

**Minutes of the
NCTE Annual Business Meeting
for the Board of Directors and Other Members of the Council
Friday, November 21, 2008
San Antonio, Texas**

The Annual Business Meeting for the Board of Directors and other Members of the Council of the National Council of Teachers of English was called to order by President Kathleen Blake Yancey at 5:35 p.m., November 21, 2008.

Platform guests included Bob Dandoy, Pennsylvania CTELA, Butler, PA, Resolutions Committee; Charleen Delfino, San Jose State University, CA, Resolutions Committee; Keith Gilyard, Pennsylvania State University, Resolutions Committee Associate Chair; Vivian Vasquez, American University, Washington, DC, Resolutions Committee; Yvonne Siu-Runyan, University of Northern Colorado, Greeley, NCTE Incoming Vice President; Carol Jago, Santa Monica High School, CA, NCTE Vice-President; Sheldon Wrice, University of Akron, OH, Resolutions Committee Chair; Kylene Beers, Teachers College, New York, NY, NCTE President-Elect; Erika Lindemann, University of North Carolina, Chapel Hill, Parliamentarian; Kent Williamson, NCTE Executive Director; and Joanne Yatvin, Portland, OR, NCTE Past President.

Anne Ruggles Gere, MI, moved to adopt the rules for the Annual Business Meeting of the Board of Directors and Other Members of the Council, seconded by Michelle Eodice, OK. The motion CARRIED.

Niki Locklear, KY, moved to adopt the agenda, seconded by Michelle Barry, CA. The motion CARRIED.

Sarah Henry, AR, moved to dispense with the roll call of directors, seconded by Kim Ford, TN. The motion CARRIED.

Elizabeth McAninch, CA, moved to dispense with a formal reading of the 2007 Minutes of the NCTE Annual Business Meeting, seconded by Thomas Eaton, MO. The motion CARRIED.

Robert Chapman, CA, moved to accept the posted *Annual Reports*, seconded by Dave Wendelin, CO. The motion CARRIED.

President Yancey introduced President-Elect, Kylene Beers, Chair of the Distinguished Service Award Selection Committee. Beers thanked this year's committee members: Carol Jago, NCTE Vice President; Susi Long, Associate Chair of the Elementary Section; and Jude Okpala, Chair of the College Section.

The Distinguished Service Award recognizes a person or persons, either volunteer or staff, who have exhibited valuable professional service within and outside the Council, including scholarly or academic distinction at any level; who have demonstrated distinguished use of language; and who have exhibited excellence in teaching.

Beers announced that the recipient of the 2008 Distinguished Service Award is Leila Christenbury, Virginia Commonwealth University, Richmond, VA.

President Yancey invited Kyoko Sato, Chair of the 2008 James R. Squire Award Selection Committee, to present this year's award. Sato thanked this year's committee members: Randy Bommer, University of Texas at Austin; Jesse Perry, Hayward, CA; and Nancy McHugh, Sherman Oaks, CA.

The James R. Squire Award, formerly called the NCTE Executive Committee Award, was established in 1967. In 1999 the Executive Committee renamed the award to honor former Executive Director James R. Squire for his contributions to NCTE and the profession at large. The award is given in recognition of outstanding service, not only to the stature and development of NCTE and the discipline which it represents but also to the profession of education as a whole, internationally as well as nationally. The award—given only to an NCTE member who has had a transforming influence and has made a lasting intellectual contribution to the profession—is not an annual award. In fact, it has been presented only 11 times in the past 40 years. The award is bestowed only when selection committees, composed of past presidents of the Council, decide that nominations in a given year warrant its presentation.

Sato announced that the recipient of the 2008 James R. Squire Award is Donald Graves, Jackson, NY. Accepting on behalf of Dr. Graves was Penny Kittle, Literacy and Mentoring Programs, Conway School District, North Conway, NY.

President Yancey called on John Mayher, Chair of the 2008 David H. Russell Award Selection Committee, to present this year's award. Mayher announced Leila Christenbury, Virginia Commonwealth University-Richmond, as the winner of the 2008 David H. Russell Award for her book *Retracing the Journey: Teaching and Learning in an American High School*. Mayher invited the audience to the Opening Session of the Day of Research, Saturday, November 22, 8:00-9:15 a.m. (Marriott Rivercenter, Salon A, 3rd Floor), to hear Christenbury speak. Christenbury will accept the 2008 David H. Russell Award formally at the Sunday General Session at 10:00 a.m. (Marriott Rivercenter, Salon E, 3rd Floor).

