

EDUCATION NEWSLETTER

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School Year 85-86

Tauese Elected Vice Chairman PREP



DOE Director, Tauese Sunia.

Education Director Tauese Fuailleleo P. Sunia was elected Vice Chairman of the Pacific Region Educational Program (PREP) at its second annual conference in the Northern Marianas early this month. Tauese, who headed the delegation of three from American Samoa and who attended the conference for the first time, said he was very honored to be recognized and made Vice Chairman, and he will do all the best to serve in

that capacity.

The conference, attended by about 600 educational participants from Guam, Hawaii, American Samoa and the many islands of Micronesia, focused on one central theme: "Effective Schooling--A Regional Perspective." With a broad representation of educators in attendance from throughout the region, workshops and presentations focused on the needs of all those involved in improving education, from effective teaching practices to planning, leadership, assessment and curriculum development. A well-qualified cadre of educational leaders provided the participants with the latest information or successful techniques and trends regarding effective schooling in the Pacific.

With Tauese from American Samoa were Dr. Failautusi Avegalio and Dr. Meki Solomona. The two played a role in doing presentations, Dr. Avegalio on "Excellence in Leadership," and Dr. Solomona on "Curriculum Development and School-Based Changes." Tauese also made a presen-

tation focused on the trends of education in American Samoa in the next four years. Dr. Eneliko Sofa'i, President of the Community College here, was in Micronesia at the time and also attended the conference.

Dr. Solomona said from start to finish, it was a well planned and well organized conference. "In doing his final presentation, the Director of

Education for the Trust Territories challenged Tauese to top this year's conference when they have the next one here in American Samoa next year. "Tauese, in his polite oratory manner, chuckled quietly and said, 'Hospitality is our nature. Wait until next year and then you can all come to American Samoa,' Dr. Solomona said.

DOE Says Tofa to Dr. Stevenson

Dr. Paul Stevenson, Deputy Director for Public Affairs, Personnel and Liaison Services, has a few more days before leaving the Department (Cont'd. on page 7)



Dr. Paul Stevenson

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Final Selection for Teacher of the Year

Whoever will fill the space in the photograph at right will be the 1985 Teacher of the Year (TOY) --and that is what the selection committee is working on right now. According to TOY Committee Chairman, Dr. Lui Tuitele, their committee is deliberating and evaluating seven finalists, and a decision will be made within the next few days.

And the finalists are: Joseph Stanislaus, Samoana Hi; Evelyn Arredondo, Matafao; Vaigalu Tupulua, Siliaga; Donna Tiapula, Olomohana; Rosevonne Makaiwi Pato, Lupelele; Popoai Aab, Faga'itua; and Eline Maino, Pago Pago.

Dr. Tuitele said two top finalists have been disqualified as they have been given new assignments and were therefore not eligible to participate as teachers. They are Donna Gurr and Etuale Tuileta, who are now with the Division of Instructional Development.

The committee chairman said it is appropriate at this time to congratulate and thank all the 23 original candidates who were submitted, and the committee offers its appreciation to the principals and teachers of the schools that submitted entries, for their support not only for their candidates but for the Teacher of the Year program.

"The selection of the finalists was very hard as all the entries were good. But there is only one winner to be selected, and that is what we are

working on from the seven finalists," Dr. Tuitele commented.

He said that the candidate from Leone Midkiff was disqualified as the teacher has only been teaching there for about three months, which was against the rules. And of all the schools, only Manu'a High School, Faleasao, Tafuna Skill Center and Mauga-o-Alava did not submit candidates. Alataua Lua suffered a landslide which damaged part of the school just at the time



or submitting entries, and could not field a candidate.

Dr. Tuitele explained that Tamasailau Seiuli, the Teacher of the Year selected in 1984, was a candidate from American Samoa for the 1985 National Teacher of the Year Award which was done in April of this year. Our candidate, together with all the others from all the states and territories, will attend a program called "In Honor of Excellence" at South Seas Plantation, Captiva Islands, Florida, on November 21-25. This program is co-sponsored by Burger King Corporation and the National Association of Secondary School Principals.

