ms. Bergin,
20 one question. TEA is responsible for adminis-
21 trating the TABS, TEA is the ultimate responsible
22 agency?

23 VICTORIA BERGIN: Yes.

24 FRANCISCO SANCHEZ: As set by
25 legislation?

1 VICTORIA BERGIN: The tests are
2 administered at a local level, but the coordi-
3 nating emphasis, the ultimate scoring does take
4 place at the agency.

5 FRANCISCO SANCHEZ: Do you have
6 the capability or do you do it as a matter of
7 course, an item analysis in terms of bringing
8 up strengths and weaknesses in programs?

9 VICTORIA BERGIN: Yes.

10 FRANCISCO SANCHEZ: One other
11 question. You indicated it was Senate Bill --
12 some number --

13 VICTORIA BERGIN: 246.

14 FRANCISCO SANCHEZ: I just
15 wonder, is that a legislative responsibility
16 in this state, or is it a constitutional
17 responsibility of the Texas Education Agency?
18 Just a political question, I guess.

19 VICTORIA BERGIN: The background
20 that is over the past, I'm going to say twenty
21 years -- and I'm sure this is just not unique
22 in Texas, this is throughout the country --
23 different groups, well-meaning groups -- parents,
24 medical society, pseudo-educators -- have lobbied
25 the legislature to introduce items of instruction

1 and to mandate them as part of the curriculum.

2 For example, kindness to birds
3 and animals, intelligent patriotism. My under-
4 standing is that only one item has ever been
5 removed from the Texas curriculum and that is
6 carpet raking.

7 (The audience responded
8 with laughter.)

9 But this is all the qualities and
10 traditions that have gone through the legisla-
11 ture, not from educators.

12 House Bill 246 turns the responsi-
13 bility back into the hands of legislatures and
14 says, in effect, everything that has gone before
15 this is wiped off the book; we are starting from
16 ground zero. Number one, what's the first most
17 important thing? What's the second? What's the
18 third? Et cetera. And the responsibility is
19 placed on the State Board of Education and
20 through the educators.

21 JAY SOMMER: Mr. Crosby?

22 EMERAL A. CROSBY: I must remind
23 my colleagues that we have for questioning only
24 three minutes on this part of the program.

25 I'm trying to determine whether

1 or not your'e advocating a statewide or a
2 national curriculum?

3 VICTORIA BERGIN: Well, I think
4 that House Bill 246 is.

5 EMERAL A. CROSBY: I'm not saying
6 house bill, I'm saying are you advocating a
7 national or a statewide curriculum?

8 VICTORIA BERGIN: I am advocating
9 not national, but I do advocate a statewide
10 mandate of essential elements.

11 JAY SOMMER: Thank you very much.

12 ANNETTE KIRK: Essential elements
13 is not essential courses; that would be a local
14 selective.

15 VICTORIA BERGIN: That's right.

16 EILEEN LUNDY: Is it items of
17 knowledge?

18 VICTORIA BERGIN: Yes. For
19 example, the twelve content areas would be like
20 language arts, mathematics, science, social
21 studies, et cetera. Within each one, it would
22 just take -- for example, third grade: What in
23 mathematics is essential to be taught in the
24 third grade?

25 EILEEN LUNDY: In the area of

1 writing I see great danger in that idea. It
2 seems to me that at this point, that having
3 thought about it in depth, to be diametrically
4 opposed to the idea of processes coming out,
5 such as this morning.

6 VICTORIA BERGIN: Do I have time?

7 JAY SOMMER: I think that this
8 topic deserves another hearing at another place.
9 We would like to thank you so much for your
10 presentation.

11 We'd like to go on to our next
12 speaker, who is Alan C. Purves, Director,
13 Curriculum Laboratory, University of Illinois,
14 Urbana-Champaign.

15 ALAN PURVES: Thank you, Mr. Sommer.

16 I'm very grateful to the Commis-
17 sion and the staff for allowing me to take up a
18 few minutes of your busy day.

19 I want to spent these minutes
20 describing the results of two studies which
21 compare the achievements of American students
22 to those students in fourteen other countries,
23 both developed and developing, in reading and
24 literature, and also a third study which is now
25 underway, which we will be comparing the

1 achievement of the American students and students
2 in some eighteen other countries in written
3 composition.

4 These are part of a cooperative
5 effort among countries undertaken by an organi-
6 zation called the International Association of
7 the Evaluation of Educational Achievement,
8 otherwise known as IEA. It has been doing
9 studies in these subjects as well as the ones
10 in French which you heard about this morning,
11 science, mathematics, English as a foreign
12 language, early childhood education, and the
13 like.

14 The reading and literature studies
15 showed internationally across all of the coun-
16 tries studied, five major results, based on the
17 performance of students age ten, fourteen, and
18 seventeen at the end of the secondary school.
19 The first result was a general lack of impact
20 of the school, both particular things going on
21 in the school and particular actions the teacher
22 took in closing the difference between high
23 achieving and low achieving students. That is,
24 whether one did well in reading or poorly in
25 reading, depended pretty much on one's home

1 background. But, at the same time, nearly every-
2 one who was tested did learn to read in school.

3 Second, the study showed, in
4 nearly every country, relatively higher per-
5 formance of girls than boys in the achievement
6 test in literature.

7 Third, the study showed the
8 general lack of impact of schools and the
9 teachers in affecting students' interest in
10 reading and literature. That is to say that
11 students became readers or nonreaders and the
12 schools seemed to do little to affect it, or at
13 least little that could be found from the questions
14 that we asked.

15 The fourth finding was that in
16 every nation there was great uniformity of
17 reading interests in children. The fifth was
18 that the age of the student and the culture and
19 school of the student had a very strong impact
20 on the ways in which the students responded to
21 the works that they read, and I'll come to some
22 detail on that in a minute.

23 Recently, we have reanalyzed the
24 results from two countries, the United States,
25 because I happen to live here, and New Zealand,

1 because the New Zealand students happened to do
2 far better than students in any other country.

3 For the United States, we found
4 that at the end of high school, the best United
5 States students performed in reading tests as
6 well as their counterparts in other countries,
7 but that the overall average score is lower.

8 This result is because of the proportion of the
9 age group in school, which is higher in the
10 United States than in any other country. We
11 bring more children farther than any other
12 country, or at least any other countries tested,
13 and we do this without letting the best students
14 suffer.

15 In other words, being a compre-
16 hensive school system is not harmful for our
17 best students. On the other hand, there is
18 clear evidence that there is a lack of opportunity
19 for many students to learn certain essential or
20 critical aspects of reading and literature.

21 At age fourteen, a great number
22 of students in the United States cannot read a
23 non-narrative text, and they cannot read a
24 metaphoric text, and they cannot answer questions
25 that deal with style, organization, tone, or

1 inference, primarily because they have not been
2 exposed to these matters in classrooms.

3 By the end of high school, suc-
4 cessful students have acquired a pattern in
5 response to literature that focuses on the
6 interpretation of content: symbol, theme, and
7 moral. There is little attention to other
8 critical skills such as those dealing with
9 language, structure, and form. This stands in
10 marked contrast to the results in England and
11 New Zealand.

12 Fourth, by the end of high school,
13 unsuccessful students have acquired very few
14 strategies which they can use to approach the
15 literary text, but they rely on outside informa-
16 tion such as biographical information or dust
17 jacket covers.

18 Fifth, teachers of low-performing
19 students in reading and literature focus on
20 drill and busy work, as we've heard earlier
21 today. Teachers of high performing students
22 focus on discussion and essay writing. One
23 might say that the school system, according to
24 these results, would show that we teach the
25 bright ones to be clever and the dumb ones to

1 be honest.

2 We also found that there was a
3 rather appalling lack of professionalism on the
4 part of most teachers in the United States,
5 lack of interest in attending professional
6 meetings, lack of interest in reading profes-
7 sional journals.

8 By contrast, in New Zealand, where
9 in addition to reanalyzing the data I spent three
10 months visiting the schools, in particular
11 elementary schools, we find several things
12 which seem to signal success.

13 One was that reading and writing
14 were expected of every child by the community
15 and by the parents. The second was that, from
16 the moment the child entered school -- and the
17 child entered school on the day after the
18 child's fifth birthday, so there could be no
19 ability grouping and no whole class instruction --
20 reading instruction had to be individual. There
21 was equal emphasis on the child's writing and
22 the child's reading, and the reading was of what
23 children had written, as well as trade books and
24 literature.

25 There was only one school in

1 which I saw failure and that was the school
2 which was using an American reading series.

3 We are two years into a second
4 study in language arts, looking at written com-
5 position, and we will be looking at the achieve-
6 ment of students at three grade levels: the end
7 of the self-contained classroom, roughly sixth
8 grade; and at the end of compulsory schooling,
9 roughly tenth grade in this country; and the
10 pre-collegiate year.

11 This we're finding a much more
12 difficult study because, as Mr. Graves would
13 have observed, the field of writing is an area
14 of research in which both theoretical and
15 empirical work are needed. The domain of
16 writing is not very well defined. Test con-
17 struction is in a very early stage of develop-
18 ment. There is clearcut agreement neither on
19 the criteria of good writing, nor on how writing
20 should be scored. In fact, there is very little
21 agreement on how the domain of writing, and
22 particularly school writing, should be
23 conceptualized. We are finding that writing
24 seems to be in most countries a somewhat hit or
25 miss activity.

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We will be looking at questions such as how various countries organize the curriculum in writing in schools in order to deal with mass education and comprehensive schooling, and because all of the countries have substantially linguistic minorities, with the education of linguistic minorities.

We will be examining the several relations that exist between the curriculum that is mandated by a state or a government, what the teachers do, and what students actually do.

Third, we will be examining what other factors in society affect performance toward writing. I can list six initial findings. First, in general, the curriculum in composition across countries focuses on general discourse rather than specific kinds of discourse. Second, there is great diversity in curricula across countries from no instruction in some countries, but much writing, to a great deal of instruction in this country and very little writing. And the amount of class time devoted to writing a composition varies up to six hours a day in Italy spent on a single writing task. Third, there appears to be a cultural component

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1 in composition instruction that sets value on
2 certain styles which has a clear implication for
3 educating immigrant children. That is to say,
4 in some countries, metaphoric writing is valued,
5 in other countries it is not. Fourth, there
6 appears to be cultural diversity as to the
7 aspects of composition that are considered good.
8 Fifth, there is diversity between countries as
9 to the amount of stimulus to be given to the
10 writing assignment. And, sixth, the perception
11 of students as to what will secure high grades
12 of writing differs very strongly from the per-
13 ception of teachers and researchers. Students
14 in a preliminary study indicate that in order
15 to succeed in writing three criteria exist: get
16 it in on time, make it neat, and don't make any
17 spelling mistakes.

18 Thank you very much.

19 JAY SOMMER: Thank you very much.

20 (The audience responded
21 with applause.)

22 Thank you, sir.

23 Yes?

24 YVONNE LARSEN: Mr. Purves, in
25 your research, you mentioned that New Zealand

1 had more parental support. Have you studied the
2 amount of homework in various districts, coun-
3 tries, et cetera?

4 ALAN PURVES: Yes, there is
5 clearly evidence that amount of homework affects
6 achievement positively, but that is also inter-
7A preted differently and in New Zealand this was
8 seen as a problem, too. Parents want children
9 to bring home homework, they don't care what it
10 contains as long as the children are busy. And
11 so it seems clear that if the homework is mean-
12 ingful as it seems to be in some subjects, then
13 I think achievement improves. But if it's
14 simply copying out of the encyclopedia, I sus-
15 pect it's of less great value.

16 ANNETTE KIRK: As a parent I think
17 maybe I'm a little bit different, but I resented
18 the fact of the teachers giving my children home-
19 work when it was not meaningful, and complained
20 on that score, but it seems as though, as you
21 suggest, a lot of parents do like that, perhaps
22 it could be because that means that they're not
23 watching television or out on the street or
24 something.

25 ALAN PURVES: We've done some small.

1 studies in this country which indicate there
2 are two sets of parents, and obviously you're
3 the good kind. There's one parent that looks
4 at what kind of homework the child is doing and
5 makes sure that the child has time and space to
6 do homework. And that does affect the achieve-
7 ment of the children. On the other hand, there
8 are those who, in a sense, leave the children
9 alone, or insist that they spend a lot more time
10 washing dishes, cleaning house -- being house-
11 children, I guess -- and not doing homework.
12 And those children suffer -- well, in terms of
13 tests, they will not perform as well as those
14 who are allowed to learn.

15 EMERAL A. CROSBY: I have two
16 questions. One is looking at other countries,
17 what kind of a school week did we see? Was it
18 a five-day, four-day, or six-day?

19 ALAN PURVES: Very often it's a
20 five and a half-day week, but in some cases the
21 school day is longer, and, of course, in many
22 European countries, and particularly in the
23 secondary schools, the child is taking eleven
24 subjects, but not every subject an hour a day,
25 five days a week. They might be taking, for

1 instance, at the same time biology, chemistry,
2 physics, but two hours a week of each, so that
3 there is many different configurations.

4 EMERAL A. CROSBY: And a school
5 year?

6 ALAN PURVES: Roughly about the
7 same, a little bit longer in certain countries.

8 EILEEN LUNDY: Just one short
9 question, Mr. Purves. Were you able to find
10 out anything about reading material in the homes,
11 like in the New Zealand area?

12 ALAN PURVES: Well, that's really
13 about the support of the reading in the home.
14 New Zealand has the highest newspaper consump-
15 tion, magazine consumption per capita of any
16 country in the world, and clearly this does
17 affect the relative performance of students.

18 EILEEN LUNDY: In relation to one
19 of the presentations this morning, any relations
20 between, say, any cultural, such as the story-
21 telling in the Hawaiian families and a carry-over
22 to the manner in which reading and writing are
23 done in school?

24 ALAN PURVES: There's less clear
25 evidence on that unfortunately. I wish I could

1 say yes.

2 JAY SOMMER: Thank you very much.

3 Our next speaker is Delia Pompa,
4 Executive Director of Bilingual Programs,
5 Houston Independent School District.

6 Ms. Pompa.

7 DELIA POMPA: Hello. That was
8 a lovely gentleman pronouncing my name. Thank
9 you.

10 I believe it's quite fitting that
11 you chose the Houston Independent School District
12 as the theme is education and particularly the
13 topic of literacy. We here in the district have
14 found many avenues to excellence. If you come
15 away with one thought after my little speech,
16 it's that we all have the goal of excellence in
17 mind, but we have different paths towards that
18 achievement and different paths for each child.

19 Within the Houston Independent
20 School District and my department, we focus on
21 facilitating the excellence, the achievements,
22 of a limited English proficient student. Let
23 me tell you a little bit about the limited
24 English proficient student population in the
25 Houston Independent School District.

1 We serve 28,000 limited proficient
2 students. Of that large group, the largest sub-
3 group is the Hispanic group. Coming after that
4 in terms of number is the Indo-Chinese group,
5 which includes three language groups: Vietnamese,
6 Cambodian, and Laotian. Then we have approxi-
7 mately seventy other language groups which we
8 also serve in the district.

9 What is a limited English pro-
10 ficient student? I believe Dr. Fillmore did an
11 excellent job this morning in talking about some
12 of the services and some of the kinds of educa-
13 tional factors that characterize limited English
14 proficient students. I believe we need to remind
15 ourselves that the limited English proficient
16 student group is not homogeneous. Within that
17 group, we are serving children of various
18 proficiency levels in English, of various
19 motivational levels, of varying social-cultural
20 backgrounds. And this is something that is
21 very important to keep in mind in building
22 programs and servicing these children.

23 In the district and across the
24 United States, I believe you will find that
25 Houston is a microcosm of the United States as

1 the largest urban school district. We have to
2 develop several programs to serve these children.
3 We have the standard English and the second
4 language programs. We have dual language pro-
5 grams and bilingual education to serve most of
6 our students.

7 What is bilingual education? I
8 believe bilingual education of English as a
9 second language is much misunderstood and much
10 maligned. And I would like to explain to you
11 what bilingual education is in the context of
12 the Houston Independent School District and what
13 it is in the context of education in the United
14 States.

15 In the United States and in the
16 Houston Independent School District, bilingual
17 education is a transitional program, the transi-
18 tion leading us to English. Children at the end
19 of a successful bilingual education program will
20 come out speaking English, functioning in English,
21 reading literature in English. One of the
22 reasons I believe it has been particularly mis-
23 understood is that we tend, as Dr. Bergin said
24 earlier, to focus on bilingual education and
25 English as a second language as a compensatory

1 program.

2 I'm here to tell you that in the
3 Houston Independent School District we give
4 bilingual education and English as a second
5 language as a program that sets students up for
6 excellence and achievement. It is one of the
7 various approaches we use within the district.