President Yancey called on Past President Joanne Yatvin, who introduced the NCTE past presidents in attendance: Yetta Goodman, Julie Jensen, Ruth Cline, Beverly Ann Chin, Carol Avery, Sheridan Blau, Jerome Harste, Anne Ruggles Gere, Leila Christenbury, Patricia Lambert Stock, Randy Bommer, and Kyoko Sato. Yatvin also acknowledged former executive director, Miles Myers.

President Yancey introduced Leila Christenbury, NCTE Historian, who provided the following moment of NCTE history:

Today, the moment of history takes on the serious subject of war and its relation to the National Council of Teachers of English. In its almost 100 years, NCTE has seen the United States engage in numerous global conflicts: two world wars, wars in Korea, Vietnam, the Gulf, Afghanistan, Iraq, and in one war we simply term *Cold*. How has a professional organization of English teachers and scholars responded when this country goes to war?

Just years after its 1911 founding, NCTE members confronted the first of the world wars. During that time, records would indicate that the attitude of most NCTE members was supportive. In fact, that support may have been even a little over the top as, in a strong gesture of solidarity with the war effort, NCTE members at the 1917 Business Meeting directed the organization to invest \$100 in a Liberty Bond. One hundred dollars may not seem a great amount of money, but NCTE's *entire* cash reserve at the time was \$374. The next year, 1918, *English Journal* ran numerous war-related teaching articles, and that year NCTE deemed that the theme of the convention would be "The adjustment of English teaching to the needs of democracy." Incidentally, that 1918 convention was cancelled, not due to the conflict but to the nationwide and devastating influenza epidemic.

During World War II, NCTE went all out with war-related articles, pamphlets, and an organizational focus on how English and English teaching could contribute to victory. A December 28, 1941, "English in Wartime" resolution from the College Section, approved by 100 members in attendance at the Indianapolis College Section luncheon, noted that

Teachers, as citizens, are obligated to support civilian morale. In time of war as in time of peace the defense of our country involves the preservation and extension of democracy, its institutions, its hopes, and its ideals.

While due to the war, there was no convention held in 1942 (NCTE Past President Lenox Grey described that year as "war-shocked 1942") although smaller, local conferences were held "to increase intelligent and effective support of the war effort on the part of the schools and teachers." In 1943 a business meeting only was offered. Yet despite the suspension of large meetings, NCTE contributed in other ways. As just two examples, a 1942 pamphlet detailed *Teaching English in Wartime: A Brief Guide to Classroom Practice*, and a 1943 piece, on *Pre-Induction Needs in Language Communication and Reading*, was published in *Education for Victory*, a newsletter cosponsored with the U.S. Office of Education and the War Department. Written by NCTE members and then President Max Herzberg, *Pre-Induction Needs* offered numerous strategies to strengthen communication skills for soldiers including reading, language, vocabulary, and literature. After World War II, *College English* in 1945 conducted and published a survey of "English for Ex-service Personnel" looking to the adjustment of soldiers to peacetime and to their work in college English classes.

In the Cold War, the NDEA, the federally sponsored National Defense Education Act, was established in 1958 to support subjects that were considered vital to national defense—science, math, and foreign language. How could English get in on the action? Weren't we also part of national defense? NCTE felt that we certainly were, and a 1960 resolution called for NDEA to include English in the program. The NCTE publication *The National Interest and the Teaching of English* further made the case. While NDEA did not immediately include English as a subject vital to national defense, NCTE knocked at the door again in 1964 with a second publication, *The National Interest and the Continuing Education of Teachers*. This time the point was not only made but taken, and in 1964, NDEA was indeed expanded to include English.

But the tenor of support for war efforts and war-related teaching shifted after the Cold War, and the majority of NCTE publications and resolutions were directed not to supporting war efforts but to educating regarding the costs of war, the effects of war, and, indeed, the need for peace. Certainly most NCTE members through the decades had approached war-related efforts thoughtfully and judiciously, but after the Cold War, one is hard pressed to find any NCTE publications or statements which are wholly uncritical regarding war.

And the proving ground was Vietnam. In that era, one of the consistent tensions in NCTE was what the organization might do regarding taking a position on the Vietnam War. It was its own battle: in 1969 NCTE President William Jenkins noted that individuals who opposed the war could be more effective "as private citizens than as members of NCTE." But just weeks later NCTE members disagreed and passed a resolution calling the Vietnam War "not only a threat to its educational objective but a threat to the very culture it is expected to educate young people for" and demanding an end to the conflict. At almost every NCTE meeting subsequent, issues regarding Vietnam emerged, and as indicated by the records of the time, the volume of the discussion was consistently loud, and the temper of the participants was almost always hot.