He further stated that whoever will win this year's selection will be submitted by November 1, as the candidate from American Samoa for the 1986 National Teacher of

the Year Award to be selected next April, 1986. The same candidate will also attend the annual Honor of Excellence Program in Florida, this time next year.

Department Prepares for Youth Week

A steering committee, under the auspices of Education Director Tauese Sunia, is preparing a program to celebrate the National Youth Week in American Samoa late next month.

Committee Chairman Sala Samiu said the celebration is in line with the proclamation by President Reagan throughout the United States and its territories to honor the third week of next month as Youth Week.

"For us, we have scheduled a Youth Conference on November 26-27 to celebrate this event. More than 70 young people, mostly students will be involved in discussions and workshops pertaining to Participation, Development and Peace, the three main topics of the conference," Sala said.

These topics will be handled from two different perspectives, he continued. One would be looking at these subjects through a local standpoint, and the other in a global perspective. Guest speakers would be selected to deliver presentations on these topics from the two pers-

pectives. All the speakers and participants will be selected locally.

"The whole idea is to provide the youth with an opportunity to get together in an organized and official way, and discuss their role in specific areas, bearing in mind that American Samoa is celebrating and doing the same things like the youths in the 50 states and other territories. It is having the youngsters discuss their roles in society in respect that is very important. It is this impression that we would like to leave with our youths for their immediate and future developments," Sala stated.

Participating students will be chosen from all the schools in the territory including the Community College, between the ages of 13 and 21. There will be one eighth grader from each elementary school, private and public, five from each high school, and six from the Community College.

Sala said whatever resolution the conference will

(Cont'd. on page 7)

Four More Complete Masters Degree

Hard work and intensive studies have paid off for four more department personnel under the Territorial Teacher Training Program. Official word from Dr. Frank Brown, Chairman of the Graduate Records Department of Curriculum and Instruction in the University of Hawaii at Manoa, informed the Director of Education that Ed Imo, Filemoni Lauilefue, Tauapa'i Laupola and Mekiafa Vaifanua have successfully completed all of the requirements for the Master of Education degree at the University of Hawaii.

Dr. Brown stated that although all of the degree requirements were completed by these gentlemen this past summer, they were not able to meet a diploma filing deadline for the August 1985 Commencement. Hence, their degrees will be conferred at the December, 1985 ceremony.

Education Director Tauese P. Sunia expressed his

hearty faamalo to the four gentlemen and their achievements.

"It is with pleasure that I congratulate the four candidates for their effort. It is a step forward for the Department of Education and the people of American Samoa in the quest for a better future for the territory. Thank you and congratulations once again," Tauese said.

He also encouraged other candidates in the training program to do the best they

could, and wished them well in their endeavor.

Ed Imo (MEd, Secondary Education) is the Secondary Physical Education and Athletic Coordinator; Filemoni Lauilefue (MEd, Elementary Education) is an English Specialist for Elementary; Tauapa'i Laupola (MEd, Elementary Education) is a Social Studies Specialist for Elementary; and Mekiafa Vaifanua (MEd, Secondary) is the Coordinator of the Territorial Teacher Training Program.



Mekiafa Vaifanua



Tauapa'i Laupola



Filemoni Lauilefue



Ed Imo

New Technical School Runs Well

The newly established Tafuna Technical School is running well despite the amount of time given the department to prepare for its opening. Program Director for Vocational Education Valaparaiso Ieremia said it is not like there are no problems, but given time and assistance, things should become better.

The school was set up under directions from the

Governor to have an institution that can teach and provide young people with technical trades. Ieremia said that at the moment, American Samoa depends on skills from outside in areas like carpentry, plumbing, engineering, etc. to do most of the work.

"And we put the school up. I am confident that in the next four years, we will have our first graduates with employable

skills that can work at any kind of work," Ieremia said.