8 In addition to these two standard
9 programs we use for bilingual education in the
10 district, we also have special programs for our
11 migrant population, who for the most part are
12 limited to the limited English proficient
13 student. We have special transitional programs
14 for refugee children. We have programs focusing
15 on the transitional reading strategy that is
16 necessary in moving from Spanish reading to
17 English reading. And we have programs for
18 handicapped limited English proficient students.

19 In the last category of programs,
20 we have one program that has become increas-
21 ingly important in the last few years and will
22 become probably more important in years to come.
23 I would like for us to keep in mind that as I
24 go through my notes, that we are all aiming for
25 excellence, we share the goal for excellence, and

1 the routes we take are sometimes different.

2 The current trend in the United States is to
3 look at transitional bilingual education and to
4 an extent, English as a second language, and
5 look at them in light of the failures of what
6 has not happened in the last ten to fifteen
7 years that we've had these two programs.

8 I would like to take this oppor-
9 tunity to present evidence from both of these
10 types of programs for their continuing support
11 and achievement.

12 I'm going to cite names of par-
13 ticular schools and particular teachers, because
14 they're the ones that do the work.

15 In the Houston Independent School
16 District we have a school, Port Houston
17 Elementary. At Port Houston Elementary we have
18 an excellent bilingual program. Students taught
19 in bilingual education, a longitudinal study was
20 done on their achievement in both English and
21 Spanish at the end of a three-year period. Those
22 students were in bilingual education from first
23 grade who were taught to read in the native
24 language, which in this case was Spanish, learned
25 to read in that language at the same time they

1 received English as a second language instruc-
2 tion. At the end of the third grade they were
3 on grade level or higher in both English and
4 Spanish achievement.

5 This is quite a statement for an
6 urban school district.

7 In another particular situation
8 there was an emphasis on reading transitional
9 skills where teachers received extensive staff
10 development on when the transition should be made
11 in the Spanish to English reading and what was
12 important before you made that transition.

13 By the end of the second grade,
14 those students were on or above grade level in
15 both English and Spanish.

16 Moving onto another linguistic
17 and cultural group, we came across the situation
18 last year that we were receiving a large number
19 of refugee students, Cambodian refugee students.
20 These students, in many cases, had not been in
21 school for two years, were very scared. Their
22 country was in a state of war; they had been
23 hiding out in the jungle, perhaps from a rural
24 community where there was no form of school.
25 To meet this need, we developed curriculum in

1 English as a second language, which is a very
2 special curriculum. It's a curriculum that
3 focuses on a non-literate child. We found these
4 children had no reading skills, even in their
5 own language; they had no school skills in
6 their own language -- and by school skills I
7 mean the ability to sit at a desk, hold a pencil,
8 know where the water fountain is, those kinds of
9 things that we all take for granted.

10 A curriculum was developed
11 utilizing -- and not only utilizing, but
12 emphasizing -- the input of teachers as to what
13 was necessary and what very basic skills were
14 necessary before we got into the teaching of
15 English as a second language, what cross-cultural
16 components had to be taken into account. By
17 cross-cultural, I mean teachers learning about
18 the children's culture and the children learning
19 about the culture of the school and the new
20 country in which they had arrived.

21 A curriculum was developed. After
22 one year, we find, going back, that many of the
23 students are achieving what we call our
24 essential outcomes in English as a second
25 language and most all the children are achieving

1 on a level with other children. This is a huge
2 feat for children who have never been at a school
3 before.

4 What I'd like to address next is
5 what factors all these programs had in common
6 that led to excellence, that led to a particular
7 level of excellence and surpassed other programs.

8 First of all, all these programs
9 were cohesive programs with well-defined goals
10 which were held by the teachers, the administra-
11 tors and the parents. We cannot over-emphasize
12 the importance of involving all three of these
13 people, or units, in the planning of curriculum.
14 I've heard reference earlier this morning, and I
15 believe this afternoon, to imposing curricula
16 upon teachers, imposing curricula upon parents,
17 upon administrators from the national level on
18 down to the state level.

19 We have found that when a program
20 works, is when everybody is involved and every-
21 body is in accord that what's being done is best
22 for the children.

23 Another factor which these pro-
24 grams held is the consistent implementation of
25 the program in question, and by consistent

1 implementation I mean that the teachers knew
2 what they were about, they knew what the program
3 was about, they received excellent support and
4 staff development as the program continued, and
5 they knew what was expected. The children knew
6 what was expected from them, and they were
7 oriented as to what were the end goals of the
8 program. Again, it was consistent implementa-
9 tion; it was not "Well, this year we'll do it,
10 next year we won't."

11 Another factor these programs had
12 in common was that we provided a support system
13 for each of these. And the support system was
14 the drill-and-practice type activities and the
15 drill-and-practice type materials. The support
16 system included a sound basis and theory on
17 training the teachers received during the year.
18 It included, and very importantly, the availa-
19 bility of good materials, and if the materials
20 were not there, the means to develop those
21 materials. In many cases, the support system
22 also included cultural support systems in which
23 the translator -- when having English as the
24 second language program -- could include parental
25 support for these curricula.

1 I've given you a summary of three
2 programs that I believe show excellence in
3 achievement within our school district. There
4 are many problems we face in educating limited
5 English proficient students. These are problems
6 that can be addressed at great length, but I'll
7 try to make my comments brief about them.

8 First of all, this is a problem
9 that faces all of education here in Texas, and
10 that is a shortage of teachers. We have a
11 general shortage of teachers in the state of
12 Texas; we have a particular shortage of teachers
13 who are prepared to teach limited English pro-
14 ficient students. Then another problem we face
15 is the integration of second language teaching
16 skills into the content area. We've spoken
17 earlier about teaching teachers to teach reading
18 in the content area. In our situation we need
19 to teach teachers to teach some second language
20 skills.

21 My recommendations that I present
22 to the Commission for your consideration. First
23 of all, we need support. We need support for
24 bilingual education and English as a second
25 language, for programs to teach limited English

1 proficient students in general. In these times
2 it is fashionable to deride bilingual education
3 and English as a second language. I ask you,
4 don't make us change horses in mid-stream; we
5 are getting underway with some good programs
6 and we need to be able to continue with our
7 work, and not all of a sudden change and find
8 a new way to serve these students..

9 The second issue which I ask you
10 to consider recommending is the part for teach-
11 ing as a profession so that teaching continues
12 to have the prestige it has or maintain the
13 prestige it's had in the past, and perhaps
14 recapture some of the prestige it had in the
15 past so that it's an attractive field for men
16 and women to go into.

17 And, lastly, I ask you to support
18 research which tells us more about the language
19 acquisition of all children, in particular
20 limited English proficient children.

21 Thank you.

22 (The audience responded
23 with applause.)

24 EMERAL A. CROSBY: This is not a
25 question -- but maybe with Dr. Fillmore on that

1 scene, since Dr. Clifford is gone -- you just
2 mentioned in terms of the students, in what you
3 call limited language ability. You have one
4 group of limited English proficiency that at the
5 end of three years, they were proficient in their
6 own language as well as the second language, or
7 vice versa. Has anything been done to find out
8 the students who have limited ability in English
9 only? He's had no problem with a second language
10 and we start teaching him a foreign language,
11 would his reading scores go up as well? Has
12 anything been done in that area, that is, in
13 terms of teaching foreign language to an English
14 speaking person, which is reading comprehension,
15 writing skills?

16 DELIA POMPA: I think the fact
17 that Dr. Clifford mentioned that I alluded to
18 was that time, allowing the students to have the
19 time to achieve these skills, and having a con-
20 sistent program is the answer. Many times in
21 the past a program we'd try didn't work, so we'd
22 try another program. To acquire the skills that
23 are necessary as Dr. Fillmore stated this morn-
24 ing, the learning of a language, in particular
25 a second language, is something that takes a

1 long time.

2 LILY WONG-FILLMORE: Research
3 results from Canada have shown that English
4 speaking children who are educated in French
5 through immersion type programs have indeed
6 developed both English and French reading skills
7 to equally high levels, and they've been at or
8 above grade level. But these are middle-class
9 children from families where education is a
10 tradition. So it's a little bit hard to
11 generalize from that, but it seems as if it
12 ought to work here, too, in foreign language
13 education.

14 MARGARET SMITH-BURKE: I'd like
15 to ask one thing about that study. I think it's
16 important to know that both languages here were
17 considered respectable languages. They're both
18 considered equal. It was a parental improvement
19 to learn the two languages. Another thing that
20 is noted in that particular set of studies is
21 that the children developed sort of a thinking
22 flexibility that is more so than children who
23 learn only one language.

24 YVONNE LARSEN: Also, you're
25 dealing with languages that have sufficient

1 qualified teachers to teach the language.

2 DELIA POMPA: I think the
3 sociocultural factors cannot be overrated.

4 JAY SOMMER: Thank you very much.

5 Our next speaker is Olivia Muñoz.
6 She's Director of Foreign Languages, Houston
7 Independent School District. I would also like
8 to thank Olivia right now for her accepting a
9 speaking engagement at a very late time.. Thank
10 you very much.

11 OLIVIA MUNOZ: Thank you, Jay.

12 Members of the Commission, ladies
13 and gentlemen, I think by this time the necessity
14 for the United States to produce a more literate
15 citizenry, trained and knowledgeable in a second
16 language must be common knowledge. One studies
17 the languages in order to communicate in that
18 medium. First by speaking and then by reading
19 and writing. Language is also studied because
20 it helps to understand culture, human values,
21 and ethnic differences.

22 Today we're all concerned about
23 relating to other people, communicating properly
24 and making intelligent decisions. Only language
25 admits direct intercultural education to

1 speaking or writing. However, we've not yet
2 learned as a nation that the study of a language
3 other than English, like that of most other
4 basic disciplines, is both a progressive
5 experience and a progressive acquisition of
6 skill.

7 Progress in any area would be
8 relative to the emphasis given to it on the
9 instructional program and to the interest and
10 aptitude of the learner. The principle task on
11 time, or time on task, Mr. Reagan, also applies
12 to language study.

13 If a student pursues language
14 study in depth, he or she should be able to
15 interpret surface observations, that a language
16 is like a shrine that houses the soul of a
17 people. While much has been made of declining
18 enrollment and diminishing requirements in
19 recent years, the secondary school population
20 of about fifteen percent on a national level,
21 has gone forward under study. Today, inciden-
22 tally, in Texas the percent is about 12.8. For
23 the more fortunate students, and we do have
24 those in the school district who began their
25 study of Spanish or French in the early elementary

1 level and continued in an uninterrupted sequence
2 through senior high, fluency -- or a high degree
3 of it -- is now a reality and cultural compe-
4 tence has taken place.

5 For others who began in grade
6 seven and followed a six-year program, or
7 possibly grade nine for a four-year program,
8 mastery of the basic language skills has been
9 accomplished, though the experience is never
10 complete.

11 Just a few weeks ago the Houston
12 Post did a story on two of our students at the
13 Jones Senior High School magnet program who have
14 won first and fifth places, respectively, out of
15 2,100 students who were competing statewide at
16 the Texas French symposium. The students were
17 tested over a two-day period in various literary
18 events, anywhere from grammar to speaking. One
19 won an all-expense-paid trip to France and
20 another a month's stay at a college-sponsored
21 event.

22 Now in their sophomore and junior
23 years, the girls had been studying French since
24 they were in the fourth grade. It surely goes
25 to the students' credit; the honor was earned.

1 But without the opportunity for them to have
2 studied French in a long sequence of study, there
3 could have been no winners.

4 The concept of an early start and
5 a continual study on an extended language pro-
6 gram is not new. In American education, it
7 must be reaffirmed and recognized as crucial to
8 the development of the higher order of skills.

9 Another example. In the High
10 School for Performing and Visual Arts, we teach
11 Italian along with French and Spanish. The fine
12 arts students do disciplinary projects in the
13 foreign language. The research may involve an
14 artist that is read from various sources, a
15 classical composition that is interpreted
16 artistically and verbally, or a playwright that
17 is read in depth and produced completely by the
18 students.

19 I can also tell you about the
20 foreign language academy magnet school at
21 Bellaire, which offers eight languages. The
22 most popular language is naturally a little more
23 extensive into their offering. Fifth and sixth
24 grade level students can read critically and
25 extensively and write expository essays on social

1 and cultural topics. In addition to the language
2 courses there, we have a comparative cultures
3 course which complements the classroom experience
4 by exposing the students to several classes
5 during the year. The class is several weeks with
6 each of nine teachers in the different languages.
7 Much time is spent in discussion of contrast of
8 the North American patterns and the culture under
9 study. Each student carries out a research
10 project which is submitted to the teacher com-
11 mittee that contributes to both the teaching and
12 the evaluation.

13 I want to mention very quickly
14 also the international baccalaureate program at
15 Bellaire. This program is important to us and
16 certainly very important to this particular
17 group, because it brings a global perspective
18 to this particular student life. Its examina-
19 tions, its curricula are prepared by inter-
20 national educators. The determining influence
21 there for obtaining a diploma or certificate is
22 the examination which is issued out of the Geneva
23 office. So the response is good, the performance
24 is high, although even the students at Bellaire
25 are having to reach out to compete with students.

1 in other countries. The important thing here is
2 that the programs need to begin foreign language
3 study early. For example, for a student to be-
4 gin the ideal foreign language course, even at
5 the lowest level, he must have successfully
6 completed at least a two-year program in language
7 in order to be able to pursue that area. And to
8 be thoroughly secure, he needs a longer time.
9 Through the quality in a greater school setting
10 of a magnet school, foreign language has become
11 available for a diversity of learners.

12 In the special schools, for
13 instance, the special orientation can be provided
14 for at least part of the course. Examples. The
15 High School for Professions in Law Enforcement.
16 Language study is indeed basic to all programs,
17 but has taken this orientation in the manner of
18 the Rogers Elementary School Enrichment Center,
19 Fundamental Skills and Physical Development
20 Academy, Academy of Fine Arts, Bilingual Multi-
21 cultural Program, International Trade Center,
22 Vanguard Programs for the Gifted and Talented.

23 For the next school year, Latin
24 is on the drawing board at the elementary school
25 level, and it is a part of the magnet curricula

1 for grades four and five in designated schools.
2 That should help to extend the verbal function-
3 ing of the children, especially through vocab-
4 ulary wholly based on Latin roots, as well as
5 developing an appreciation for some aspects of
6 classical civilization and, of course, we have
7 an alternative to a Latin course at the secondary
8 school level.

9 These have developed primarily
10 with focus on etymology across the country; that
11 should tell us something in terms of where we're
12 lacking or where our people are reaching out.
13 Ours in Houston happens to be called Basic Latin,
14 or the Word Power Course, and it has appeal,
15 because youngsters claim that it helps them on
16 the SAT.

17 In recent years, the foreign
18 language profession places heavy emphasis on
19 developing the communicative competence skills,
20 using a variety of approaches to arrive at the
21 more creative use of language structures and for
22 genuine real-life communication.

23 Drill and practice must be part
24 of the course. That includes structural or
25 audio-lingual techniques that are important to

1 developing habits and laying a foundation. How-
2 ever, one does not wait until the advanced level
3 to use language creatively. Even original
4 writing is possible at the elementary school
5 level, but it has to be relative to the student's
6 linguistic experience and development. Under
7 proper learning conditions, literacy for most of
8 Houston is an attainable objective. The study
9 of language can provide a practical experience
10 in whatever lifelong choices we make. It has
11 the potential of human worth, and our students
12 are due that much.

13 Now, my recommendations. Every
14 student should have the opportunity to study
15 foreign language as part of his basic education.
16 Students with a native language background should
17 be encouraged to develop their home language as
18 a rich personal and national resource.

19 In addition to current offerings
20 in schools, while I have focused on HISD, I do
21 have a broader perspective. In addition to
22 current offerings and until such time as the
23 program becomes full-blown and schools determine
24 how much and who should study, there are several
25 entry points: At the sixth grade level, which

1 begins the middle school, with provision for
2 continuation through the seventh and eighth
3 grades; at the seventh grade level or junior
4 high, with provision for continuation through
5 the eighth and ninth; at the elementary school
6 level, to begin as early as possible; for pupils
7 with a Spanish speaking background not already
8 in bilingual classes; for as many pupils as
9 feasible at the kindergarden level; and for all
10 others perhaps no later than the third grade;
11 and for all those students who have not yet been
12 exposed to a language and currently enrolled in
13 senior high, a minimum course semester on the
14 essential elements of the Spanish language; for
15 the college-bound student, at least one year of
16 foreign language required for graduation with
17 certain magnet schools perhaps instituting at
18 least a two-year requirement.