In recent decades, the response to war has continued through NCTE publications and resolutions. War-related topics taken up in *English Journal* (and no doubt other NCTE journals) over the years include:

- Should the English curriculum change at all in response to war?
- How can English teachers help students develop an appropriate sense of patriotism and an avoidance of xenophobia?
- How can English teachers produce students who are critical citizens?
- And, in difficult times such as wartime, should we adjust our teaching of literature to increase students' ability to find pleasure and escape in literature?

Contemporary examples are also NCTE books, such as Larry Johannessen's 1992 *Illumination Rounds* regarding bringing literature and facts about the

Vietnam War into the classroom. NCTE journals have also addressed war: *English Journal* editor Ginger Monseau's May 2000 theme issue featured the peace curriculum (which became the 2004 NCTE book *A Curriculum of Peace*). The NCTE project ReadWriteThink features, at last check, over 100 lessons plans on war, including, among others, the political rhetoric of the war of 1812, the Civil War, and classroom study of World War II posters, and novels about the Vietnam War.

Just two months after the September 11, 2001, attack, NCTE members passed a resolution on *Teaching in a Time of Crisis*, urging NCTE to continue to support

- literature and writing instruction as a means for understanding loss, anger, war, and difference;
- language study as a vehicle for understanding conflict, propaganda, and democratic discourse; and
- critical literacy as an instrument essential to an informed citizenship and global understanding.

And just recently, in May 2008, the entire *TETYC* issue was devoted to *Teaching in a Time of War*. Editor Jeff Sommers asked in his editorial,

How are we now teaching students who are veterans of the wars in Iraq and Afghanistan, the first Gulf War, Panama, Somalia, Vietnam? Many students have parents, siblings, spouses, grandparents, even children who have served during wars in the past forty years. How is teaching English to these students influenced by our current war-time standing? What is the effect on classroom dynamics? teacher-student relationships? student-student relationships? pedagogical decisions about assigned reading and writing?

Sommers raises the essential questions: how in the world does the teaching and study of English relate to war, to issues of deadly conflict? Perhaps an answer is also found in Monseau's *English Journal* editorial in the Curriculum of Peace issue where she quotes from Rose O'Reilly's *The Peaceable Classroom* that simply put, we need to "teach English so that people stop killing each other." I think we can all agree: Would that it be so.

President Yancey asked for a moment of silence for those members who passed away since the last Board of Directors Meeting. They included Carolyn Ahern, Hank Ballard, Muriel Becker, Mercedes Bonner, M. Linda Broughton, Thomas F. Carter, Mary Kay Crouch, Margaret Early, Judith G. Gardner, Valerie S. Garton, Burdette R. "Buzz" Graham, Dorothy Gray, Dian Hendrick, Martha Holman Plander, Douglas Hunt, William Irmischer, Eddie Jo Jaramillo, Patricia W. Jenkins, Mary Keetz, Thomas McCall, Victoria Flournoy McCarthy, Evelyn Kay Morris, Patricia Pillage, Lee Reveley, Rebecca Sandhoff, John Slatin, David R. Steinhart, Dolores Straker, Michael Wright, and Mae Yamasaki.

President Yancey introduced Shirley Rose, Chair of the NCTE Nominating Committee. Rose solicited nominations for the 2009

ballots. Candidates are needed as follows: Vice President to be chosen from the College Section, Elementary Representative-At-Large, Middle Level Representative-at-Large, members for next year's NCTE Nominating Committee. She also called for nominees for Trustees of the Research Foundation. The section nominating committees were soliciting nominations, as well as TYCA and CEE. Representatives from each of these nominating committees were seated at tables at the back of the room, and open meetings of the nominating committees were scheduled for Saturday, November 22, Noon–2:45 p.m., in the Marriott Rivercenter, Salon A, 3rd Floor, and on Sunday, November 23, 8:00–9:00 a.m., Convention Center, Room 205, Concourse Level.