The school now has an enrollment of 65 freshmen students. They are given a full curriculum that includes English, Math, and Science, in addition to refrigeration and air-conditioning, auto mechanics, electronics, engineering and architectural drafting, carpentry/construction, metals and

welding, and electrical housewiring.

Ieremia stated that subjects to be offered in the future include computer servicing, plumbing, food service, sewing and business, and social studies. The major problem we are faced with right now are the lack of equipment, material and supplies, facilities, and teachers,

(Cont'd. on page 7)

TONY SOLAITA...A new Dimension to Schools' Sports

Baseball has been added to the schools' sports program this school year—and what better way is there of adding it than having a former pro-ball player to run it? The acquisition of Tony Solaita, the only Samoan to have played professional baseball, throws a new dimension in the area of schools' sports. Baseball will not only add more sports played in schools, but will also include grade eight in the elementary level, and the participation of the Manu'a schools.

According to Solaita, the secondary schools program will have girls' soft-

ball league and boys' junior varsity and varsity hardball baseball leagues. There are six high schools, he said, including Marist, and if things go well, each high school will have two teams, and each team will have 12 games.

He said he would like to start the elementary league as fast as possible, but there have been some problems that have surfaced. "It was originally proposed to start the elementary league off with the four big schools first, but many of these do not have adequate fields for the students to practice on. We are now working

on alternatives," Solaita said.

On the essence of baseball in school sports, the retired professional said, "Like football, baseball is another avenue for students to make it through college. We have so many young people now attending colleges throughout the United States due to football scholarships. We can have as many, if not more, utilizing the same opportunities through baseball. Besides, unlike football, students can go straight to being professional ball players without going to college. I am not saying this to discourage students from going to college or raising any false hopes, because to be accepted, one has to be really good. But the fact is, it's open and it's there. When it comes to that, at least we have prepared some of our young people for it," Solaita stated.

He himself was drafted straight out of Jefferson High School in Daly City to be a pro ball player. "At 17, I was deciding whether to go pro or go to college under a baseball scholarship. My father was the only one working to support our family then, and I signed the professional contract," he said. From then on, he worked "really hard as it was the only way to remain a pro." After a while, (and many frustrations), he was finally accepted in the Major League and played for the New York

Yankees, the Pittsburgh Pirates, Kansas City Royals. There he set a record in 1975 at Anaheim Stadium by hitting three consecutive homeruns in one game. That record is still unbeaten.

In the following years, Solaita continued his career for the California Angels, the Montreal Expos and the Toronto Blue Jays, before moving to Japan and playing there for four more seasons. Aside from several other records he set there was one for being the only one to hit four consecutive homeruns twice in one season, and for being the quickest player to reach 100 homeruns. The previous record was set in three-and-a-half years. Solaita did it in one year less. In 1984, after 19 years as one of the most successful professional ball players, he retired.

"Why did I come back? I hate to believe that I am the only Samoan that can play ball. I firmly believe that there are local youngsters that can play better than I did or ever hoped to play. That is why I started the Little League early this year, and why I am here now, to find and help the young people of Samoa in the best way I could," the retired pro said.

It is a new dimension alright. A new dimension in the field of school sports, and a new dimension in the development of the young people of Samoa for the future.



Tony Solaita

Schools Teach Standard English as some Students' Second Dialect

The following article was published in The Washington Times recently. Because of its relevance in part to situations here, and also for interest, the editor feels it worth printing. It was written by Carol Innerst.

A waitress in a posh country club in Pennsylvania Dutch country asks her customers: "Would youse like more coffee?"

Asked for directions, a well-dressed businessman in the nation's capital tells the stranger: "Dis is Maryland Avenue."

In Philadelphia, a teenager describes a family fight: "All the time my brother and him was hittin' each other an' everything, an' he start cryin' and run an' my grandmother never said nothin'."

All three speak a dialect, a variation of the English tongue that generally pinpoints one's roots.

While some may dismiss as "quaint" the grammar of the white Pennsylvania Dutch waitress, or note that "youse" and "dis" are also heard in Brooklyn, the black vernacular used by the Philadelphia teen-ager elicits a strong, often negative reaction from both black and white speakers of standard English.