19 Recommendation three. Ways should
20 be found to alleviate the multiple class prepara-
21 tions reflected in many teachers' schedules
22 currently. The energy expended in doing four,
23 five, and six successive lesson plans and being
24 the keepers in a single school decreases the
25 effectiveness of the teacher to her students.

1 Perhaps a formula will be devised that strikes a
2 balance between the maximum number of prepara-
3 tions during a single year, release time avail-
4 able, and other school responsibilities such as
5 club sponsorship, student trips abroad, coaching
6 for literary events, organization of school
7 assemblies or foreign language fairs. Funds
8 should be found for teaching materials beyond
9 the program level. Supplemental materials which
10 would enhance instruction include individual
11 cultural activity goals for students, test
12 packages, filmstrips, film, et cetera.

13 Five. Foreign language teachers
14 should be added as programs grow, and not
15 according to someone's -- and not according to
16 whether or not someone's schedule is filled.
17 Administrators often limit the foreign language
18 faculty to a single teacher, or to their needs
19 in other areas. The arbitrary seating level
20 reduces the student's opportunity to a single
21 teacher's program.

22 And six. As general improvements
23 of the school are made, this, too, should have a
24 positive effect on language programs and then
25 apply the accountability standards:

1 Ladies and gentlemen, the frame-
2 work in the programmatic capability for language
3 study is this: The issue with language in the
4 school may mean more now than the what and the
5 how.

6 Thank you.

7 (The audience responded
8 with applause.)

9 YVONNE LARSEN: What is the
10 maximum number of years that you offer, and how
11 many years is that, and what is the language?

12 OLIVIA MUNOZ: We have currently
13 a program in both Spanish and French; the
14 Spanish program is smaller. The students begin
15 in that particular program at the present time
16 through magnet school offerings, but we also
17 have an interesting situation that's been in
18 existence for several years, and that is, in
19 certain schools the PTA or the PTO has actually
20 funded the program. I'm giving you an example
21 in West University Elementary; I'm sure they've
22 had that program easily for at least eighteen
23 years, and so as the youngsters come through the
24 elementary school and move into junior high, they
25 may continue at seventh and eighth grade and then

1 continue on into, of course, the standard offer-
2 ings in senior high and build on that. So, in
3 the case of the example of Bellaire, you could
4 certainly have fifth or sixth grade level for
5 some of the youth who understand the translation
6 would actually do that. And you can see why now
7 the program has actually moved into the inter-
8 national baccalaureate, because that would be
9 the type of experience you would need in a pro-
10 gram of that type.

11 YVONNE LARSEN: Thank you.

12 EMERAL A. CROSBY: I notice that
13 in your recommendations, starting with foreign
14 languages as low as possible -- May I get just
15 a little reaction? Myself, I can remember when
16 we used to have something like General Languages
17 or something, and all kids in the junior high
18 had to go through a little language process to
19 find out whether or not they wanted to take a
20 foreign language. I'm wondering at this point
21 if we -- how would you feel about having a
22 foreign language person available in the ele-
23 mentary school, then having all the students to
24 at least get a little smell of a foreign language
25 starting in kindergarden?

1 OLIVIA MUNOZ: We have had
2 experience where the potential is going to be
3 with the youngster, so it is very important for
4 the youngster to be exposed to the opportunity
5 and, given the right conditions, a good teacher
6 and all those other factors and variables with
7 regard to whether or not they want to learn,
8 there is no reason why they can't have one. And,
9 incidentally, we do have a diverse population.
10 I may have focused on that fifteen percent to
11 which I referred, but if you're acquainted with
12 population in Houston, that's what makes us
13 strong, diversity. So when we teach Spanish,
14 we can also teach Spanish to the Spanish speak-
15 ing; we have youngsters who are Indo-Chinese;
16 you name it, we have it.

17 (The audience responded
18 with applause.)

19 JAY SOMMER: Any other questions?
20 If not, I would like to ask one.

21 Olivia, I wonder why people think
22 that language is a frill, is just added to them;
23 it's not part of the curriculum, and in view of
24 the fact that I hear so many people say, "You
25 know, language is very important." And in the

1 final analysis people think of it as sort of an
2 added --

3 OLIVIA MUNOZ: I think that's
4 generally going to be the tradition, the frills
5 in American education, and it's been treated that
6 way. I think it says that, in general, we cannot
7 place that much value on it, and I think the
8 response to the question has been to simply
9 accept the conditions that are certainly less
10 than what they are in the other disciplines.

11 If I might also add, it is dis-
12 criminatory treatment of a major discipline.
13 I'm sure you're aware it's the only one where
14 youngsters have a choice, and we wonder in recent
15 years -- it just astounds me -- that more young-
16 sters have not elected to take foreign languages.
17 At the same time, we're concerned because of the
18 reports that John doesn't know how to read, so
19 why should it puzzle us that John doesn't want
20 to take a foreign language? So I think it simply
21 says that we must get serious about this par-
22 ticular subject.

23 JAY SOMMER: Thank you very much.

24 (The audience responded
25 with applause.)

1 Our next speaker is James Kinneavy,
2 Professor of English, Department of English,
3 University of Texas, Austin.

4 JAMES KINNEAVY: I would like to
5 thank members of the National Commission for the
6 opportunity to speak today on an issue which I
7 think may be more critical than any of us realize.

8 I personally believe that there
9 really is a literacy crisis. There has been for
10 the past eighteen years. It has not gone away
11 but is, rather, getting worse every year, and it
12 is threatening our health.

13 Let me document these statements
14 right away. The scores on the Scholastic Apti-
15 tude Tests have been declining steadily from
16 1964 and show no signs of when they may level
17 off. But the graduate level Graduate Record
18 Examinations report parallel declines. The
19 National Assessment of Educational Progress con-
20 firms for writing the data supply by the SAT and
21 the GRE for reading.

22 Many colleges and universities
23 can supply supporting figures. At the University
24 of Texas where I teach as Director of Arts
25 Composition, whereas in 1967 almost fifty percent

1 of the entering freshmen were exempt in our first
2 writing course, today only about twenty percent
3 are, and we are using the same test.

4 The problem does not stop in the
5 college years. Research this past year showed
6 that our law school has major writing problems,
7 and a surveillance that was made in this past
8 year in industrial, commercial, and governmental
9 institutions in Austin, Texas, revealed the
10 malady affects the world of business and industry.

11 There is, therefore, a severe
12 decline in the literacy of the population. Is
13 it affecting our national health as I maintained?
14 Let me hold off the answer to the question until
15 I have examined a few of the salient causes of
16 the disease.

17 The concept of a civilization
18 declining in literacy is almost unparalleled in
19 history. What has brought about this unique
20 phenomenon? I'm going to assume that the causes
21 are many and complex, and that you've heard many
22 of them.

23 Let me, therefore, call attention
24 to two dimensions of the problem which from my
25 perspective I see as often neglected and yet of

1 considerable importance.

2 One of the dimensions of the
3 problem has to do with the teaching of writing,
4 particularly at the university level. The
5 teaching of writing at the present time in our
6 universities is frequently assigned to part-time,
7 non-tenured faculty or graduate students who will
8 later be allowed to teach literature. At my
9 institution, sixty-three non-tenured teachers and
10 eighty graduate students teach about five-sixths
11 of the composition courses in the program. They
12 are underpaid and overworked and not deemed
13 worthy of permanent positions in the university;
14 whereas their colleagues who teach literature are
15 paid much more, have lighter loads, and are given
16 tenure.

17 At the elementary and high school
18 levels, the pay is often worse, although there
19 is no discrimination against writing as such as
20 there is at the college level. The generic
21 situations in the schools is much more comprehen-
22 sive. Salaries for high school and elementary
23 school teachers are so low that frequently only
24 a person seeking a second salary for a family can
25 afford to teach.

1 But, in my opinion, the major
2 cause of the reading and writing crisis is
3 sociological. Writing as an activity is not
4 honored by the American public in the opinion of
5 the students. They see a surface picture, domi-
6 nated by television, film, and radio in which the
7 acts of writing and reading are not viewed as
8 important or even relevant. The cultural heroes
9 are athletes, actresses, actors, politicians,
10 and big business tycoons. None seemingly need
11 reading or writing to achieve their stature.

12 The script underneath the surface
13 glibness, the programmer who wrote what the com-
14 puter is to respond to, the novelist who wrote
15 what the movie was made from, all of these are
16 unsung and unseen. More importantly, faced with
17 the prospect of reading or making dollar signs
18 on a paper or engaging in a more pleasurable
19 alternative the culture offers, the student
20 routinely chooses noisy rock or television or a
21 movie or a spectator sport or a disco.

22 Why does the student make such
23 choices regularly? One major contributory cause
24 is the fact that he has been immersed since his
25 birth in a world of advertising and media programs.

1 that say ultimately very much the same phrase:
2 "Listen to me and you will be gratified."

3 The advertising and entertaining
4 industries dominate our mass media and the media
5 dominates us. The notion that Americans are
6 relentless pleasure hunters is a myth which the
7 sponsors of the ads and these programs have
8 fabricated. And, despite the contrary evidence
9 around them, many Americans believe these 400 ads
10 every day that the average city dweller is sub-
11 jected to. This hedonistic mythical America is
12 noisy, gregarious, vulgar, and mobile. It is
13 not surprising that the acts of reading and
14 writing cannot compete with this myth, since
15 they are its opposite at each of these four
16 points.

17 As the poet Yeats said, "Writing
18 is a solitary and sedentary act." It is also
19 quiet and sophisticated.

20 The exercise of the same options
21 carry over into political decisions. Like the
22 students, the adult voters choose not to read,
23 but draw their political conclusions from the
24 mindless and endless thirty-second spot reductions
25 of issues which television offers. The recent

1 elections, particularly in Texas, demonstrate this
2 more explicitly. Governor Clements in this state
3 knows that whoever can control television in
4 Dallas and in Houston for a month preceding the
5 election will control the state. The voting
6 booths are the ultimate test of literacy to a
7 democracy, and it is failing the test.

8 That is why the literacy crisis,
9 which is also a moral crisis, has already become
10 a political crisis. A state which can be bought
11 with bread and circuses is a state that suffers.
12 The literacy crisis is as much a problem of
13 making people want to read as learn to read.

14 Can this administration do anything
15 about the problem? I believe so. In a way, this
16 administration is uniquely qualified to strike at
17 the root of the problem, precisely because this
18 administration has a credibility with the sponsors
19 of the advertising and entertainment industry,
20 with advertising America, and is in a position
21 to tell the advertisers: The hedonism which you
22 have incorporated into a mass media may in the
23 end destroy America. You may be partly respons-
24 ible for lack of moral fiber. In your ads, try
25 to present a truer picture of America as

1 hardworking, morally responsible and intellectu-
2 ally adult.

3 Some other solutions may follow
4 as correlaries. It is true that the students in
5 schools and colleges do not write or read nearly
6 as much as students in other cultures. British
7 high school students, for example, write three
8 times as much as our American counterparts, and
9 French and German students also write more,
10 partly because of the severe state examinations
11 facing them. Our students have to write more,
12 both vertically and horizontally. The Harvard
13 experience has shown that instruction in writing
14 cannot be simply assigned to the first year in
15 college and then forgotten; it must be sustained
16 throughout all four years; otherwise the skill
17 deteriorates. This is what I call vertical
18 writing.

19 And the rapidly spreading success
20 of writing across disciplines is evidence that
21 writing is best taught when departments are
22 responsible for literacy. This is the horizontal
23 dimension of writing.

24 I also believe that in the schools
25 and colleges, some kind of competency testing is

1 desirable, but it should be a writing test, not
2 just a test to check the students' knowledge of
3 memorized grammar and an objective set of answers.
4 There also ought to be competency testing for
5 teachers. They also ought to be able to write
6 and to teach youngsters to write.

7 There's a substantial body of
8 knowledge, some classical, some contemporary,
9 about the teaching of writing. We are now trying
10 to acquaint future teachers with these rhetorical
11 techniques.

12 In addition to alerting the adver-
13 tisers of America of the political dangers of
14 the myth of hedonism, this government can also
15 encourage the dissemination of what we already
16 know about writing and reading. It can encourage
17 graduate programs in universities to pursue
18 research and techniques of teaching reading and
19 writing at all levels.

20 Particularly critical is the study
21 of research into encouraging a populous which can
22 to want to read. Otherwise, it is effectively
23 still illiterate.

24 Finally, everything this govern-
25 ment can do to help the financial status of a

1 teacher, particularly in the elementary and high
2 school levels, ought to be investigated. Possibly
3 tax breaks of different types can be looked into.
4 We have to recapture the better minds of our age
5 and interest them in teaching, both men and women.
6 And we have to get the students in these classes
7 to use their minds in reading and writing. Other-
8 wise America will follow Greece and Rome in the
9 list of once-great democracies.

10 Thank you.

11 (The audience responded
12 with applause.)

13 I'm sorry I didn't use up all my
14 time.

15 YVONNE LARSEN: Mr. Kinneavy, would
16 it be your proposal that this writing test you
17 speak of for schools and colleges be in conjunc-
18 tion with promotion at the school level and
19 admissions at the college level?

20 JAMES KINNEAVY: Yes, I think it
21 should be, on a state basis at least.

22 YVONNE LARSEN: A state-mandated
23 test?

24 JAMES KINNEAVY: I believe that if
25 it's the proper kind of test. I know of about

1 thirty-five competency tests across the country
2 and many of them, I think, are the wrong kind.
3 I worked with a recent test in New York, and
4 I've worked to some extent with the TABS test in
5 this state. I think they're heading the right
6 direction. They have a real writing test on
7 different levels.

8 YVONNE LARSEN: Thank you.

9 EMERAL A. CROSBY: I was listening
10 to some of the reasons, or some of the solutions
11 that we may have in terms of reversing the trend,
12 and that is the use of media. Somewhere I heard
13 that the media is probably one of our four
14 biggest influences -- you know, that we've
15 talked about the government -- so this may be
16 the fourth government or the fifth government.
17 So, if the media is making an effort to control
18 our thinking, then how is it we're going to get
19 them to reverse themselves in order that we will
20 be less manipulated, because as we are hearing
21 it here today, the better we're going to be able
22 to read and to write. We're going to become much
23 more independent in our thinking and our compre-
24 hension, which means we're going to be less
25 manipulated in terms of thirty-second slots that

1 may be on television. How are we going to deal
2 with this if they're going to be that fourth
3 power?

4 JAMES KINNEAVY: Well, I wish I
5 had the answer to that completely. I think we
6 have to recognize the fact that the media are
7 going to be with us; people are going to watch
8 TV and so on. Maybe they shouldn't watch it
9 four hours a day.

10 What I think we could do -- and I
11 think the media themselves have to make these
12 decisions -- is to tone down the persistent,
13 hedonistic message. I don't think I'm exaggerat-
14 ing that; maybe I am. If that message continues
15 to be fed to the public at all levels, how can
16 you blame students of the high schools and
17 colleges for thinking that we are a hedonistic
18 people? I don't think we're a hedonistic people;
19 sometimes we're almost puritanical. But I think
20 that a more honest effort to present another
21 side of the American public by the media would
22 lead away from its being manipulative; or, if
23 it's going to be manipulative, it should be
24 manipulative in areas that will cross themselves
25 out. I think that we should talk to the media;

1 I really do think that this is a serious crisis.
2 I ask myself why, with all the libraries and the
3 techniques that these people talked about this
4 morning, why the scores for the SAT went down
5 again this year to 424. It was 478 back in 1963,
6 the verbal score. Every year it keeps on going
7 down. I think the reason is sociological, and
8 I chose to address the issue because I think it's
9 a massive cosmic problem, and literacy has to
10 face up to that major, moral issue in our society.

11 JAY SOMMER: Thank you very much.
12 You certainly made listening easier than it
13 ordinarily is. It was a beautiful report. Thank
14 you.

15 Our next speaker is Betty Von
16 Maszewski, the Language Arts Coordinator, Deer
17 Park Independent School District, Texas.

18 Ms: Maszewski.

19 BETTY VON MASZEWSKI: These yellow
20 booklets which are being passed out contain the
21 statistics to which I will refer in my report.
22 When I began to time it, it was a little long.

23 Deer Park Independent School
24 District is pleased to present a special project
25 of our junior high school reading program for

1 your consideration.

2 First, let me tell you a little
3 bit about Deer Park. We are located twenty miles
4 southeast of downtown Houston, in the heart of the
5 ship channel industry. Our school district has
6 about 8,500 students enrolled in seven elemen-
7 taries, three junior high schools, and one
8 comprehensive high school. We have a very
9 average student population. We usually have
10 several National Merit Semi-finalists and one
11 National Merit Finalist per year. Only fifty-
12 three percent of our students even start to
13 college and few of them finish.