President Yancey introduced Kent Williamson, NCTE Executive Director, who presented his report from Headquarters:

FY08 had been budgeted as a year of reinvestment; for FY08, we had projected a \$440,585 loss on operations and subsequently approved \$156,416 in additional spending, predicting an operating loss of nearly \$600,000. In fact, we ended the year with a \$140,946 surplus on operations, making it the sixth of the last seven years that we managed to earn an operating surplus. The problem, which emerged as early as the second quarter of FY08 and escalated in the first quarter of this year, is the loss on invested reserves. In FY08, we lost \$1.265 million on our investments. Counting the \$383,965 transfer to the constituent organizations, we ended the year with a net loss of \$1.508 million. That brought our total reserves to roughly \$21.44 million by year end, an amount equal to 224% (2.24 times) FY08 annual spending. Since our goal is to maintain reserves of at least 1.5 times annual spending, we entered FY09 well prepared for the rocky ride ahead.

There is no denying that we are entering hazardous times, and it would be easy at this point to hunker down, pull back on all but essential services, and sell off equities in our investment portfolio at a substantial loss to "stop the bleeding." But that would be a panicky reaction. Because we have carefully managed our resources and kept spending in line with current income, even with further contraction, we remain in a stable financial position. We have foreseen the erosion of operating income since 2001, and have been working to put the pieces in place to grow income from school system purchases and from grant funding for systematic professional development and public service activities. While current economic trends make that task more difficult, to pull back now would be to detour us from all of the activities needed to revitalize our membership and reinvigorate our pursuit of mission.

Still, the intensity of the market decline and general economic slowdown gives one pause. Through the end of the first quarter of this fiscal year, we were showing a healthy gain on operations (+\$735,154), but a \$1.134 million decline on investments has driven our overall loss to \$494,758. Traditionally, because of seasonal cash flows, we always earn a surplus on operations during the first quarter. So rather than take solace in current outcomes, we need to watch the danger signs. There is the possibility that we will significantly underperform in every major revenue area this year.

At this point, we need simultaneously to be disciplined and creative. The discipline is rooted in longer term strategy. During the last financial crisis (FY01 – FY02), we recognized that our dependence on discretionary purchases by members was far too risky, and in some cases ran counter to our mission. So we began to gear up to diversify our audience and reach out more effectively to non-member purchasers—school systems, departments, foundations/grants.

In 2002-2003, we established a contingency reserve to fund activities needed to advance the Council's long-term ability to pursue its mission. Thus, as long as we maintain a reserve at a level that exceeds 150% of prior year spending, it would be self-defeating to back away from necessary investments in our information systems, advocacy activities, member involvement initiatives, and professional development outreach.

Recent Accomplishments and the Road Ahead

Even as our financial situation tightens, the range of member services provided and efforts to increase Council influence multiplies. Here is a brief overview of significant plans for FY09 and results from FY08.

2009 Strategic Governance Issues

The NCTE Executive Committee will undertake study of two critical issues in the year ahead for the purpose of setting multiyear goals for the organization. The first issue will evaluate the scope and focus of our global involvement in light of changes underway in literacy education, and the other will focus on support for and participation by early career literacy educators.

NCTE Advocacy in Washington DC

Advocacy led to a change in the definition of "scientifically valid research" in several education measures and changes in Title II of the Higher Education Act. Looking ahead, we are working closely with a progressive alliance of educators' organizations fundamentally to change literacy provisions of the ESEA and leave the punitive accountability measures of NCLB behind.

The National Day on Writing Initiative

Kathi Yancey will say more about this in her report.

Collaboration with the Norman Mailer Foundation

NCTE will be working with the Norman Mailer Foundation on a writing award program for high school and college students, focusing on creative nonfiction in 2009. As our collaborative partner, the Mailer Foundation has agreed to support the National Day on Writing, providing endorsements from highly regarded American authors and promotional support in several mass-market literary magazines, reviews, and journals. The Mailer Foundation, in conjunction with the *New Yorker* magazine, will host a reception for Mailer award winners in New York on National Day on Writing, October 20, 2009.

NCTE Web Seminars

Web Seminars were introduced in 2008 to an enthusiastic response. These reasonably priced interactive sessions provide school/department-based

teams or individual learners direct access to leading thinkers in our field. A limited number of free web Seminars will be offered later this year on critical policy advocacy topics. For a schedule of upcoming web Seminars, visit the new NCTE website.

The NCTE Annual Convention Ning

The Ning provides an online social networking community for educators to convene and discuss upcoming topics that will be shared at the NCTE Annual Convention. Since the September launch of this social networking site, over 1000 members have joined the community and have posted more than 120 forum topics, including 90+ convention session descriptions. After Convention, presenters will be encouraged to post session materials and handouts that can extend conversations started in San Antonio and serve as a rich resource to those who could not attend this year. The 2008 Annual Convention Ning will be closed in February, likely to be replaced by a 2009 Annual Convention Ning. Join the NCTE Annual Convention Ning today by visiting <http://ncte2008.ning.com/>.

