

which any school system can follow" to reach the goal of internationalization since, in the writers' opinion, no single blueprint exists. Rather, it is a starting point, suggesting actions that could be taken immediately by these groups, and setting up a framework that can be used during the planning stages. The authors claim their suggestions are based on experience, are broad enough to apply to rural, city, and suburban schools at all levels from K-12, and have proven their usefulness previously.

The handbook may be obtained for \$7.50 from The National Council on Foreign Language and International Studies, 605 Third Avenue, Seventeenth Floor, New York, NY 10158.

Linguistics and Low-Cost Literature

The ERIC Clearinghouse on Languages and Linguistics of the Center for Ap-

plied Linguistics in Washington, D.C. offers free and low-cost materials for teachers of limited-English-proficiency students, including recently arrived refugees. Materials range from practical manuals to scholarly works prepared by experts in language education.

To meet the needs of refugees, the Clearinghouse offers a series of books, audiotapes, films, and slide presentations. A refugee orientation handbook, *Your New Life in the United States*, is available in four Southeast Asian languages: Vietnamese, Lao, Hmong, Khmer (Cambodian), plus Cantonese Chinese. *Helping Refugees Adjust to Their New Life in the United States* is a version in English designed for service providers and sponsors, while *The Peoples and Cultures of Cambodia, Laos, and Vietnam* describes for Americans the traditions, religions, foods and eating habits, and educational systems of refugees' native countries.

Free materials include over 50 selective two-page minibibliographies ("minibibs") on topics ranging from American culture to vocabulary and second language learning, as well as "Q&A's," short fact sheets on topics of professional and pedagogical importance. Currently, there are four Q&A's: "Foreign Language Careers: Translation," "Microcomputers and Second Language Teaching," "Public Relations for Foreign Languages," and "Testing Speaking Proficiency: The Oral Interview."

Minibibs and Q&A's are available at no charge for single copies, but users are permitted to produce multiple copies for further distribution without permission. For further information, contact ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect St., NW, Washington, D.C. 20007.

Curriculum Trends: English

CHARLES SUHOR

Computers Stimulate Language Arts

Language arts researchers and teachers are looking beyond the many computer-assisted-instruction drill and practice materials (which typically develop isolated skills such as vocabulary, punctuation, parts of speech) to more sophisticated uses of computers. *Invention, revision, and language experience approaches* are receiving considerable attention.

Invention encourages students to explore various angles of a chosen composition topic. Students' first drafts are more easily revised with computers than with pencil and paper, since word processing and text editing programs permit editing on screen as opposed to time-consuming handwritten revision. Computers also add a dimension to language experience approaches to reading instruction, since the labored transcription of student narratives on charts is replaced in part by typing the materials into the computer, revising them on screen, and making printouts.

Sentence manipulation is also attracting interest. It permits students to create more complex sentences without formal

knowledge of grammatical rules and definitions. Development of effective CAI materials in all these areas is still in early stages, but language arts specialists are determined to develop sophisticated software to compete with the drill-oriented materials presently dominating the field.

For a free mini-packet on computers in the English Language Arts, write User Services, ERIC/RCS, 1111 Kenyon Rd., Urbana, IL 61801

Test-Curriculum Gap Narrowing

Test-makers and state-level testing specialists are showing increased interest in relationships between testing and curriculum, according to Miles C. Olson, University of Colorado. Reporting on the ECS (Education Commission of the States) Large-scale Assessment Conference held last summer in Boulder, Olson said, "There seemed to be a genuine desire for the testing people to join with curriculum specialists. Technicians are finally realizing, first, that they are far more influential than they or anyone else had thought, and second, that they individually and collectively do not have the substantive expertise necessary for such an influential role."

Consistent with recent studies of state and district assessment programs, Olson found that "assessing composition abili-

ties directly through real student writing" held widespread interest. Many conferees reported relatively inexpensive approaches to such assessment as compared to multiple choice testing, which generally lacks credibility among English teachers and supervisors.

1984: A Year for Discussion

George Orwell's 1984 has inspired educators to examine the state of language and society in the coming year. The Smithsonian Institution will sponsor an International Symposium on "The Road After 1984—High Technology and Human Freedom," December 7-10, 1983. A conference on "Orwellian Premonitions and Perspectives: Has the World of 1984 Arrived?" will take place in Milwaukee, March 1-3, under the cosponsorship of NCTE, NEA, and several Wisconsin groups. The theme of the NCTE Spring Conference, April 12-24 in Columbus, Ohio, will be "Charting New Worlds." The Canadian Council of Teachers of English will meet August 19-24 at the University of New Brunswick, Fredericton, for a convention that highlights the theme, "Survival 1984."