14 Like every other school district
15 in Texas, we are affected by the activities of
16 the Texas legislature and the Texas Education
17 Agency. Objectives in all the language arts
18 areas K through twelve are specified in the
19 Curriculum Framework, developed between 1976 and
20 1978 by the Agency in cooperation with educators,
21 lay professionals, and organizations representing
22 a variety of local public and private schools.
23 In the spring of 1978, the Texas Assessment
24 Project was conducted by the Agency, patterned
25 after the National Assessment of Educational

1 Progress. It was a statewide study designed to
 2 test student achievement in reading, mathematics,
 3 and citizenship. Then in February, 1980, fifth-
 4 and ninth-grade students throughout the state
 5 were administered the Texas Assessment of Basic
 6 Skills, a criterion-referenced test, addressing
 7 specified objectives. TABS, as it is fondly
 8 known to all of us who have to deal with it, has
 9 become an annual activity. And many school
 10 districts, including Deer Park, have adopted a
 11 policy to require students to master these basic
 12 skills.

13 Naturally, the majority of the
 14 school districts in Texas began to focus on the
 15 instructional needs of the students who failed
 16 to master these objectives. Because the primary
 17 purpose of TABS is to insure that all students
 18 have the opportunity to acquire basic education,
 19 this focus is appropriate. However, an inherent
 20 problem with this focus is that the instructional
 21 needs of students who have mastered the basics
 22 are often overlooked. Also, the scope and
 23 sequence of the curricula in reading and language
 24 arts may be limited at the state or local level
 25 by this back-to-basics movement.

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1 The opportunities of all students,
2 not just the TABS masters, will be limited
3 accordingly. Based on the assumption that sixth
4 grade students who have mastered all eleven
5 grade-level reading objectives on the fifth-grade
6 TABS would benefit from instructional strategies
7 for developing higher level cognitive skills.

8 Don Vernon, who was then at the
9 local Region 4 Educational Service Center,
10 applied for and was given, a Title 4C develop-
11 mental grant. This project was designed to
12 address the need established by the Texas Assess-
13 ment Program. The target population for 1980,
14 for the 1981-82 phase of the project, was to
15 find those sixth-grade students in a medium-sized
16 school district who had achieved mastery on all
17 eleven reading objectives tested by the fifth
18 grade TABS that preceding year.

19 The initial status of this target
20 population was then defined by a criterion-
21 referenced reading assessment of higher cognitive
22 skills that was administered to those same
23 students about the time they took the TABS.

24 We tested our fifth graders very
25 well that year because they also give achievement

1 tests in the fifth grade. The instrument that
2 we used to establish these higher level thinking
3 skills was one that had been developed in 1978
4 by a reading specialist and an instructional
5 coordinator from the suburban school districts
6 in Region 4.

7 This graph shows the objectives
8 and specifies the difficulty of the test items.
9 The test was then generated by McGraw-Hill from
10 its bank of test items called Orbit. I imagine
11 some of you are familiar with it. It had the
12 same kind of structure as the present Texas
13 Assessment of Basic Skills. Students must get
14 three out of four correct to get it. The
15 objectives and the item specifications are
16 spelled out in Appendix A in my handout.

17 Then I took those students' grades
18 on the objectives and found the four that those
19 seventy-seven little TABS masters had done poorly
20 on. They were reading to determine, inference or
21 draw conclusions, reading to determine character
22 feeling or mood, reading to develop character
23 trait or attitude, and reading to compare or
24 contrast characters.

25 Now, you notice that all of these

1 are things that require thinking skills. Because
2 the project was originally designed to be a
3 three-year project, we then are planning to test
4 them on an eighth-grade test that tests those
5 same skills. And the eighth-grade test was
6 developed by the same group of people who had
7 developed the fifth-grade test. The difference
8 was that the reading level was moved up consid-
9 erably higher. The objectives for this test are
10 specified in Appendix B.

11 Then, after we identified the four
12 objectives for this sixth-grade project, two
13 teachers from our target school developed at
14 least five strategies for each one of those
15 objectives. You will find the specifications
16 for the strategies and some samples in Appendix C.

17 The teachers who used them chose
18 those as their favorite strategies. We chose the
19 junior high school in our district which had the
20 largest percentage of TABS masters entering sixth
21 grade.

22 The teachers worked in the summer
23 to develop their strategies, and by the time
24 school started, they had chosen eleven stories
25 and developed a total of twenty-two strategies.

1 The use of the strategies was then determined to
2 a large extent by the organization of our junior
3 high school reading program. We have a very
4 well-equipped reading laboratory in each junior
5 high school.

6 During one six weeks period the
7 students are in the labs. While they are in the
8 labs, they are in individualized programs designed
9 to address individual weaknesses. In alternate
10 six-week periods they are in the classrooms,
11 primarily engaged in teacher-directed group
12 activities. And at one junior high, not the
13 project school, students have access to computer
14 assisted instruction as part of the classroom
15 phase.

16 I would like to give you a brief
17 glimpse of our reading programs. Our reading
18 labs are housed in quadruple rooms. At least two
19 teachers are in the lab each period, available
20 for making assignments and giving individual
21 help, as well as for conducting small group
22 activities. Student assistants check out tapes
23 and cassettes, grade objective exercises, and
24 file student papers.

25 The students build their skills

1 in a variety of ways. Skill builders, teacher-
2 made materials -- and you notice how many
3 teacher-made materials we have because we're not
4 willing to have junk like you had examples of
5 this morning -- workbooks, games, supplementary
6 readers, plus small groups on filmstrip projectors,
7 cassettes, magazines, and paperback novels.
8 Students work alone and in groups. They have
9 regularly scheduled free reading. It is very
10 relaxing. I couldn't resist showing you that
11 slide, because that child was so engrossed that
12 he never noticed that the photographer was taking
13 his picture. You notice he's reading about that
14 cat that junior high students are all so crazy
15 about, Garfield.

16 Students in all three schools used
17 their libraries as a regular part in both the lab
18 phase and the classroom phase. I'm sorry we had
19 to use natural lighting so that you can't see the
20 library as well as I'd really like you to.

21 We have an average of sixteen
22 volumes per student, not counting the paperback
23 books which enjoy brisk circulation. Students
24 learn to locate information in addition to enjoy-
25 ing this leisure reading.

1 This year, another popular addition.
2 to our reading program is the computer assisted
3 instruction lab at one junior high, operated by
4 an instructional aid. It houses eight Apple II
5 computers and uses programs chosen by members of
6 the instructional staff: Students work individu-
7 ally for twenty minutes twice a week on an
8 excellent program called Critical Reading. It
9 has a diagnostic-prescriptive format which uses
10 the capabilities of the computer to branch and
11 recycle. I mention that because it is something
12 that you might want to look at if you are
13 interested in computer software. In the class-
14 room phase of our program, the emphasis is on
15 teacher-led activity and group participation.
16 The principal material is the basal reader; how-
17 ever, each sixth-grade teacher chooses one reading
18 unit which uses multi-level materials, including
19 supplementary materials, the basic reader, and
20 commercial units.

21 The teachers who developed the
22 higher level cognitive strategies planned them
23 for the classroom phase of the program. Then
24 they designed them to emphasize skills which are
25 already in the scope and sequence, but primarily

1 in individual activities.

2 This two-phase program has been in
3 operation for five years. We try to improve the
4 program every year. We are pleased that last
5 year's eighth grade students, the first group to
6 have been in the program for their whole junior
7 high career, performed better than several pre-
8 ceding classes on the SRA achievement test.

9 I've given you this rather exten-
10 sive presentation on our reading program because
11 I hope it explains why the results of our experi-
12 ment were different from the ones we anticipated.
13 Our TABS masters did learn a lot, but not nearly
14 as much as the non-TABS masters. The TABS non-
15 masters in our target population did considerably
16 better than the ones in the control population.
17 The statistical tables are in Appendix D. We
18 feel that this addresses two of the questions on
19 the eleven-question sheet prepared by the
20 Commission.

21 Yes, we must offer average students,
22 not just the academically elite, the opportunity
23 to develop these higher level thinking skills.
24 And, secondly, we find that even though the text-
25 books this year -- as you may or may not know,

1 we just went through our basal reader adoption --
2 had made some efforts to provide strategies for
3 different learners, they still didn't have quite
4 as much as we would like for them to. Our sixth
5 grade teachers who did this project are hoping to
6 develop similar strategies for next year using
7 the new readers.

8 Now, we think that our two-phase
9 program works well because whether they've been
10 in the classroom or the lab, they're always
11 ready to change. Our students need to stretch
12 their minds -- all students, not just the
13 academically able. No student's learning experi-
14 ence should be bounded by the minimum.

15 (The audience responded
16 with applause.)

17 YVONNE LARSEN: Would you give us
18 a hint as to which basic reader you selected?

19 BETTY VON MASZEWSKI: We selected
20 The One That We Liked the Best.

21 ANNETTE KIRK: Will you give us
22 the name?

23 BETTY VON MASZEWSKI: That's the
24 name of the reading series. And they are better
25 than those from previous years. There are

1 differentiated activities for higher level think-
2 ing skills and things like that, but they are
3 still pretty much middle-of-the-road.

4 YVONNE LARSEN: You talked about
5 developing some of your own materials. How
6 extensively do you develop that? Do you develop
7 a lot of them, or do you just use supplementary
8 aids?

9 BETTY VON MASZEWSKI: We develop
10 a lot of our own materials. Both of the reading
11 specialists in each of those labs have two
12 periods a day to work on materials. Now, they
13 use old supplementary readers and old basic
14 readers for a lot of their projects.

15 YVONNE LARSEN: How old are some
16 of the basic readers that you do use?

17 BETTY VON MASZEWSKI: Well, our
18 favorite just went out of adoption, and a lot of
19 the projects that the teachers have developed have
20 writing assignments which go with them which is
21 why they want them developed.

22 JAY SOMMER: Thank you very much.

23 (The audience responded
24 with applause.)

25 Our next speaker is Clair Weinstein,

1 Associate Professor, Department of Educational
2 Psychology, School of Education, University of
3 Texas, Austin.

4 CLAIRES WEINSTEIN: First I'd like
5 to say that I'm deeply honored to have the oppor-
6 tunity to address the Commission today. I thank
7 you very, very much for that.

8 There's been a number of critical
9 issues raised in the course of things since this
10 morning. And the particular interest that I have
11 in the area that's been given as the domain for
12 this particular Commission hearing is individual
13 learning skills, learning to learn. What can we
14 do to help ourselves learn better? What can we
15 do to teach students ways to help themselves to
16 learn more effectively, to manage their own
17 learning?

18 There are a number of problems
19 that were raised this morning by Dr. Anderson in
20 his address and he talked about a number of dif-
21 ferent issues that relate to designing curriculum
22 materials and what can be done to optimize this
23 process.

24 There are also a number of problems
25 that were raised by Professor Smith-Burke in her

1 presentation where she talked about instructional
2 processes, procedures, practices. What can we do
3 to improve these?

4 There's a third side to this tri-
5 angle that I'd like to talk about, which is what
6 can we do to improve the learner? What can we do
7 to help learners optimize how they can learn from
8 these better prepared textbooks, these better
9 designed curricula and these instructional
10 practices?

11 Okay. Improving curriculum mater-
12 ials and improving instructional practices -- I
13 want to make it clear that I don't want to talk
14 against these. I'm just talking about another
15 part of the triangle, the piece of the pie that
16 we're interested in.

17 Okay. What are these effective
18 strategies that we're talking about? Basically,
19 they fall into four different domains.

20 The first is called metacognition,
21 metamemory. This involves using procedures that
22 have been developed that help students monitor
23 their own learning. It's the old idea of knowing
24 how you know when you've learned something. Or,
25 more importantly, how do you know when you don't

1 understand so that you can do something about it?

2 I don't know about the rest of you, but I know
3 I've had many occasions where I've been reading
4 something and I go along and I still think I'm
5 doing great, but suddenly I realize I haven't at
6 all been paying attention to what it is I've been
7 reading.

8 Most people tend to have this
9 experience, more or less. The problem is, a
10 good student will stop and say, "I don't even
11 remember what I've been looking at; I've got to
12 go back over this." A poor student may be able
13 to recognize that maybe something is wrong, but
14 then will continue on; will not go back. Their
15 monitoring process is a very inefficient one.
16 Even if they are aware of some problems with what
17 they're doing, they really don't know what to do
18 about it, they haven't the strategies to cope
19 with it.

20 Okay. Second type of strategy
21 domain is called information processing or
22 knowledge acquisition. Everybody tells students
23 what to learn. Very infrequently, however, do
24 we ever say how to learn it. We say, "Okay. To
25 learn this knowledge, you have to relate it to

1 what you already know." Have you ever said that
2 to a poor student? What does that mean, what do
3 they know? They gripe, they go home, they say,
4 "To learn my knowledge I have to relate it what
5 I already know. How? What do I do?" So they
6 read it over and over and over.

7 Okay. So this is the second
8 strategy and that we need to be focusing on.

9 The third is one that's not quite
10 as obvious in a learning situation. And this is
11 self-management skills, a broad area. This
12 relates to things such as focusing attention,
13 concentration, areas which we're used to talking
14 about, but also to a new one. This one now deals
15 with anxiety management. The reason for this is
16 because at the second grade level we have found
17 that anxiety, performance anxiety, is a trait;
18 it's something you can use to characterize a
19 number of different students. If we put these
20 students into certain learning situations and ask
21 them to perform, their performance may very well
22 be a function of this debilitating anxiety.

23 So teaching students to deal with
24 anxiety is not something you do just in college
25

1 courses for seniors, but this is something that's
2 become very important at all levels of the educa-
3 tional system.

4 Okay. The fourth broad area of
5 strategy types is study skills. Now, here I'd
6 like to diverge a bit only because my orientation
7 is more cognitive, a more active learning orien-
8 tation, but traditionally, studies of study
9 skills involve marking text or underlining
10 certain types of notations, again, placing the
11 learner in a very passive role. Traditional
12 study skills are not active study skills, they
13 are passive study skills. They derive from a
14 paradigm in psychology that we call behaviorism,

15 where it is believed that if you go ahead and
16 modify materials out in the environment you will
17 automatically produce learning. If you have the
18 right curriculum, you will automatically produce
19 learning for all students.

20 We know that it doesn't hurt
21 anyone, however, when it comes to teaching study
22 skills, we still do it as if learning was going
23 to automatically occur.

24 Okay. So those are the four areas.
25 And I would also like to point out that what I'm

1 saying about these things isn't conjecture, it
2 isn't something I made up on my way over thinking
3 I'll have something to say to the Commission.
4 This is based on very, very strong and critical
5 data that is based on a lot of work we've done
6 as well as other people looking at the difference
7 between good and poor students, putting them into
8 different kinds of learning situations and seeing
9 what happens, instead of talking about it, or
10 guessing, or having the students give us the
11 information.

12 We've done this, for example, by
13 examining learner protocols, by comparing many
14 learners who are more or less successful, by
15 sitting down and actually going through learning
16 tasks with them.

17 It's also been done through assess-
18 ment studies. For example, we're developing an
19 instrument to assess the degree to which students
20 do use learning strategies in such a way that you
21 can prescribe remediation, in other words, for
22 diagnostic purposes where remediation can be
23 provided.

24 There is no instrument available
25 at this point to assess learning strategies in a

1 broad sense. There is nothing that teachers can
2 use if they want to find out, "What does my
3 student know about this?" or "What doesn't my
4 student know about this?"

5 Another area that the evidence
6 comes from is empirical tests of hypotheses that
7 are derived from the empirical literature, and,
8 finally, evidence comes from training studies,
9 studies where you take some of these findings
10 that have been done, where you follow good
11 learners and you follow learners who are less
12 successful, train them in these strategies and
13 see if it has any effect on learning.

14 Do they learn more when they read?

15 Can they adapt better to different types of
16 learning situations?

17 Okay. The background I gave you
18 is to try to make some sense of some of the
19 things that we're doing with this -- I hope
20 you're running on the same time I am -- The pro-
21 ject that I direct is called the Cognitive
22 Learning Strategies Project. The purpose of the
23 project is really very, very broad.

24 Basically, if you're interested,
25 as I said, in learning to learn phenomena, we

1 work with middle school students, we work with
2 high school students, junior college, four-year
3 college, university, we do some work with the
4 elderly, but I'll restrict my comments to the
5 junior high through college levels.