The NCTE Centennial Celebration

The Centennial is a dynamic project-in-process. Among the many features and programs underway leading up to the 100th anniversary of NCTE in 2011:

- **Archival Research:** A wealth of photographs, recordings, documents, publications, and other artifacts are currently being selected for future digitalization so that they will be widely available on the NCTE website and searchable for research and study.
- **Centennial Book:** Erika Lindemann has taken on the role of editor of a collection of essays chronicling the history of literacy education over the past century and NCTE's central role in it. The completed volume will be available early 2010.
- **Centennial Video:** Videographers are shooting interviews with key figures in Council history, employing historical artifacts and dramatic readings of key Council documents that mark milestones in the history of literacy education. A completed documentary video will be ready for viewing in 2010.
- **Activities for NCTE Affiliates:** All affiliates are being invited to initiate a number of Centennial-related projects, notably the creation or updating of a local Literary Map, an Honor Roll of affiliate leaders, and a list of Affiliate Milestones. Once completed, all of these will be available on the NCTE website.
- **Convention Activities:** Sessions regarding NCTE history will be offered at the 2008 Annual Convention in San Antonio, and the "Moment of History" given at the Board of Directors meeting will continue. A special journal log book with entries celebrating literacy education history will premiere in San Antonio, and additional memorabilia, activities, and exhibits will be featured at upcoming conventions in Philadelphia (2009), Orlando

(2010), and the Centennial Convention in Chicago (2011).

- **Website:** The new NCTE website features a Centennial section where all scholarly and other history-related material will be housed. Members who have participated in the “Then and Now” essays (solicited through INBOX) will have their work posted, and other Centennial material, such as the Affiliate Honor Roll and Affiliate Milestones, will also be on the website.

Williamson continued to say that, even though we are looking at tight times, it is not the first time that the Council has looked at tight times, and if the past is prologue, we are really in great shape. He thought that the same spirit of innovation, initiative, and integrity that has sustained the Council through this first century is putting us in great stead for success as we look at a new century.

President Yancey gave her presidential report:

This year, 2008, has been a banner year for the National Council of Teachers of English; we’ve benefited from planning, opportunity, and serendipity, and I’d like to take a bit of time—seven minutes, to be exact—to outline what this means for the Council and for literacy education more generally. In so doing, I’ll be looking both inside the Council and outside it.

If we look inside the Council, we see NCTE making good on its commitment to advance and support members of color. You may have met the two new early career teachers of color who were recognized at the Opening Gala: Zanetta Robinson and Loverlyn Marquez-Prueher. They will be presenting at next year’s Annual Convention in Philadelphia. You may have heard Victor Villanueva accept—by video—his award as the first recipient of the Lifetime Achievement Award for Members of Color. You may be aware that this summer, NCTE hosted a leadership institute for members of color and their mentors. The work goes on.

If we look inside the Council, we also see the excellent yearlong work on 21st century literacies that was completed at Wednesday’s Executive Committee meeting. This work has taken three forms.

First is the definition of 21st century literacies, which has been on the Web since February and which has already produced all kinds of good, including at least one six-figure technology and professional development grant for a school district in Indiana.

Second is a curricular and assessment framework for 21st century literacies; we adopted this on Wednesday and will be making it available on the Web very shortly. This framework is intended to help all of us think about how our processes and texts are changing—and should change—in a 21st century world.

Third is a new membership dues and experience structure located in four characteristics that we’ll be developing over the next year: community, affinity groups, recognition; sources.

And if we look both inside and outside the Council, we see our new website: what a wonderful resource that is! Several years in the making, it’s got a much easier navigational scheme, a more visually appealing profile, the best professional resources, and lots of cool stuff!

Even before we launched the new website, we launched the NCTE Ning connected to this convention. Here members and non-members alike can sign up, can create a profile, can form groups, can log materials. It’s a terrific place to meet before convention—and after—and we think it provides a window for non-NCTE members to get a feel for what NCTE is all about. So look forward to more and other NING activities.

Outside the Council, we are increasing our visibility, continuing to position ourselves as the go-to organization for all literacy matters pre-K–graduate school. I say continuing because this is a process. When we started this work, no one knew who we were; now they do. When we started this work, we hoped to exert influence; today, we think we are beginning to see the effects of that intent.

What does this look like?