Educators and sociologists are concerned that black dialect has remained virtually impervious to

traditional English language instruction in the classroom and to evolving patterns of standard English throughout the country.

Sociologists see a widening language gap between speakers of standard English - and those who use the black dialect - usually associated with urban dwellers of low socio-economic status.

A recent University of Pennsylvania study confirmed that the English spoken by poor urban blacks increasingly differs from that of whites, despite the influence of television and schools.

The growing schism is creating difficulties for black children who enter school without much prior contact with whites and their language patterns, and it will hurt blacks'

chances for getting ahead, predicts linguist William Labov, who conducted the study.

He believes that Philadelphia reflects a national trend in the black community toward linguistic divergence.

A black English vernacular with ties to African speech emerged in the South during the era of slavery. It became the dominant pattern of speech among blacks in the northern United States after World War II, when large numbers of blacks flocked to Northern cities.

Some blacks use it exclusively, while others use standard English, regional dialects and the black vernacular, switching according to the situation.

In Philadelphia schools, white teachers often speak in an accent with swallowed "l's" and overemphasis on

vowels that makes the word "down" sound like "day-own," he said.

But black students do not pick up the accents of their instructors. Instead, they retain the language they are exposed to at home. Moreover, blacks are developing their own grammatical rules, Mr. Labov said.

Substitution of "a" for "an" before a vowel, as in 'a apple," is one example of black vernacular. The "s" that follows certain verb forms in standard English - as in "he workds" - is not used in the present tense by Philadelphia blacks, but is used consistently in the narrative past tense - when a story is being told.

Schools lack the proper methods for teaching

(Cont'd. on page 6)



It's farewell time to Dr. Stevenson. The luncheon was provided by the Central Office.

★ STANDARD ENGLISH

standard English to children who speak in black vernacular, according to Orlando L. Taylor, a Howard University professor who is able to communicate easily in both dialects.

Mr. Taylor slips with fluidity between flawless standard English and the dialect characteristic of the speech of many inner-city blacks.

It's a skill he believes could be developed in all children who bring a non-standard English dialect to school.

He envisions students able to switch from black English vernacular or other dialects to standard English in the same way an educated Jewish person switches to Yiddish, or a West Virginia congressman switches to Appalachian English when he goes home to woo voters.

By his count, however, only about a dozen school systems in the country are attempting to teach standard English as a dialect.

Dade County in Florida began piloting his culturally based methodology five months ago at 105 elementary schools serving 20,000 metropolitan Miami children.

The federal compensatory education program in Dade County serves inner-city and Caribbean blacks, Haitians, Hispanics and Southeast Asian pupils. But not all 20,000 are the focus of the new oral language program, according to program director Herbert Weinfeld.

"As teachers identify kids who have oral language

usage patterns significantly divergent from standard English, this instructional approach will be utilized," he said.

The methodology advanced by Mr. Taylor draws heavily on "modeling" the appropriate stand English and "lots of language repetition." It teaches the specific linguistic differences between a student's speech and standard English, almost as if the student were in a foreign language class. And it respects the home language.

Johnnie McMillian, project manager in the Dade County schools, sees early signs of success.

"There's a difference in the school language of boys and girls just since November," she said. "The kids seem to be correcting themselves when they slip into the vernacular. It's have a rippling effect. We tell them their own language is beautiful, but that there is a home language and a school language."

The philosophy of respect for the home language is critically important, Mr. Weinfeld said.

"Our goal is not to ridicule or criticize what they know, but to encourage enhancement of what they know," he said. "We don't want kids to feel bad about their language usage patterns. We simply want them to be able to function."

There are people both in and out of the target populations who disagree with that philosophy, he admits. They believe the energy should be directed solely toward standard English regardless of other dialects.

There is peer pressure on young blacks to speak

the dialect rather than "white" English, Mr. Taylor said. "That's why the first step toward reaching them is to show that learning standard English doesn't require rejecting the dialect learned at home.