6 We work with a variety of popula-
7 tions within those levels and part of that is
8 because what we've found is that implementation
9 of any kind of change, particularly in the junior
10 high or high school setting, requires commitment
11 from different levels of the system. If you
12 don't look at all levels of the school system,
13 you're finished before you begin with something
14 like this.

15 What happens is you go in, create
16 a terrific demonstration program, you have a lot
17 of impact, you get a terrific general article
18 out of it. You leave, and two years later no one
19 in the school district even remembers the study
20 you came in and conducted.

21 So, what we try to do is involve
22 administrators from the superintendent level down,
23 to get a commitment from them for the type of work
24 we do. We work with teachers; we talk about
25 teachers, we talk with teachers about the

1 strategies we're talking about, why they are
2 important, have demonstrations for teachers to
3 try to get them motivated, that this is something
4 important in improving the school district.

5 We also teach something that is
6 called the metacurriculum, and this is teaching
7 learning to learn while teaching the regular con-
8 tent-areas. It's a buzz word that we created to
9 indicate the particular type of teaching in the
10 content areas that we're talking about. We work
11 with parents. As a matter of fact, on the
12 auspices of NIE, we produced a booklet for
13 parents on how they can work with their children,
14 junior high or high school children, or even
15 upper elementary grades, and what they can do to
16 help them learn more effectively, to teach them
17 some of these skills.

18 Okay. We also work directly with
19 students. We've developed training programs, we
20 do workshops, and we'd like to talk about one of
21 these just as an example of the kind of thing
22 we've been able to accomplish.

23 The University of Texas, like most
24 universities, has a number of students coming in
25 now who are euphemistically referred to as

1 academically unprepared. This means everything
2 from "they shouldn't really be there, but because
3 of some ridiculous policy they are" to "students
4 who, for one reason or another, there's a very
5 good reason to believe could be a successful
6 university student, but because of the skill
7 deficits we do not feel really have too good a
8 chance at making it." We also have students in
9 this course who have already been put on scholas-
10 tic probation. We have some who are recommended
11 by advisors, and we have a very odd group of
12 straight A students who take the course because
13 they are afraid they may have missed something
14 and, before they go to graduate school, law school,
15 or medical school, they want to make sure there's
16 nothing they missed, so they're in there with
17 these students who are flunking out. I should
18 point out, we eliminated the high achievers from
19 the data analysis I will be talking about.

20 When we first set this course up,
21 our purpose was to teach learning to learn skills
22 to these students. This was a number of years
23 ago, and some of the things that I talked about
24 before, particularly self-monitoring kinds of
25 skills, management skills, even some of the

1 information processing skills, we didn't know as
2 much about them as we do now. We set the course
3 up as a traditional study skills kind of course
4 with some other things going in. But basically
5 a fundamental study skills course, the same type
6 of thing you have in learning assistance centers
7 from Harvard to Stanford; this is not unique to
8 the state of Texas, this problem.

9 Well, we did all sorts of things;
10 we were very, very pleased with the course.
11 Experts looked at it and said, "Terrific, you
12 guys have one heck of a good course." The
13 students said, "This is wonderful, even though
14 there's a lot of homework." Teachers in other
15 classes felt this was terrific. There was one
16 minor problem.

17 When we evaluated the course, we
18 didn't find that much difference in performance.
19 Everybody was very happy, but few people were
20 learning any better than they were before they
21 took the course. So we contacted a number of
22 schools all around the country and said, "Hey,
23 what are we doing wrong? It's embarrassing. I
24 put together the best course I can; the only
25 thing, it's a flop. What are you doing

1 differently?"

2 Well, we found out what they were
3 doing differently, they weren't evaluating their
4 program. When you don't evaluate the program,
5 you can talk about it with a lot more confidence
6 than I could talk about my program. Well, I
7 figured that didn't work, so we went back and
8 tried slowly over several years, really seven
9 years to be exact, to see what we could do to
10 improve the situation.

11 Currently, the course deemphasizes
12 to a tremendous extent what initially was the
13 overwhelming majority of the course, and which
14 unfortunately is what is found in many colleges
15 and universities still. The course now totally
16 emphasizes metacomprehension type of skills,
17 knowing what you know, knowing what you don't
18 know, strategy utilization emphasizing informa-
19 tion processing, the self-management skills.

20 You'll notice, in spite of the
21 fact that these skills are not ones that people
22 often consider effective relative to other forms
23 of achievement or other forms of literacy, we
24 are now getting absolutely dramatic results from
25 this course. The students still like it, although

1 they still complain about the amount of homework.
2 The faculty still like it; all the people involved
3 still like it. However, now we have data to show
4 that we are significantly reducing tension; we
5 have data to show that the student advising
6 offices are having a much different time dealing
7 with students who are taking our course. We have
8 standardized test scores which demonstrate
9 advances of thirty, forty, fifty percentage
10 points average for students who are participating.
11 And I'm not talking about a few students pulling
12 up the mean, I'm talking about the modal change
13 for students who take the course. We're having
14 differences in grade point averages in semesters
15 afterwards, we're having differences for students
16 who are on some type of scholastic probation or
17 heading for it after they've taken the course.

18 So there's a lot that can be done.
19 My belief is that the kinds of strategies we're
20 talking about are very important. I have one
21 prejudice, and that is although I think that
22 improving curriculum and improving instructional
23 methods are very important; the one thing you
24 can't lose sight of is that these students are
25 going to graduate some day. We lose them at some

1 point. Even graduate students graduate some day.
2 They go away from us; you don't have them forever.
3 Hopefully, when that occurs they will keep learn-
4 ing. Now, if that is going to happen, they've
5 got to be able to learn in something less optimal
6 than finely designed curricula and materials that
7 are totally geared to pitch to their strengths
8 and ignore their weaknesses. They have got to
9 be able to take more responsibility for their
10 learning, more responsibility for managing and
11 knowing where they're at and what they can't do,
12 as Professor Graves said.

13 I don't want to sound like the
14 University of Texas is the only place worrying
15 about democracy at the moment; but my full belief
16 is that democracy is founded upon an informed
17 citizenry and an informed citizenry is one that
18 must possess critical learning and thinking skills.

19 Thank you very much.

20 JAY SOMMER: Thank you very much.

21 ANNETTE KIRK: It seems especially
22 important in light of the previous paper that we
23 do have to retain those skills because of the
24 immediate influence and so many voters, citizens,
25 being influenced by the media. And unless they

1 develop these higher cognitive learning systems,
2 it is going to be disastrous for the country in
3 general.

4 CLAIRE WEINSTEIN: I can't agree
5 more. The situation is really absolutely fright-
6 ening when you interview as I do graduating
7 seniors in high schools, or students that are
8 coming into a community college or four-year
9 college or university, and their inability to be
10 able to obtain information in any kind of criti-
11 cal way or make inferences or to acquire informa-
12 tion from something new and to analyze it at any
13 level at all that you would consider reasonable,
14 that a person should be able to do. When you
15 look at that and say, "This is the cream of the
16 crop," it's frightening to think what else is
17 out there. I don't mean that to be tacky, but --

18 EMERAL A. CROSBY: Allow me to say
19 two quick ones. We've talked so much about
20 teacher education, and I want to know if -- are
21 you involved -- are you in a department that's
22 involved in teacher education at this lower level?
23 And the second question is: I picked up the term
24 someplace "rehearsing" and is that part of what
25 the metacognition is?

1 CLAIRE WEINSTEIN: The first one
2 about teacher education is a little embarrassing
3 to respond to. My belief is that this type of
4 thing should be an integral part of preservice
5 teacher education, before they go into the
6 schools. The teachers haven't been taught this
7 way. They're fascinated. We have no trouble,
8 and this is the truth, we have no trouble getting
9 teachers to come to our sessions on their own time
10 with no pay to learn this kind of thing so they
11 will be able to use it in the classroom. And
12 it's very clear when they get there it's almost
13 like a self-help session, "Wow, nobody ever
14 taught me like this either." The embarrassing
15 thing is that this course, in spite of the fact
16 that it is taught in a college of education, it
17 is not only not required, but students are
18 encouraged not to take it if they are in the
19 preservice teacher education program. Nobody
20 considers it important enough to be included in
21 that. This is something on the side that's very
22 embarrassing and very true, and true in most
23 places.

24 I'll give you another example.

25 This is also a little bit embarrassing, but we're

1 going to be working on a chapter for the Research
2 and Teaching on Learning Strategies with a col-
3 league in Santa Barbara, and yet there are many
4 people in the field who do not think it's reason-
5 able to have something in learning strategies,
6 but yet they deal with teaching strategies and
7 they've expressed this to me.

8 Okay. In terms of the second
9 question, there's two types of rehearsal: One
10 which fits within this and one which doesn't.
11 Unfortunately rehearsal has a meaning to a lot
12 of people in terms of rote repetition. Rehearsal
13 and rote repetition is the same to them. This
14 is what we call passive rehearsal. It's
15 unfortunately the major strategy used by many
16 students who are less successful in school, we
17 call it the brute force method. You know, you
18 go over and over and over it again. That will
19 not get you anywhere.

20 Active rehearsal is where the
21 rehearsal itself is not the objective, rather
22 the rehearsal is to create further occasions for
23 learning to help maintain something long enough
24 to sort of work its way into your mind so that
25 before you forget it, you have a chance to keep

1. trying to actively process this and you won't
2. lose it, so that active rehearsal definitely
3. fits in here. Passive rehearsal does not at all.

4. JAY SOMMER: Thank you very much.
5. You have an unfair advantage; you speak quickly
6. and cohesively.

7. CLAIRE WEINSTEIN: I was born in
8. Brooklyn and we speak fast in New York.

9. JAY SOMMER: Our next presenter is
10. Patricia Sturdivant, Associate Superintendent,
11. Technology Department, Houston Independent School
12. District.

13. PATRICIA STURDIVANT: Good after-
14. noon, school members, Committee, TEA officials,
15. and invited guests. The day has been a full one.
16. I'm delighted to have the opportunity to talk to
17. you today.

18. I used to be a teacher of reading
19. and language arts before I became fascinated with
20. the ability that computers have to service a com-
21. munications environment. Today I will be talking
22. to you about the computer as a tool for promoting
23. language and literacy.

24. A few weeks ago, a major computer
25. company announced that it had sold 30,000 copies

1 of Pac-Man in three weeks. This popular video
2 arcade game has just become available for the
3 home computer and kids all over the country are
4 buying it -- adults, too. We know that today's
5 students are fascinated with computers. Educa-
6 tors are becoming more aware of the ways in which
7 we should use these tools and how they might be
8 integrated into the curriculum.

9 But schools are looking, unfor-
10 tunately, at the computer as a supplement. For
11 the last eight or ten years we've been looking
12 at this technology as something that we add to
13 what is already going on.

14 I'm suggesting that the technology
15 provokes us to reexamine the present curriculum.
16 The models for innovation employed in recent
17 years place increased demands on the teacher.
18 The curriculum has become oversaturated. I think
19 teachers are doing just about as much as they
20 humanly can do, and that we've got to start
21 emphasizing models that improve student produc-
22 tivity as well as teacher productivity.

23 Computer technology offers many
24 potentials for improving student productivity.
25 Computers provide a means of increasing time on

1 task. Computers are becoming more capable in
2 their ability to simulate human activity. Students
3 must learn new communications skills in order to
4 survive in society because it is becoming more
5 technologically oriented.

6 As educators, we must become aware
7 of the new kinds of competencies that students
8 must have in order to succeed in society. For
9 example, the availability of voice synthesis and
10 word-processing capabilities have made computers
11 important learning tools. The question is not
12 whether computers can be used to provoke language
13 and literacy. Rather, the question is how quickly
14 can educators prepare themselves for this new
15 technology? Can we be responsive enough to
16 change?

17 In my presentation today, I want
18 to share three sets of data with you. Number one,
19 some reasons for using technology to promote
20 literacy. Two, the role of the computer in
21 promoting high-level thinking. Three, some new
22 communications skills that students will need in
23 listening, speaking, reading, and writing.

24 As a background, let's review some
25 of the ways in which technology is impacting

1 language learning. First of all, there is a
2 rapid explosion of information, the availability
3 of the home computer networks is at our fingertips.
4 There will be less need for us to retain facts,
5 because we will now have tools to retrieve them.
6 But it's going to require a higher level of
7 cognitive ability to survey that huge data base
8 and extract from it what we will need in order to
9 make decisions.

10 Cable television is going to allow
11 communication between people who are separated by
12 distance. The potentials for sharing language
13 and cultural experiences will be maximized
14 tremendously.

15 The potentials of hardware and
16 software are also affecting language learning.
17 New capabilities of computers such as voice
18 recognition and synthesis, as exemplified in the
19 Texas Instruments' Speak and Read, have opened
20 up a whole range of instructional possibilities.

21 Computers can now synthesize
22 speech which makes them appropriate tools for
23 foreign language, English as a second language,
24 and bilingual instruction. Computer graphics,
25 color, and animation can now be used to

1 communicate concepts that would have been very
2 difficult to convey if text alone were used.

3 Next, very important is our
4 increased access to word processing. The avail-
5 ability of the personal computer will allow
6 individuals to use the computer as a magic pencil.
7 Writing can be done on the computer and easily
8 retrieved to accommodate the addition and deletion
9 of concepts. The computer, in fact, can be used
10 as a tool to help the writer reorganize his
11 thoughts. It's very frustrating for students to
12 have to work with paper and pencil and revise and
13 revise. Sitting at a terminal, they are going to
14 be able to be in control of a dynamic and inter-
15 active medium -- one which will facilitate higher
16 cognitive abilities because they will be able to
17 be involved in that communication process.

18 The capability promoting language
19 development can be maximized. The computer,
20 when you think about it, represents the best
21 embodiment of the language experience approach to
22 instruction. With the computer, students can
23 manipulate the relationships between reading,
24 writing, and speaking. The computer actually
25 becomes a catalyst in a communications

1 environment. Students can compose communications
2 and then send them to other persons through
3 electronic mail.

4 The next area is very important to
5 those of us who are language educators because

6 all of the discussion we've had today has involved

7 how we communicate with one another. For

8 thousands of years men have communicated with

9 one another, and now we are learning to communi-

10 cate with machines. Computers are capable of

11 performing human tasks. In fact, computers now

12 have artificial intelligence. Man must not only

13 learn how to communicate with computers, but he

14 must teach them what he knows. Computers are

15 becoming more powerful, which means that many of

16 the demands now placed on humans will decrease.

17 Students will need to learn computer languages

18 in order to communicate with computers, and those

19 languages are going to become very important as

20 we enter into a new era of man/machine interface.

21 An essential reality in today's technology,

22 another important factor is the comprehensive

23 assessment of communication skills. Publishers

24 are testing materials which contend that com-

25 puters will test capabilities that present measures

1 cannot accurately assess. The implications for
2 measuring language proficiency will need to be
3 carefully examined in light of this new technology.

4 As we look at the roles of the
5 computer, we must consider three major functions:
6 the tutor, the tool, and the tutee. The applica-
7 tions shown on the transparencies are illustrative
8 of the kinds of applications that I'm talking
9 about.

10 In the tutor role, the computer
11 is used to convey information to the student in
12 an interactive mode. Computers can teach students
13 important reading skills which will be the founda-
14 tion for teaching critical analysis of more
15 challenging literary discourse. Students can
16 learn, with the availability of voice synthe-
17 sizers, many of the decoding skills that are
18 consuming teacher time, freeing teachers to react
19 more creatively with their students.

20 Secondly, the computer can be used
21 as a tool to accomplish a chore for its user.
22 Writing and editing, for example, can be easily
23 accomplished by the use of a word processor.
24 Testing can also be accomplished by a computer.

25 The role of the computer as a

1 tutee will become increasingly more important.
2 In this mode the student can teach the computer.
3 This teaching will require an understanding of
4 logic. Logo, a computer language developed at
5 the Massachusetts Institute of Technology, does
6 not require an understanding of coordinate
7 geometry and mathematical symbols. You communi-
8 cate with the computer using natural language.
9 Students do not have to know how to program in
10 order to learn the concepts of computing.

11 New communication skills will
12 certainly evolve. Technology is demanding them.
13 We're going to have to look at the versatility
14 of decoding and encoding strategies. Traditional
15 notions of what students need to know about
16 listening, speaking, reading, and writing will
17 certainly be expanded. I implore you to expand
18 your thinking as you make your recommendations.

19 In listening, students will have
20 to understand voice synthesized speech, because
21 computers are going to be talking to us soon.
22 We're going to have to use context to clarify
23 pronunciation. Students will have to understand
24 compressed speech. They must learn how to com-
25 municate with voice recognition units, computers.