In ironic celebration of the Orwell year, a Doublespeak Calendar illustrated by Sandra Boynton is being distrib-

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ed by the National Council of Teachers of English in cooperation with Recycled Paper Products, Inc. An essay collection, tentatively titled *The English Language in 1984*, is being planned by William Lutz, editor of the *Quarterly Review of Doublespeak*, and chair of the NCTE Committee on Public Double-speak.

Commission for Reading Educators Established

The Commission on Education of Teachers of Reading (CETOR), dedicated to exploring issues in reading instruction and teacher education, has been established by the Conference on English Education (CEE). M. Jean Greenlaw, North Texas State University, will chair the commission. According to Greenlaw, the new group will develop position statements, articles, and other materials that promote "an integrated view of the teaching of reading" and "more effective preservice education of reading teachers."

In addition to considering theoretical and practical questions concerning reading education, the commission plans to establish liaison with numerous existing professional groups involved with training teachers of reading. CETOR is seeking college-level teacher educators in reading to serve as consultants; write M. Jean Greenlaw, chair, Commission on Education of Teachers of Reading, c/o NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

Controversy over Bilingualism, English as a National Language Continues

The phrase "English as a national language" appears to be the sole value held

in common by several groups interested in bilingual education. An organization called "U.S. English," endorsed by former Senator S.I. Hayakawa, speaks out "in defense of our common language" while advancing a heavy political agenda that includes limitation of immigration, repeal of laws mandating multilingual ballots and voting materials, and restriction of government funding for bilingual education.

Verbatim magazine, edited by noted lexicographer Laurence Urdang, is planning a nationwide survey of public attitudes towards English as a national language. The study will delve into issues such as proficiency in English as a prerequisite for citizenship, requirement of a classical language for high school graduation, and related questions.

The National Council of Teachers of English has officially affirmed "the values and continuity of English as a national language" while stressing the "desirability of preserving a student's first language and its cultural ties." The NCTE resolution calls for improvement in the education of teachers in bilingual and second language instruction programs and urges that such teachers be proficient speakers, readers, and writers of "each language for which they have a teaching responsibility." A statement by the NCTE Committee on Issues in ESL and Bilingual Education, prepared with consultants from the International Reading Association, the Association for Bilingual Education, and Teachers of English to Speakers of Other Languages, is available in single copies, at no cost, through Member Services, NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

Writing for Educational Leadership

We welcome manuscripts on any aspect of curriculum, instruction, supervision, or leadership in elementary and secondary education. Authors are not paid for their contributions.

Papers should be written in direct, conversational style and be as brief as possible (five to ten double-spaced pages). References may be cited as footnotes or listed in bibliographic form at the end of the article. For examples

of either style, refer to a recent issue or to Kate L. Turabian, *A Manual for Writers* (University of Chicago Press).

Double-space *everything*, including quoted material and references and footnotes.

We edit all manuscripts for brevity, clarity, and consistency of style, and send a retyped manuscript for the author's approval.

We do not return rejected manuscripts unless the author provides a self-addressed envelope with correct postage. We ask that authors submit two copies of their manuscripts to Ron Brandt, Executive Editor, 225 N. Washington St., Alexandria, VA 22314.

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ASCD in Action

CURRENT PROJECTS

Effective Supervisors. A committee of researchers and practitioners will conduct a study to identify effective supervisory practices at district and building levels. The group will also analyze district staffing patterns and their effects. Project Chair: Robert Anderson, Texas Tech University, Lubbock.

Supervision and Leader Behavior Training. Based on recent research, a committee of researchers and supervisors will design new two-day, four-day, and extended leadership training experiences to be offered as National Curriculum Study Institutes and other ASCD activities. Project Chair: Ben Harris, University of Texas, Austin.

Commission on Instructional Supervision. Similar to the ASCD Curriculum Committee, which has met annually at recent Annual Conferences, this group of 75 persons will meet and exchange information at the 1984 and 1985 Annual Conferences. Between conferences, they will be encouraged to communicate with others working on common problems.

Redefining General Education in the American High School. ASCD will publish a report in the spring of 1984 on results of a network of 17 high schools across the U.S. that have been reconsidering the subjects required of all students and formulating their own locally developed conceptions of a general education curriculum. Project Director: Gordon Cawelti, ASCD Executive Director.

High Schools for the Future. In this project, which is similar to the general education network, ASCD will bring together educational leaders who want to look at high schools for the future. Details on selection of network schools are in the September *ASCD Update*. Project Chair: Luther Kiser, Ames, Iowa, Community School District.

Elementary Network Planning. A group of elementary educators will help plan for a network of elementary schools to begin in 1984-85. Project Chair: Jean Marani, Florida Department of Elementary Education, Tallahassee.

Elementary Curriculum Trends. ASCD is initiating a survey of curriculum practices in U.S. elementary schools that will be conducted annually to monitor and report trends. Project Director: Janice Adkisson, ASCD Resource Information Service.

Policy Analysis. Beginning with a study of the probable impact of proposed legislation in Florida to raise graduation require-

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