

READING

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technology enables researchers to study the developing nervous system in ways not possible before. The institute funded the Yale and Harvard studies.

"Both studies clearly indicate that stimulation of a particular type will not only influence brain development, but influence learning," he said.

"Clearly what the Harvard study shows is that early experience really does matter," he said. "The premature infant care environment in that study really produced some brain changes that are pretty substantial."

The results of the reading study are particularly important, he said, because they support the growing conviction that many school reading programs may be ineffective, and that colleges of education often fail to provide teachers with the latest findings of how neuroscience can improve teaching methods.

"What we're seeing is that most of the kids who come to school at risk for reading failure, that that failure is not set in stone," Lyon said. "But it does require that we bring to bear

the interventions that are scientific-based and found to be effective."

Humans have used speech for tens of thousands of years, and children easily learn it by listening to people talk. But reading is relatively modern, only about 5,000 to 6,000 years old, and it has to be taught. Yet reading has become crucial to almost every aspect of modern society.

A national reading panel mandated by Congress reported in 2000 that there was sufficient scientific knowledge to justify a core curriculum for teaching reading.

"We know that there are five important elements in teaching a child to read," said Sally Shaywitz, a panel member. "How do the lines and circles on a page not just remain squiggles? How do they take on meaning? They have to connect to something that already has meaning and that's the individual sounds of spoken language, the phonemes.

"It's getting from the sounds of spoken words to learning how letters represent sounds," she said. "If they hear a word, they need to be able to pull apart the word into its individual sounds, so that they appreciate, for example, that the word 'bat' has

three sounds, b-a-t."

According to the national panel, children need to learn: That words are made up of individual sounds; that letters represent sounds (phonics); how to read words accurately and rapidly; how to develop a vocabulary; and strategies for comprehending what is read.

In Shaywitz's study of children aged 6 to 9 years, 37 poor readers were taught to read using a curriculum based on the new principles, 12 poor readers received standard instruction and 29 good readers served as controls.

The curriculum based on science is more systematic, seeking to lay down each of the important reading skills in an organized fashion, Sally Shaywitz said. Common approaches to teaching reading in schools are "much more chaotic and haphazard," she said.

Poor readers given the scientific-based instruction pulled way ahead in reading compared with those given standard instruction, but the most dramatic changes occurred in their brains.

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Tim Bobosky Photographer

Jey Strangfeld, a negotiator for the Graduate Teaching Fellows Federation, discusses negotiations for the GTFF contract at a meeting last Friday morning.

STRIKE

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Director of Human Resources Linda King, the lead negotiator for the University's bargaining team, said she was confident the issue would be resolved and a strike would be averted.

"I'm really hopeful that we'll reach an agreement before it gets to that point," she said.

At the meeting Tuesday, the Executive Council appeared adamant about keeping the stipulation out of the contract, lessening the chances that an agreement would be reached anytime soon.

"I don't know how I could sign (the contract) and not just feel like I shoved it up the GTFF's ass," Strangfeld said at Tuesday's meeting.

The GTFF said it feels the stipulation is an attempt by the University to get an upper hand on negotiations when the contract reopens in two years. If the stipulation is to stand, the parties would have to negotiate from a \$275 starting point for fees rather than the \$230 tentatively agreed upon for this contract.

"It's a power play. They want to ensure that they're in a position of advantage," said Goff, adding that, "It's not matter of money; it's a matter of principle."

GTFF negotiator David Cecil said that if the stipulation stands, the GTFF will have to ask for the fee subsidies again, making it more difficult for it to get the wage increase it

wants.

King said she was uncomfortable discussing the stipulation issue because both sides are still bargaining it.

"I don't want to get into all the points that are being bargained," she said.

But King said such stipulations are not unusual in contracts and added that the stipulation will make negotiations "more flexible" in 2006.

"The University is interested in not tying its hands when in two years we may have more options," she said.

The union and the University are still debating three additional issues, according to the GTFF. The first is whether the University should be able to hire graduate students without making them GTFs, a practice that is currently allowed. The second issue is whether masters students can be made level 2 GTFs. Level 2 GTFs get higher pay than level 1 GTFs. The University maintains the position that only doctorate students can be made level 2 GTFs, but the GTFF wants to establish different criteria for determining who can become a level 2 GTF. The third issue still in debate is University subsidies for student fees. The GTFF said it believes fees should be fully subsidized, but the University has only offered them subsidies of \$45 per term so far.

Contact the people/culture/faith reporter at moriahbalngit@dailyemerald.com.

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CAMPUS BUZZ

Friday
German Music and Culture Symposium, Browsing Room, Knight Library, 4-6 p.m.
Freeman Lecture by Ien Ang, professor of cultural studies and director of the Centre for Cultural Research at the University of West Sydney, entitled "The Predicament of Diversity: Presenting 'Asian Art' in the Art Museum," Alumni Lounge, Gerlinger Hall, 7 p.m.
Oregon Ballroom Dance, Room 220, Gerlinger Hall, 7:30-11:30 p.m.
University Theatre performance of "Much Ado About Nothing," Friday & Saturday, Robinson Theatre, 8 p.m.
The Jazz Cafe, Room 178, Music Building, 8 p.m.
Saturday
Traditional cedar-working demonstrations, Glenn Starlin Courtyard, Museum of Natural History, 1-4 p.m.

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