1 that will open the garage doors, turn on the
2 oven, and certainly those directions are going
3 to get much more complex. Students will have to
4 develop a new vocabulary for understanding com-
5 puter messages. For example, when the computer
6 tells you that you've made a syntax error, it
7 means that the computer has not been programmed
8 to understand your input.

9 Reading skills. Have you ever
10 stopped to think about the fact that computers
11 use different characters? Many students in our
12 schools learn how to read characters on a com-
13 puter terminal and are puzzled, because the
14 characters displayed are different from those
15 in textbooks. Students must develop skimming
16 and scanning capabilities if they are to
17 efficiently read information presented on a
18 visual display screen. Students must develop
19 reference skills to locate information stored in
20 a computer using a menu to locate a computer pro-
21 gram on disc. This skill will be as important
22 as learning how to use an index, or table of
23 contents. Students must also learn how to use
24 location techniques to retrieve information
25 presented on a previous display. Since only one

1 display is presented at a time, it's not like
2 looking through a book. We're going to have to
3 understand the relationship between contextual
4 material and computer graphics. Advertisers
5 know how important graphics are in conveying
6 images. They are sometimes more important than
7 the printed message.

8 And, finally, writing. Touch
9 typing is going to become a critical skill to
10 computer literacy. Students must learn typing
11 in order to sharpen writing and composition
12 skills. Manual dexterity, speed, and accuracy
13 are required to input data into the computer.

14 I've talked about several factors
15 that are influencing our ability to speak, read,
16 and write. In conclusion, I think computers,
17 along with television, video discs and tele-
18 communications have the potential to enrich the
19 communication process in many ways. Interactive
20 technologies demand that we use the computer as
21 a communication environment. Computer based,
22 instruction, word processing, touch typing, and
23 electronic communication will be new dimensions,
24 not replacements of the traditional curriculum.

25 But we must keep our strategies

1. updated. The application of new technology will
2. probably be the unique challenge of the next
3. generation and will make application to change
4. critical. For the first time in history, students
5. will deal with the world as they have made it,
6. not as they have found it. Future generations
7. will have the technological tools to create
8. society changes, providing they have the informa-
9. tion and value bases to proceed wisely. Language
10. educators will help their students by providing
11. them with the kinds of skills they need to function
12. successfully in a computer based society.

13. To accomplish this goal, teachers
14. must become computer literate. Computers can be
15. used to promote those aspects of learning for
16. which they are best suited, to free up teachers
17. to interact with their students in ways that
18. computers cannot. The potential for improving
19. the quality of life is great. The students are
20. already ready, but the teachers are not prepared.
21. Their ability to meet this challenge, I think,
22. depends to a great extent on the recommendations
23. that your Commission makes.

24. Thank you.

25. (The audience responded

with applause.)

JAY SOMMER. Thank you very much.

ANNETTE KIRK: In this way of the future, in this brave new world that is inevitably coming, do you see any problem in the -- you mentioned the word value base -- Now, do you have any problems at all? Everything is sounding positive in your speech, and I'm just wondering, do you see any problem with society or with this takeover of technology?

PATRICIA STURDIVANT: I think that it has very tremendous implications for the democratic principles upon which our society is based, because we're already recognizing that the affluent have increased access to the technology. There have been many federal programs designed to equalize educational opportunity in the last fifteen years. The advent of this technology has upset the applecart. Our society may be divided into two camps, those who know about computers and those who do not. I think we must address this equity of access issue before it is too late.

ANNETTE KIRK: It does seem that way because of the tremendous way that it's coming

1 on without, in a sense, any philosophy developing
2 behind its use. It just seems as if it's an
3 inevitable kind of thing that the schools are
4 adopting it, and I can understand them wanting
5 to do it. I'm just wonder if, at some point, a
6 philosophy of caution should be developed. I'm
7 thinking in a way, however, that you have -- just
8 as you have people who have come here from other
9 countries, immigrants who never learn to speak
10 the language, and so consequently they are always
11 with a problem and then their children go on.
12 Are we going to have a generation of people who
13 never will be able to use computers, and then
14 the next generation, in a sense, will be trained
15 in that process?

16 PATRICIA STURDIVANT: Many specu-
17 late that this is a possibility, but I think
18 computers have the potential for equalizing
19 education opportunity if children have access to
20 these tools early enough. Computers may help
21 offset some of the environmental deficiencies.

22 In the Houston Independent School
23 District we are trying to address that through
24 several dimensions, through a teacher training
25 program that emphasizes computer literacy,

1 pointing out not only the potentials of the com-
2 puter, but also their limitations. We emphasize
3 a collaborative model involving the use of the
4 computers both at home and at school.

5 EMERAL A. CROSBY: A comment. I'm
6 glad to see that you mentioned typing, and I
7 think that this is not really a question to you;
8 I just probably want to say something.

9 We're looking at typing; and it's
10 just very recently in terms of drafting that
11 drafting teachers now have a requirement that
12 students learn to type, because now they can
13 reduce drafting by one-tenth of the time by
14 doing it through the computer; and I'm wondering,
15 too, whether or not we may have to look at that
16 method of teaching typing, whether or not we
17 have to take a whole year at the keyboard?

18 PATRICIA STURDIVANT: It doesn't
19 really take that long. In fact, there are many
20 computer programs that teach students keyboarding
21 skills. Efficient typing promotes time on task.
22 Students shouldn't have to look around for the
23 right keys to input their data. If they do have
24 to look for keys, opportunities for student
25 interaction are minimized. A student gets more

1 opportunities to spend time on task if he knows
2 how to type. Typing speeds up your productivity.

3 EMERAL A. CROSBY: Well, what I
4 was going to make reference to was that we may
5 have to look at our whole process of teaching
6 typing, because with people learning to type
7 without having to come through an additional
8 wait that may require a whole year. Six- and
9 seven-year-olds are going in right now and doing
10 it and we want to, again, be involved in what is
11 happening. We may have to look at our whole
12 teaching process, because I don't think the com-
13 puter is going to wait for a whole year for a
14 kid to learn how to punch the dials when he knows
15 exactly what keys he's going to be able to use.

16 JAY SOMMER: I hate to interrupt
17 you. I thank you very much.

18 We are going to stretch our legs,
19 or stretch whatever you like, but be back in five
20 minutes.

21 (A brief recess was taken.)

22 JAY SOMMER: We have eight
23 presenters who are going to take five minutes
24 or so. The first person to make the presentation
25 is June Dempsey. She's from the University of

1 Houston.

2 JUNE DEMPSEY: Thank you.

3 I am speaking on behalf of the
4 Association of American Community Colleges and
5 Junior Colleges. I received a phone call last
6 week from its president, Dale Parnell, asking if
7 I knew about the hearing, which I did not, and
8 asking me if I would represent the Association
9 on his behalf since he cannot be here. And I
10 asked him what he would like me to say; and he
11 said whatever needs to be said about develop-
12 mental education nationally. Because I am
13 disturbed that, in looking over the program, it
14 appears that developmental education is neglected,
15 that is my topic: Developmental Education for
16 Excellence.

17 I'm also speaking on behalf of
18 the Western College Reading Association of which
19 I am past president and have been requested by
20 their board to represent them in these remarks.

21 In addition, I'm speaking on
22 behalf of the National Association for Remedial
23 and Developmental Studies in Post-Secondary
24 Education on whose board I also serve.

25 First of all, I think maybe

1 developmental education programs have sometimes
2 not been necessary and considered synonymous with
3 excellence. I would like to begin with what
4 developmental education can do to contribute to
5 excellence in education and in and of themselves
6 can represent excellence in their programs and
7 the results.

8 What is typically included in
9 developmental education programs? Usually
10 improvement in study skills, habits, and averages,
11 reading, math, writing, and usually these are
12 presented in a variety of formats. Courses with
13 or without credit, labs for tutorial assistance
14 on an individual or small group basis, supple-
15 mentary learning assistance courses for students
16 of law, and, of course, a how-to-study-biology
17 course. And the supplementary course is taught
18 by a skilled specialist who attends the same
19 biology class and works with the instructor in
20 developing the best study approaches to that
21 particular discipline.

22 Sometimes there are special
23 improvement courses workshops with a special
24 focus such as time management, preparation for
25 graduate school admissions exam, such as the

1 graduate exam or the LSAT, research writing
2 assistance and often these programs include
3 diagnostic and placement testing services,
4 counseling and advising.

5 These programs you can see are not
6 necessarily by definition remedial, but they
7 range from preparatory programs which by many
8 may be considered remedial, to assistance pro-
9 grams designed to improve students' status by
10 helping them develop the skills, habits, and
11 attitudes known to be associated with successful
12 performance in college.

13 Studies have found that these
14 programs, learning assistance or developmental
15 education programs, can be found in seventy-five
16 percent of the senior colleges in the United
17 States, and the greatest growth of these programs
18 is in medical schools, as there is a continuing
19 need for these programs, as we find colleges
20 across the nation raising admission standards
21 and high schools instituting college programs,
22 as we at the University of Houston applaud HISD
23 for their efforts in this behalf and the efforts
24 of the coordinating board in considering the
25 recommendation of a statewide college prep model

1 for high schools.

2 Some statistics I have will con-
3 vince you of the need for these programs. It
4 may seem unrelated at first, but if you will
5 follow the sequence, I think you can see where
6 I'm heading.

7 First of all, there's a decline
8 in a number of traditional college-age students
9 attending college. The average age at the
10 University of Houston central campus is twenty-
11 seven years of age. These students, because they
12 have been out of school for a long time, lack
13 some of the basic skills, are missing in time
14 management skills and have forgotten some things.

15 Students whose parental income is
16 less than \$4,000 have a thirty-one percent
17 dropout rate, where students whose parental
18 income is \$30,000 or more have a fourteen-percent
19 dropout rate.

20 Third, the 1963 birth rate, a
21 little over four million. The 1975 birth rate,
22 a little over three million. Birth lowest among
23 the middle-class white Americans: in '63, 21.9
24 percent; in '75, 14.8 percent.

25 What does this mean? In terms of

1 students' success in college and the need for
2 these types of programs? If I could just close
3 by making some recommendations. I have lots
4 more statistics that lead to the point.

5 JAY SOMMER: You can have a minute
6 or so.

7 JUNE DEMPSEY: Thank you.

8 Some examples of excellence.

9 Contrary to Dr. Weinstein's findings, I did find
10 a number of examples of excellence. If I could
11 tell you in particular about one of the
12 University of Houston central campus on minority
13 engineering program. PROM students, which is
14 the acronym for the minority program, are retained
15 at the rate of seventy-five percent in our
16 college of engineering. The retention rate for
17 the total population in the college of engineer-
18 ing, twenty-five percent. Amarillo College found
19 that its students who were enrolled in develop-
20 mental education programs did better in terms of
21 grade point average than those who did not but
22 should have enrolled in these programs and better
23 than the rest of the college population.

24 Miami doubled retention in four
25 years with the addition of a basic skills program.

1 Tritan College was able to have sixty percent of
2 the students who enrolled in the college needing
3 developmental education successfully complete
4 four semesters at their institution. This,
5 despite a national dropout rate of fifty percent
6 in community colleges. The University of Missouri
7 at Kansas City, with their supplementary study
8 skills program for biology students, found that
9 their students had significantly better grades
10 than those students who did not enroll, and they
11 controlled for the motivation factor of those
12 students by only comparing them to those students
13 who wanted to enroll in the special assistance
14 course and were unable to because of work
15 conflicts.

16 There's lots of other research
17 coming out of Northern California and other
18 places that supports excellence in developmental
19 education and I would like to urge the support
20 of this group for these programs and, in addition,
21 support for funding for these programs.

22 JAY SOMMER: Thank you very much.

23 Any questions?

24 YVONNE LARSEN: The record will
25 stay open for a month, and if there's additional

1 documentation that you want to submit to the
2 Commission, please feel free to do so.

3 JUNE DEMPSEY: We will. Thank you.

4 JAY SOMMER: Thank you very much.

5 (The audience responded
6 with applause.)

7 The next speaker is Jane Porter,
8 all the way from Austin.

9 JANE PORTER: Thank you, Mr.
10 Chairman and ladies and gentlemen of the panel.
11 I don't have a prepared speech, but I have some
12 concerns which I would like to express very
13 briefly.

14 One program that is headed in the
15 direction of excellence and I would like to men-
16 tion. My concerns are that I find nothing in
17 the literature about the Commission's study on
18 training of administrators. We've talked about
19 training teachers and we've talked about what we
20 do with children and youngsters, but the key
21 person in any school is an administrator who
22 says "Yes, we will do" and "No, we will not do"
23 these things. And I'm concerned that you have
24 not addressed the problem.

25 In my work, which is primarily the

1 secondary schools, administrators, teachers and
2 counselors throughout a four-state region, I find
3 that there is a diminishing number of educational
4 leaders among the administrators. The newer
5 young Turks coming along are trained in bricks
6 and budgets, and they know little about quality
7 education. I don't know what to recommend in
8 the way of training for them. I know some of
9 the educational leaders who are still hanging on
10 in the state are doing an excellent job and have
11 some intern training programs going on that are
12 really splendid. But I'm concerned about the
13 training of administrators and administration.
14 Teachers need to be encouraged by their
15 administrators; they need to be encouraged to
16 try programs of excellence and to go back for
17 training and retraining and continuous training,
18 if you will, throughout their service as teachers.
19 Without administrators who are knowledgeable about
20 the needs in this area, I think we are missing a
21 bet.

22 A program that I'd like to talk
23 about which has just had some real impact in
24 this region very recently, I'm sure you're
25 familiar with the advanced placement program,

1 it's been a program that's been available
2 nationally for more than twenty-five years, but
3 in the last two years in this region, a number
4 of different college people have called and
5 talked to the college board of representatives
6 and myself and my boss and are asking what can
7 we do to perhaps strengthen the quality of educa-
8 tion in public schools. We like what we're
9 getting in the way of advanced placement
10 students. What can we do to help schools pre-
11 pare students in these areas to get involved in
12 the program? My boss, Dan Roshara, took that
13 ball and ran with it. There now is a consortium
14 of seven universities in this region whose main
15 purpose is to provide summer institutes for
16 practicing and prospective advanced placement
17 teachers. In the institutes -- there will be
18 six of them this summer, or rather six of the
19 universities in the consortium -- the purpose is
20 to help teachers focus on those areas in their
21 discipline in which they have majored, where
22 they've had problems in teaching youngsters. So
23 they can study in depth, find teaching strategies
24 that will work and can go back to the classrooms
25 with excellence as their goal.

1 We're thrilled about this. We're
2 excited about what's happening. Just this week,
3 on Tuesday, the professors are going to be
4 teaching these courses; and there are going to
5 be courses in English, biology, mathematics,
6 American history, chemistry and Spanish. The
7 professors met with professors from other parts
8 of the country who have had similar institutes
9 on their campuses to go over the kinds of things
10 that they've done and to form their strategies
11 and to plan on the program areas they're going to
12 offer this summer. So there is available to
13 teachers an opportunity to participate in
14 institutes. They're open to anyone who wants
15 to apply. They may call my office or call the
16 institutions which will be offering the programs
17 if they wish.

18 YVONNE LARSEN: One of the early-on-
19 conclusions of the Commission was that the
20 principal or the site administrator is responsible
21 for the success and/or failure of the school, and
22 we are very much aware of that. There is an
23 ongoing necessity for administrative training,
24 and I think probably one of our quarterly
25 Commission meetings will delve into that particular

1 area. A variety of you state associations, as
 2 recently the ACSA -- Association of California
 3 School Administrators -- had as their annual
 4 conference title that Leadership is the Key of
 5 Excellence. And so this is something we are
 6 aware of. We're sharing documentation with
 7 various commissioners and we will be alert during
 8 our deliberations.

9 JANE PORTER: Thank you.

10 JAY SOMMER: Our next presenter
 11 is Kay Bell.

12 KAY BELL: Thank you for the
 13 opportunity to address you all. I'm Kay Bell,
 14 and I'm president of the Texas Classroom Teachers
 15 Organization. I also came in from Austin. I'm
 16 also a twenty-year foreign language teacher, I
 17 teach Spanish.

18 We've heard a lot of great things
 19 coming out of the Houston Independent School
 20 District, but most independent school districts
 21 in Texas are small school districts, one-high-
 22 school school districts that have extremely
 23 limited opportunities for their students. So I
 24 want to talk about -- in light of these smaller
 25 school districts, because I see very little

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1 excellence in many of the places where I go to
2 speak at local association meetings, and I hear
3 a lot of worried teachers talking.