"Many people have the erroneous belief that speaking standard English means 'talking white,'" he said. "Standard English is a way an educated person within any English-speaking community speaks the language. And within that clearly is something we can call 'black' standard English...the speech of Jesse Jackson or Barbara Jordan, the speech of educated blacks, identical to their white counterparts with respect to the grammatical structure."

Things such as "tone of voice, rhetorical style, idioms, the subtleties of language" tend to make the speech "black," he said.

"It would be a mistake to think all blacks speak

non-standard English," he added. "Most speakers of dialects are white."

The Penn study found, and Mr. Taylor agrees, that as the black middle class grows, so does the number of people speaking standard English.

"What is happening is those on the lower socio-economic rung of the ladder are further removed, not only from their white counterparts, but from the educated black community as well," he said. "It's a class as well as a race issue."

Mr. Taylor acknowledged that "some students learn [standard English] irrespective of methodology."

"It's like asking how did a Nobel Prize winner come out of a one-room schoolhouse," he said. "That may well have happened, but it doesn't speak to the quality of education for the masses of kids in one-room schoolhouses."

STUDY FINDS READING WENT DOWN TUBES

WASHINGTON: *When it comes to their free time, children spend a couple of hours a day watching television and just a few minutes reading, according to a federally commissioned study.*

The report, presented to Education Secretary William Bennett, offered 17 recommendations for parents, teachers, students and even publishers, including:

- "Parents should read to pre-school children and informally teach them about reading and writing."

- Teachers should spend more time on reading comprehension skills.

- Children need to spend more time reading independently and, by the third grade, should be reading at least two hours a day.

- "Textbooks in science, social studies and other areas should be clearly written, well-organized

(Cont'd. on page 8)

★ STEVENSON

of Education after being with it for 16 years. Dr. Stevenson will take up the position of Assistant Manager for Pacific Resources Incorporated, on November 1, 1985.

Education Director Tauese Pita Sunia said he was sorry to see Dr. Stevenson leave, especially with the kind of experience he has. "But I am also happy that Paul has taken up another responsible administrative position, and I wish him only the

best," Tauese said.

Dr. Stevenson first joined the Department of Education back in 1969 as a classroom teacher at Faga'itua High School. He had just graduated from Mars Hill College, North Carolina, then with a bachelor's degree majoring in Biological Science. A year later, he became a television instructor for the Division of Instructional Development (DID) when the department was depending mainly on instructional television. In 1972-74, he was a science curriculum

specialist before becoming Science Coordinator that same year. He held this position for the next three years. In 1978, he was appointed to head DID as its Program Director. He was at this position until 1983 when he became one of the three Deputy Directors, the second highest positions in the Department of Education.

"After 16 years, my life will always be with education. I will contribute in any way I can when my help is needed, and I look at my leaving in the sense that I will not be providing service to young people alone but to the community at large," Dr. Stevenson said.

TEACHERS' ORIENTATION

It was the beginning of the 1985-86 school year, and close to 700 teachers, old and new, crowded the Lee Auditorium on their first day back at school.

The opening ceremony was attended by Governor A.P. Lutali, who was guest speaker, and he emphasized the importance of the teachers' role in paving the way for Samoa's future.

Education Director Tauese F.P. Sunia also presented an overview of the education trends in the next four years. The teachers then attended workshops and orientation programs for the next two weeks in preparation for the actual beginning of schools for the new school year.

★ TECH. SCHOOL

he said. "But we have started it, and I am confident that towards the end of the school year, we should be better off than where we are now," the

Program Director continued.

He expressed his appreciation for the generous donation by the Samoa Holiday Motors at Satala for donating a used Honda sedan for the students to work on. "The students have taken the car engine apart, and they are now in the process of putting all the pieces together again. It is a great experience for them, and they would not have had it if Holiday Motors had not made the donation. We thank this company very much," Ieremia said.

He added that the school welcomes any donation from any company of anything that can be useful for educational purposes.

"Getting technical skills can be a strong asset that not only can support students through schooling by working part-time, but also support families and help in the territory's economy in the future," Ieremia concluded.