4 I have been a proponent of
5 bilingual education since the days of Dr. George
6 Sanchez, and that's a long time ago. They're
7 naming high schools after him now. But in most
8 places it's a farce, it's being taught by whoever
9 they can find in a school district who speaks
10 Spanish, no training in the teaching of bilingual
11 education; the courses are taught almost com-
12 pletely in Spanish and you will hear mispronuncia-
13 tions of words. I have been in classes with
14 prospective bilingual teachers and my first-year
15 Spanish students can read and write Spanish
16 better than they can.

17 I'm very worried about our children
18 and the professors teaching these prospective
19 bilingual teachers are extremely worried. The
20 teachers are unprepared, there are a lack of aids
21 in the classrooms, and classes of thirty are
22 common.

23 ESL. Well, in the elementary
24 school levels it almost doesn't exist. The
25 children are just farmed out. In the middle,

1 schools, the state minimum is forty-five minutes,
2 a day. In the high schools, it's one hour a day.
3 And then the students are put out anyplace. If
4 they're Indo-Chinese students it is assumed that
5 they all speak French, and so they're all put
6 into French classes. If they're Hispanic
7 students, they're always put into the Spanish
8 classes; and hopefully there's also another
9 teacher somewhere in the day who also has a
10 knowledge of Spanish and they're slotted into
11 those classes as well. The children sit. The
12 most frustrated teachers I know are those teachers
13 who have non-English speaking students plunked
14 down into their classes and they don't know what
15 to do with that child because they've got twenty-
16 nine other kids they've got to teach history or
17 math or English to. Foreign language is a frill,
18 the first to go when programs are cut. Well,
19 maybe not the first, chorale music is probably
20 the first; the band or the football team will
21 always be the last.

22 It's lovely to hear foreign
23 language is taught in Houston K through twelve.
24 Oh, what a dream! But in most towns in the state,
25 elementary school foreign language went ten years

1 ago. It's being taught not at all. Middle
 2 schools, forty-five minutes, maybe every other
 3 day and then it's supposed to be fun and nobody
 4 is supposed to have to do any work, and you're
 5 supposed to pass all of them.

6 High school. Well, I have found --
 7 I hear people talking about counselors not
 8 counseling students into foreign language. I
 9 have found that not necessarily to be so much
 10 the problem as principals not going to the trouble
 11 to find qualified teachers, not caring what
 12 language is taught. Latin is gone for all
 13 practical purposes and nobody has bothered to
 14 do any studying as to what has been done in
 15 Philadelphia and Washington, D.C. with Latin in
 16 the elementary schools and how it can be related
 17 to basics and language training.

18 Language labs have been allowed
 19 to deteriorate. In many instances the equipment
 20 has been pulled out so they can use the classroom
 21 for other classes.

22 In finishing, the Texas Classroom
 23 Teachers Association has promoted teacher com-
 24 petency testing all along. But we also support
 25 a one-year internship for prospective teachers.

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1 We think it's a necessity. The demise of NDEA
2 signalled the demise of interest in foreign
3 language and the teaching of foreign languages.

4 I would like to see the President's
5 Commission on studying foreign languages'
6 recommendations be looked into very seriously
7 and followed if at all possible.

8 (The audience responded
9 with applause.)

10 JAY SOMMER. Thank you very much.
11 Are there any questions?

12 Our next speaker is Judy Walker,

13 JUDY WALKER DeFELIX: As an
14 educator, I don't share your pessimism in bilingual
15 education. I think there's a lot of excellent
16 things going on and I think we have a lot of
17 literature in the field that points out personal
18 effects of an education in two languages; so,
19 I've entitled my presentation Bilingual Education:
20 A Tool for Promoting Educational Excellence.

21 There are many reasons that have
22 postulated this. Bilinguals may be more intel-
23 ligent. We'd like to think that. Bilingual
24 education promotes native language confidence,
25 develops cognitive and academic language skills

1 not developed if the minority language is
2 ignored. Bilingual children may have better
3 awareness. Additionally, many scholars have
4 pointed out the beneficial effects of language
5 study. Many of those points will be iterated
6 by the President's Commission on Foreign Language
7 and International Studies. And I would second
8 Ms. Bell's comment to look into the recommenda-
9 tions.

10 The question remains. If scholars
11 agree that language study is beneficial, why are
12 lay people, parents, and students so reluctant
13 to support second language study programs?

14 I believe there are two major
15 answers. The first was proposed by Sampson in
16 1977 in her critique of English as a second
17 language methodology. My experience is that the
18 same criticism is obtained for all second language
19 teaching. As Sampson writes, "Although the basic
20 assumptions that underlie the teaching of second
21 language have been challenged on several fronts
22 during the past ten years, there have been no
23 fundamental changes in classroom teaching
24 practices."

25 In spite of the great deal of

1 research in second language learning and acquisition,
2 tion, the relationship between those findings and
3 the teaching of languages, is indirect. Instead
4 of being taught how to apply these theories,
5 student teachers are subjected to things such
6 as whether manipulative drills are better than
7 communicative drills.

8 In fact, Sampson points out, "In
9 no other subject area, including first language
10 teaching, are students initially exposed to
11 irrelevant and meaningless content as a stage on
12 the way to meaningful work."

13 My recommendation to the Commission,
14 is to suggest that they be charged with trans-
15 lating the psychoindustry theories to classroom
16 practices. Colleges of education should be given
17 responsibility to test various approaches in
18 real classrooms with students of various ages,
19 cultural backgrounds and motivations. Scholars
20 should investigate the aspects of native language
21 teaching methodology which should be reasonably
22 applied to different classroom languages.

23 The Commission might recommend
24 rewards for scholars involved in classroom
25 applications.

1 The second point will be harder
2 for the Commission to resolve, I think. It is
3 the lack of prestige of second language learn-
4 ing. To take a most extreme example of bilingual
5 education, Sampson states that the only second
6 language teachers who have consistent success
7 are bilingual teachers.

8 There are probably numerous moti-
9 vational, psychosocial, and methodological
10 reasons for the success of bilingual education.
11 But in spite of higher achievement in children
12 in most bilingual programs, the press, the
13 parents -- and you hear increases on all levels.
14 You might look at Time magazine on your news-
15 stands -- they all attack bilingual education
16 on unfounded grounds.

17 I believe these attacks are based
18 on fear of bilingualism and that this fear con-
19 tributes to the lack of prestige for language
20 learning at all levels.

21 Although the Commission cannot
22 expect to impact a nationwide phobia, there are
23 some steps that might possibly contribute to
24 lessening the fever. First, support all language
25 programs as part of the basic curriculum. There

1 is nothing more basic than understanding class-
2 room activities, which is the foundation of
3 bilingual education. In addition, linguistic
4 awareness of the native origins of English could
5 be enhanced by promoting bilingual education for
6 all children, especially those in bilingual or
7 multilingual regions. If language training were
8 separated from two extremes, deficiency education
9 on one hand and expensive frill on another,
10 bilingual education could be seen for the basic
11 tool that it is.

12 Once this is achieved the second
13 step could begin. That would be the support for
14 turning all second language programs into
15 bilingual programs by teaching cognitive areas
16 in the target language. In this way, we could
17 give all second language learners the advantages
18 of reaffirmation of language skills that
19 bilingual education students have.

20 There are some other things that
21 we may possibly do, such as promote language
22 teaching through advertising campaigns in con-
23 junction with some of the professional organiza-
24 tions that are doing that right now. And we might
25 recommend working with members of Congress to

1 assure that these recommendations of promising
2 programs are implemented.

3 There has been some feeling among
4 practitioners that the Commission on Foreign
5 Languages' recommendations just died, and I
6 wouldn't want that to happen here.

7 JAY SOMMER: Are there any
8 questions?

9 YVONNE LARSEN: One comment. You
10 mentioned the prestige of a second language. I
11 don't know if the audience is aware or not, but
12 our Chairman, Mr. Jay Sommer, is fluent in ten
13 languages and is expecting his eleventh, which
14 will be Swedish; so certainly the Commission is
15 well-informed in hearing of the foreign language
16 challenge that we do have in this country.

17 JAY SOMMER: I would like to ask
18 you a question. Could you tell us just a little
19 bit about your own background in bilingualism?

20 JUDY WALKER De FELIX: I have a
21 PhD in Spanish language and literature and I was
22 teaching here in Houston in HISD many moons ago,
23 and so I saw what was happening to children who
24 didn't speak English and so I went on.

25 JAY SOMMER: May I ask, are you

1 of Spanish background?

2 JUDY WALKER De Felix: 'No. I took
3 Spanish in college and it was a language require-
4 ment. You might take that into consideration.

5 JAY SOMMER: Fascinating. Abso-
6 lutely fascinating. Thank you very much.

7 (The audience responded
8 with applause.)

9 Our next speaker will be
10 Barbara Glave. That's how I read it.

11 BARBARA GLAVE: That's correct.

12 JAY SOMMER: Thank you.

13 BARBARA GLAVE: Ladies and gentlemen
14 of the school board and the Commission, I am here
15 before you because I am convinced that foreign
16 language instruction is conducive to the native
17 language proficiency in literacy. I represent
18 several interests.

19 First, I am second of three
20 generations of native Houstonians. I spent all
21 of my precollege education in Texas public
22 schools, eleventh and twelfth of which were here
23 in the Houston Independent School District. In
24 three academic years instead of four, I took all
25 of the required academic courses of English and

1 social science, pure science, and three years of
2 French and two years of Spanish. By the time I
3 graduated from high school in 1963, by virtue of
4 ordinary course work I had received an excellent
5 public education. I had significant knowledge
6 in math and science and was proficient and
7 literate in three languages. My high school
8 diploma meant that I possessed writing skills
9 and -- eureka! -- reading skills at the twelfth
10 grade level.

11 I am also here before you because
12 I have spent the last ten years teaching Spanish
13 and English as a second language at the
14 University of Houston Downtown College, a local
15 four-year open admissions public institution
16 with a diverse student population from across
17 the country. All of our students enter with a
18 high school diploma or GED.

19 Unfortunately the margin of
20 difference between what I learned twenty-eight
21 years ago and what my students learn today in
22 the same school district is appalling. In any
23 given semester many of our entering freshmen
24 must enroll in remedial English, math, and read-
25 ing courses because their high school diplomas,

1 unlike mine, do not guarantee certain proficien-
2 cies at the twelfth grade level, indeed, not
3 even at the tenth.

4 For example, this past fall, 1981,
5 some 100 students of the 430 students given the
6 Nelson-Denny reading test read at or below the
7 end of the sixth grade. These are college
8 students. And another 150 read at or below the
9 eighth. Likewise in the fall of 1981: Of
10 approximately 1,500 entering freshmen, 724
11 enrolled in English 1300, or basic writing, a
12 euphemism for remedial English grammar and
13 composition. None of those 724 were non-English
14 speakers. It is noteworthy that the majority of
15 the students in our remedial English and reading
16 classes have never taken language. Indeed, it is
17 an unfortunate coincidence that it has been the
18 practice, if not the policy, that some schools
19 of this Houston school district, to discourage
20 students with less than a B average from taking
21 a foreign language in high school.

22 It is my position, then, that the
23 lack of foreign language instruction relates to
24 low writing and reading skills. That is that
25 foreign language instruction increases native

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1 language literacy.

2 Finally, I am also here before you
3 as the president of HATEL, Houston Area Teachers
4 of Foreign Languages. I ask you to consider that
5 foreign languages are a critical priority to
6 basic education and an intricate component of
7 literacy. We believe that foreign language
8 education has several inner benefits which are
9 apart from interpersonal communication.

10 First, the languages offer
11 structure, order, organization, and self-disci-
12 pline. They help us to categorize, an essential
13 skill, to departmentalize, to sort ideas accord-
14 ing to relationships between them. They help us
15 to take a fresh look at our native language and
16 to understand and to master it better. They help
17 us to verbalize English and they go farther still.
18 These skills spill over into other disciplines,
19 word problems, and formulas, math and accounting,
20 technical terms of engineering and natural
21 science, hundreds of contexts to law and medicine.

22 Implicit, then, in the cry for
23 literacy is the urgent need to return to foreign
24 language requirements. For it is no mere
25 coincidence that declining enrollments in foreign

1 language parallel declining skills in English,
2 math and science.

3 Thank you.

4 (The audience responded
5 with applause.)

6 ANNETTE KIRK: Are you suggesting
7 that perhaps students with below B averages
8 should take foreign languages?

9 BARBARA GLAVE: Absolutely. I
10 think especially Latin. It's a suggestion of
11 mine that, I believe, Dr. Walker told us about
12 the studies in Miami Beach where students who
13 were doing quite poorly in English were put into
14 foreign language; I believe it was Latin. Then
15 they went back in their English classes and they
16 were improved significantly.

17 ANNETTE KIRK: I never heard that
18 statistic, so I was amazed.

19 BARBARA GLAVE: I might remind you,
20 as most of you know, a number of colleges are
21 reinstating the foreign language requirement.
22 Of course, the latest of the major universities
23 is Yale, and it is my understanding that the
24 schools in Oklahoma, at the University of
25 Oklahoma, propose to require a foreign language

1 as an entrance requirement as we hope UT in
2 Austin does next.

3 EMERAL A. CROSBY: You mentioned
4 and would imagine that a graduation requirement
5 from high school --

6 BARBARA GLAVE: As I remember, we
7 were required to take two years of foreign
8 language to go to college; we never could say
9 no to that.

10 EMERAL A. CROSBY: Are you requir-
11 ing it only in high school, or would you advocate
12 it at the lower level? Because if the kid cannot
13 read by the time he gets into tenth or eleventh
14 grade, I'm not sure how much benefit it would be,
15 although I'm sure there would be some --

16 BARBARA GLAVE: How did he get to
17 tenth grade if he couldn't read? You see, that's
18 my question.

19 EMERAL A. CROSBY: Well, we have
20 a whole lot of them.

21 BARBARA GLAVE: But if you heard
22 me -- they get a high school diploma and they
23 still can't read.

24 EMERAL A. CROSBY: But I'm asking
25 where are you requiring the language, the foreign

1 language requirement?

2 BARBARA GLAVE: I personally would
3 have foreign language requirements at any level
4 and at all levels. I would start with kinder-
5 garden children if necessary.

6 JAY SOMMER: Thank you very much.

7 Are there any other questions?

8 (No response.)

9 There have been many statistics --
10 this is for the information of my colleagues --
11 that children learn best a foreign language at
12 early ages. I mean, I'm sure that you will know
13 that, and I'm wondering why people wait until
14 they are in junior high school and in high school.
15 I wonder -- I guess because they want to see how
16 badly they will do.

17 A VOICE: The Commission might be
18 interested to know that in House Bill 246 of the
19 twelve content areas that are required, one of
20 those content areas is "Other languages, to the
21 extent possible." The other eleven content areas
22 do not have that "to the extent possible." They
23 are going around the state and getting input to
24 the essential elements. There has been just an
25 overwhelming response that, indeed, foreign and

1 second languages are necessary and are important
2 and should be offered at all levels. The problem,
3 and it seems to be an insurmountable wall, is the
4 small school district that people relate to and
5 the logistics of the implementation. Now, it's
6 very interesting that overwhelmingly all the
7 educators -- and they don't have to be foreign
8 language teachers, they can be any kind of
9 teacher -- say "Yes, this is important. We would
10 want this for our own students; we would want to
11 begin it at the elementary schools."

12 Well, how are you going to do it?
13 And that's the rut and the wall in the logistics
14 of implementing such a program. Actually, if we
15 put our minds to it, we should be able to.

16 JAY SOMMER: I just wonder why
17 that doesn't become a problem in fingerpainting.
18 I should be more serious and say why doesn't that
19 become a problem in any other subject? Why is
20 that a problem specifically in language? Simply
21 because language is unseen. It's perceived of
22 secondary importance because the same way one
23 talks about funds. One could say, "Well, there
24 are not enough funds so we cut the language."
25 Why not cut out algebra?

1 YVONNE LARSEN: Starting at a lower
2 level, we discussed the role of the traditional
3 elementary type class that we have always lived
4 with and it has been the fact that the students
5 didn't have a pullout program where they could
6 have a specialized language opportunity as we
7 discussed with math, science, and technological
8 instruction at Stanford. We may have to recommend
9 that the traditional type of elementary schedules
10 be altered so that some of the other areas of
11 expertise can be taught at a lower grade level.

12 ANNETTE KIRK: I honestly think
13 there are many parents in this country, I know
14 in my very small rural community, that would not
15 like, or not necessarily like to think they don't
16 have time for foreign language, because they
17 don't see their children going much beyond our
18 area. There are kids in our area who have not
19 been an hour and a half away to Grand Rapids,
20 Michigan, and that's incredible in this day and
21 age. We think of everybody flying around the
22 country, but there's a lot of backwoods people in
23 this country, too, and they are also taxpayers and
24 voters and influencers and so there is, there
25 seems an economy, just as there are people who

1 are extremely pro-bilingual education, there are
2 those who are completely against. You have your
3 legislature practically down the middle on that
4 question and unconvincable. As so, too, you
5 have people who are just so pro-foreign language
6 study and others who see absolutely no use in it
7 at all. I don't know if the twain will ever meet.

8 JAY SOMMER: Thank you very much.

9 BARBARA GLAVE: May I respond to
10 what she just said?

11 No one asked me if I wanted to
12 take chemistry; I was told to, and I never
13 really used it, but it was just another require-
14 ment that made me a better person. And I think
15 the same case is to be said for a lot of courses,
16 including foreign languages.

17 JAY SOMMER: Thank you.. Our next
18 presenter is Dora Scott.

19 DORA SCOTT: Thank you very much,
20 Mr. Chairman, and members of the Commission.. I
21 am welcoming you to Houston.

22 I teach in the Houston Independent
23 School District and I have completed thirty years
24 of teaching this last January.

25 I'm also here on behalf of the

1 National Education Association. I am an incoming
2 board member of that group and an immediate past
3 president of the Texas State Teachers Association.
4 I'm here on their behalf today and we will be
5 submitting extensive written testimony to you.

6 I am here today primarily to
7 highlight our concern for your Commission and
8 we are vitally interested in the whole job.
9 We're interested in the education that they will
10 receive.

11 I'm presently serving as an
12 advisory committee member to this Commission
13 and, as Mr. Burke has mentioned several times,
14 I was here when we had our first hearing con-
15 cerning language arts and so forth.

16 So we have a great deal of concern.
17 Our Association believes that education is the
18 fundamental right of our children, and we are
19 vitally interested that they receive the best
20 education possible. I personally, along with my
21 colleagues, feel that our best national defense
22 will be a best-educated child who will become the
23 leaders of our country.

24 We have a great deal of concern
25 with our cutbacks, particularly in education,

1 because many of the programs that are helping our
2 children are some of those programs, and I hope
3 that your Commission will continue in support of
4 what you are doing, and you will hear from our
5 associations in detail.

6 Thank you very much.

7 JAY SOMMER: Thank you.

8 (The audience responded
9 with applause.)

10 Our next presenter is Georgette
11 Sullins.

12 GEORGETTE SULLINS: Good afternoon.
13 I'm Georgette Sullins and I'd like to speak to
14 you as a classroom teacher and an adult educa-
15 tion teacher and also as a very active member of
16 my professional organization, the AATSP, the
17 American Association of Teachers of Spanish and
18 Portugese.

19 My main concern is the prevailing
20 lack of interest among parents and students to
21 find a need for foreign language.

22 In view of an international crisis
23 involving two nations that do not speak the same
24 language -- and I'm speaking about the British
25 problem -- it seems to me that it is up to the

1 ordinary people of this world to open the eyes of
2 these two giants. It's an uphill battle, but
3 optimistically, I'm having a better year convinc-
4 ing parents and students that they should enroll
5 in a foreign language.

6 The constant question I hear is,
7 "Do we need to have it to get into college?"
8 Tirelessly I've explained you don't need it for
9 college, but you need it to get out of college.
10 So I feel the question has been postponed and
11 that has been overlooked so many times.

12 All of us share in that task of
13 convincing the student of all of the benefits
14 they can derive from taking a foreign language.
15 We can't solve all these problems, but we can
16 make a stab at it. And the place to begin our
17 effort is at home.

18 We all have ideas and we are making
19 progress. And the following are a few observa-
20 tions that I've made in realizing some of these,
21 so, with my eight years of teaching in the high
22 school level, my one year of teaching as a TA at
23 the University of Houston, I have some observa-
24 tions to make, but I'm also terribly optimistic
25 and maybe I'll give you a progress report which

1 will reflect some of our successes, too.

2 As a high school teacher of four
3 levels of Spanish and as the department chairman
4 of our foreign language department, I see that
5 at my particular high school, that while the
6 general enrollment has declined, the enrollment
7 for foreign language has increased. And was
8 that ever a surprise when I heard that, because
9 I have really worked this year.

10 At any rate, our program has
11 increased by two Spanish classes, one German,
12 one French, and one Latin, and I attribute that
13 to a very cooperative new administrator; I think
14 that was a great deal of our backing.

15 Secondly, I'd like to make an
16 observation about a community college where I
17 teach, and that is the adult education. Spanish
18 courses have been the single course that main-
19 tains the highest number of course sections.
20 This I can also broaden to the other foreign
21 languages, as the conversational classes have
22 been doing well. This is a suburban area, too,
23 which will probably color what I'm saying.

24 I've also observed, as president
25 of the AATSP, that our membership among

professionals has grown. Specifically, fifty-eight members last year and seventy this year. So I feel we are moving along there.

Why do we have this degree of success in spite of the fact that we find ourselves in the midst of a deep recession and probably one of the first programs to go is foreign language? I really feel people are paying their taxes, or fees, or organizational dues because they're finding that making the extra effort to study another culture and its language pays.

Again, some very optimistic reports at the high school level. At the high school level, you can find student showcases in foreign affairs, something we didn't have to the degree that we do now, just six years ago. With dramatic reading, poetry presentations, music presentations, and creative art exhibits, there they also display their skills in grammar, vocabulary, and cultural knowledge. More and more, students are recognizing that they can combine their interests and talents with a foreign language.

I think teachers are keeping up

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1 with this pace. I think that we have a lot to
2 offer, but I think we have to constantly remind
3 parents and students that foreign language does
4 have something to offer and I certainly hope that
5 the Commission can make recommendations to
6 influential members along the way on that,
7 because I keep saying, you know, universities
8 are starting that. They're going to recommend
9 that we have a foreign language to get into
10 college, but I don't see where it's a definite
11 requirement and I hope for college preparatory
12 it is a requirement soon.

13 Thank you very much,

14 It's an honor to speak in the
15 presence of Mr. Sommer; I've read much about you.

16 JAY SOMMER: Thank you very much.

17 (The audience responded
18 with applause.)

19 EMERAL A. CROSBY: I have got one
20 question before you leave. You mentioned that
21 there was an increase in the school in languages.
22 Is that an increase in beginning whatever they
23 are?

24 GEORGETTE SULLINS: Like first-
25 and second-year level?

1 EMERAL A. CROSBY: Right.

2 GEORGETTE SULLINS: Yes. Well,
3 and that also stimulates, you know, the enroll-
4 ment in the third- and fourth-year levels. For
5 example, we've had like third- and fourth-year
6 combined in the same class. Now, we have several
7 classes of three and several classes of four.
8 We finally made our level fifteen -- you know
9 the number fifteen, to make that, rather than
10 having, you know, ten threes and six or seven
11 level fours, you know, which is a real mental
12 gymnastic for some teachers to keep going back
13 and forth.

14 EMERAL A. CROSBY: Well, one of
15 the reasons for the question was whether or not
16 there was an increased interest in the pattern
17 which enable more language ones or whatever it
18 happened to be.

19 GEORGETTE SULLINS: I'm not sure
20 I understand your question.

21 EMERAL A. CROSBY: Do we have more
22 interest and more students enrolled in foreign
23 language because they had foreign languages in
24 the junior high school?

25 GEORGETTE SULLINS: We don't have

1 foreign language in the middle schools so it's
2 completely started from high school, and we
3 don't have it in our elementary either.

4 JAY SOMMER: Thank you very much.

5 ANNETTE KIRK: Just a last comment
6 on this. It seems as though everything is going
7 in the direction of some kind of core curriculum
8 in the high school and probably some type of
9 college admissions as opposed to maybe it will
10 still be opened in some places, but essentially
11 college admissions type of thing. So probably
12 this question will all be settled in the near
13 future.

14 GEORGETTE SULLINS: I hope so;
15 we're all looking for it in the near future.

16 JAY SOMMER: Our next speaker is
17 Renate Donovan.

18 RENATE DONOVAN: After all these
19 tall people, I hope you can see me over the
20 counter.

21 (The audience responded
22 with laughter.)

23 I know the Commission has been
24 inundated by comments about foreign languages,
25 and I'm afraid I'm just one more to add to this.

1 My title is Coordinator of Foreign Languages for
2 the Spring Branch Independent School District,
3 which is a neighboring district of HISD, and we
4 all work very closely together.

5 I also feel like I have something
6 in common with Jay Sommer, because I'm a product
7 of the United States school system, not having
8 been born in this country. My first language is
9 German, my second language is Portuguese, and my
10 third language is English, and now I speak
11 Spanish as well. So what I'm trying to say is
12 it's very easy to learn the language with the
13 proper background and the proper education and
14 with the best teachers. And I do feel that we
15 are very fortunate in having excellent foreign
16 language teachers.

17 As you can see, we're a dedicated
18 bunch. We're all here in force.

19 So, what I'd like to talk about
20 a little bit is some of the reasons why we think
21 that foreign languages should be part of the
22 core curriculum. I'm sure a lot of you -- and
23 all foreign language teachers -- are familiar
24 with these things that I'm going to say, but
25 maybe some of the members of the Commission aren't.

1 A lot of faux pas have taken place
2 recently in our country in politics, economics,
3 and so on because of a lack of foreign language,
4 and maybe this would be in line for what you
5 think.

6 For instance, General Motors has
7 "Body by Fischer." Well, when they came to
8 Puerto Rico they called it Corpse by Fischer.
9 Novas did not sell well in Puerto Rico and in
10 South America because "Nova" means it doesn't
11 go. Well, why would anybody want to buy a car
12 that doesn't go? So they had to change the name
13 to Caviva.

14 And last, but not least, Pepsi
15 Cola translated "Come Alive" into Chinese, and
16 by the time the translator finished, the adver-
17 tisement said "Pepsi brings your ancestors back
18 from the grave." So you see why the knowledge
19 of foreign language is very important.

20 As it stands now, a secondary
21 language is considered an elective, which the
22 student may or may not include in his course
23 of study. It competes with such popular electives
24 as music, typing, band, art, athletics, to men-
25 tion just a few. The student visits the

1 counselor and tries to decide what course load
2 to plan for. More often than not, the counselor
3 would not find room for the foreign language in
4 his schedule. It is up to us to inform the
5 students, the counselors, the parents and the
6 community of the importance of the second language
7 in the basic curriculum. I'd like to cite four
8 reasons why foreign languages need to be included
9 in the core curriculum.

10 Number one: academic. We worry
11 about falling test scores, SAT scores. We've
12 been hearing from the panel members about the
13 worry about the reading and writing. Well, let
14 me just emphasize the teaching of foreign
15 language. We emphasize those four skills:
16 reading, writing, understanding, and speech.
17 So we have all four and our students get this,
18 and it's a proven fact that the study of a
19 foreign language helps the student in his native
20 language.

21 I taught German in one of our
22 schools for seven years and numerous times
23 students would come to me saying, "Oh, we get a
24 better grade in English!" And the reason is
25 foreign language teachers spend just as much

1 time in the classroom emphasizing grammar and
2 the construction as they do in teaching the new
3 language. The new emphasis on Latin through the
4 country bears this out. Latin's really becoming
5 important and I concur with Georgette Sullins:
6 Our enrollment has grown fantastically this year
7 and we think it's because students are becoming
8 a little afraid of what's going to happen to
9 them because they can't speak English well enough
10 or read or write well enough.

11 There was a recent article in one
12 of our papers about Mr. Costa, an English teacher
13 in New York. So let me go through it quickly.
14 If we're truly returning to basics, let's remem-
15 ber that there were basics back in the 1920's.
16 In fact, the rapidly growing illiteracy in this
17 country really began, was redefined as requiring
18 knowledge of English alone, rather than English
19 together along with the languages from which
20 English developed.

21 The second point I wanted to make
22 was cultural and social. I'm from Austria
23 originally, but people would ask me, "Oh, is
24 that where the kangaroos are?" So, here again,
25 you see people just sometimes don't know the

1 difference.

2 . We're becoming more and more
3 international, and having the students exposed
4 to languages has helped with that. For instance,
5 in our district we've developed an introductory
6 course -- this might interest you, Mr. Crosby --
7 we've introduced three languages in the first
8 semester of the junior high curriculum and the
9 student chooses which one he wants to continue.

10 Another area that's important is
11 the political one. I know all of you that have
12 seen the book by Paul Simon, The Tongue-Tied
13 American, where he has pointed out that we have
14 lost prestige and how translations have been
15 misrepresentative which is a problem with our
16 administration.

17 The third area is economic. We
18 all look towards improving our economic status
19 and that, of course, is tied closely to the
20 economy of the country. Do you realize how
21 many jobs we're losing to foreigners because
22 our students and our people do not speak other
23 languages? For instance -- and I'm sure
24 Mr. Sommer will agree with this -- there are more
25 English teachers in Russia than there are students

1 taking Russian in the United States. And, after
2 all, Russia is our neighbor as much as we might
3 not like the idea.

4 So just in closing, let me make
5 the following recommendations. We do not have
6 the luxury anymore of choice for communicating
7 with other countries. English is no longer the
8 universal language. We must learn languages as
9 a matter of survival.

10 So, first, I'd like to recommend
11 that in the twelve areas that are mentioned in
12 the Texas Education Agency the words "if at all
13 possible" be taken out and become part of the
14 regular curriculum.

15 Number two. Reinstatement of the
16 foreign language requirement in our colleges and
17 universities because if that is true then it
18 will trickle down into our high schools and our
19 middle schools and elementary schools.

20 Three. Foreign language as a
21 requirement for college-bound students in high
22 school. Maybe I'm not being quite as forceful
23 as Barbara, but I realize there's a problem
24 with the economics at this time. But if we can
25 at least get the college-bound students to take

1 foreign language, it will give them a much better
2 background.

3 And last, this is a social factor.
4 In communicating to our total faculty that
5 languages are important for a totally educated
6 human being, even if you never use them, just
7 knowing the culture of another country.

8 Thank you.

9 (The audience responded
10 with applause.)

11 JAY SOMMER: Thank you very much.

12 I would like our vice-chairman to
13 make a closing remark.

14 YVONNE LARSEN: Thank you, Mr.
15 Sommer.

16 On behalf of Dr. David Gardner,
17 the chairman of the National Commission of
18 Excellence in Education and the other members
19 of the Commission who are not in attendance today,
20 I'd like to thank the audience for your atten-
21 dance and for your participation. You are
22 partners with us in the challenges that we face
23 and we are reassured that some of you had the
24 endurance to stay with us from 8:30 this morning,
25 until the hour of 5:00 and we do appreciate it

1 very much.

2 We see the document and our report;
3 that we will be designing as our deliberations
4 continue to be a viable living document. We
5 have been challenged by Ted Bell to not develop
6 or create a dust collector. We want something
7 that will breathe life and vitality into the
8 public and private educational systems in our
9 country, want this to be a constructive
10 document. As you are aware, this is the second
11 of six hearings that we have on schedule. The
12 first one was on math, science, and technology.
13 Our next one will be chaired by Mrs. Kirk in
14 Atlanta and it will be on teacher and teacher
15 education. Then in the month of June, we have
16 one scheduled in Chicago for admissions standards.
17 In September, we have one scheduled in Denver
18 for vocational education. And in October we have
19 one in Boston on the gifted and talented programs.
20 Along with these hearings, the Commission mem-
21 bers will be meeting in quarterly meetings to
22 discuss other routine issues and special issues
23 and the entire challenge that we do have.

24 So it is a very busy schedule and
25 a sizable commitment for our members.

1 I would like to thank Mr. Billy
2 Reagan for his warm and gracious hospitality.
3 It's been a joy to see what is going on in the
4 urban school district and many constructive and
5 fine things that are taking place in public
6 education. We thank you very much for your
7 hospitality and for making this site available
8 for us and all the extra events that you've
9 given to us, and to the Texas Education Agency
10 also, may I say a very warm and sincere thank you
11 for your participation and your input.

12 My fellow Commission members,
13 Mr. Crosby, Mr. Frank Sanchez, and Mrs. Annette
14 Kirk, I know, join in giving to Mr. Jay Sommer
15 all our very warm appreciation for his kind
16 leadership in the hearing that we've had today
17 on literacy and language; it could not have been
18 shared by a more sterling example of what a
19 teacher of the year should be, and we hold Jay
20 in very high regard and thank him for his very
21 fine leadership in doing such a great job today.

22 (The audience responded
23 with applause.)

24 YVONNE LARSEN: Thank you, Penny
25 McDonald, and Ramsay and the staff of the

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National Commission for all of your fine work.

Jay, back to you.

JAY SOMMER: I have wanted to do this for a while now: The meeting is adjourned.

(Whereupon, at 5:07 p.m. the hearing was adjourned.)

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