PUBLIC SCHOOLS GET HIGH MARKS...

Involve Parents, Add Discipline

Most adults believe their public schools are "good" or "excellent" - but still see room for improvement, a USA TODAY Poll found.

Sixty-seven percent of adults polled say public schools are excellent or good; 25 percent say fair, 7 percent say poor.

And 49 percent say schools have improved in the past two years after a push by federal and state governments; 38 percent say schools have not improved; 13 percent are unsure.

Parents of schoolchildren particularly say schools

are improving; 64 percent agree.

One reason for a perceived improvement: "There's been a 15 to 18 percent increase in the amount of time devoted to reading, writing and arithmetic," said Samuel Sava, executive director of the National Association of Elementary School Principals.

The best way to improve schools; 92 percent say more parental involvement.

"A basic change is in the attitude of parents and teachers for better cooperation," says National Education Association Vice President Keith Geiger. "They're (parents) coming back together and making schools stronger."

The poll of 807 adults - by the Gordon S. Black

Corp. of Rochester, N.Y. - found:

* 83 percent, parents and non-parents alike, would pay higher taxes if the money were used to improve education.

* 67 percent say discipline is too lax; yet, 51 percent oppose spanking

children in school.

*Fifty-seven percent say teachers are as good, or better, as they were 20 years ago; 36 percent say they are not as good; 7 percent aren't sure.

The survey has a margin of error of plus or minus 4 percent.

★ READING

and contain important information and concepts. Too many ... do not meet these standards."

The Education Department, which estimates that 23 million American adults are functionally illiterate, sponsored the two-year study, "Becoming a Nation of Readers."

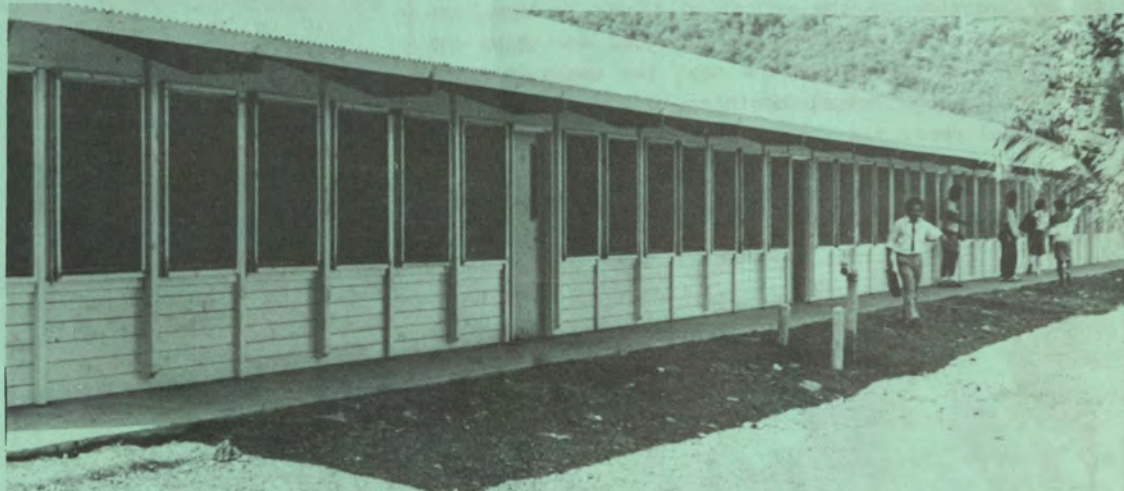
The study said a recent comparison between the United States, Taiwan and Japan found a disproportionate number of American children among the poorest readers.

The report also noted that 15% of the nation's public schools do not have a library.

The Education Department is proposing no funding for public libraries in fiscal 1986, compared with \$125 million last fiscal year.



Director Tauese and Dr. Stevenson at the Central Office's farewell luncheon for Dr. Stevenson.



ABOVE: The new school building at Samoana High, one of the several improvements to facilities now going through schools around the territory.

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