Last April, we had another of our now annual Advocacy Days, and we hosted that day both in Washington, DC, and in separate locales across the country. In our conversations, legislative aides wanted to do more than hear from us; they wanted our advice. We’re hopeful that as the new Congress arrives, they will want to hear more advice.

And we are preparing to so advise.

Currently, we are working with several advocacy groups—among them IRA, NEA, and AEE—on a set of recommendations outlining needed support for literacy education that we will be sending to the new Congress. In addition, NCTE is sending a similar letter to President Elect Obama.

And sometimes when you want people to understand, you don’t tell; you show. And we are sponsoring the *showing* event of the decade—on October 20, 2009—because, as you may have heard, that’s NCTE’s National Day on Writing.

Here’s the context:

Although writing is a daily practice for millions of Americans, few notice how integral writing has become to daily life in the 21st century. People write all the time—notes, text messages, emails, memos, résumés, Facebook and MySpace postings—and more. We are going to celebrate these compositions in all their forms by creating a National Gallery of Writing. Here, diverse participants—students, teachers, parents, grandparents, service and industrial workers, managers, business owners, legislators, retirees, and many more—will showcase their writing.

Let me get a bit more specific about The National Gallery. It will be a **digital archive of samples that**

exhibit how and why Americans are writing every day, accessible to all through a free, searchable website. Writers' pieces will be accompanied by

- brief descriptive entries (meta-data) describing who the writer is,
- the genre of writing represented, and
- why s/he selected this particular piece to submit to the Gallery.

We will build the archive of writing submissions in the Gallery throughout 2009 before sharing it with the nation on the National Day on Writing.

Now you might say: Gosh, that doesn't sound like a typical NCTE activity. And in some ways, that's correct, I think. This is a national event with lots of partners—Norman Mailer Foundation, *The New Yorker*, Google, and the YWCA. This will include writing by lots of people, not just teachers and kids.

But when you step back and take a longer look, we see that by sharing our knowledge about writing, and by organizing participating groups in our schools and/or communities, we can transform the public's understanding of writing and the role it plays in society today.

In other words, this project affirms individual writers at the same time that it creates a major resource showcasing writing at the beginning of the 21st century.

And here's another way of thinking about it. This project places the knowledge of NCTE members at the heart of a very dynamic, large-scale enterprise. Second, it allows us to serve a much wider public while also gaining recognition as a community that has much of value to offer society (and needs to be supported!). And finally, it has the potential to "de-mystify" writing for those who don't think of themselves as writers while subtly making the point that writing is a skill that no segment of society can do without.

There are three major ways you can take part in this initiative:

1. Submit a "resource piece" that can help noneducators write or understand writing; these could include

- compelling invitations to write for a particular purpose,
- tips on the practice of different genres of writing, or
- reflections on the significance of functional, everyday texts.

2. Organize a group of students or community members to create their own "hall" or exhibition in the National Gallery.

3. Invite local organizations to participate by becoming a Local Partner.

Given all this, inside and outside, you can see why I say that I think that we have had a banner year. We are

supporting and recognizing members in new ways. We are speaking to legislators and members of the public about the needs of teachers, kids and literacy in new ways. We are mapping, framing and articulating 21st Century literacies in new ways. We have a new website, a new NCTE Ning, and a new project that, we hope, every single NCTE member and their classroom kids and their families and their neighbors will participate in.

In closing, I would like to note, we have achieved all this through the long hours and the tireless energy of a terrific NCTE staff and the exemplary NCTE volunteers. And to them all we owe a debt of thanks. Please join me in applauding their efforts.

President Yancey called on Vice President Carol Jago to announce upcoming NCTE conferences and events. Jago reported on the NCTE Assembly for Research Mid-Winter Conference, February 13–15, 2009, Los Angeles, CA, "Literacy, Culture, Learning, and Achievement: Research and Designs for Change"; the Conference on College Composition and Communication, March 11–14, 2009, San Francisco, CA, "Making Waves"; and the Whole Language Umbrella, July 9–12, 2009, Columbia, SC, "Learning in the Company of Others: Reading, Writing, and Inquiring in the 21st Century." The 2009 Annual Convention will meet in Philadelphia, November 19–24, "Once and Future Classics: Reading Between the Lines." Future Annual Conventions will meet in Orlando in 2010, in Chicago in 2011, which will be the 100th anniversary of NCTE. In 2012 the Annual Convention will be in Phoenix, in 2013 it will be in Boston, and in 2014 it will be in Washington, DC.

President Yancey moved to "New Business" and called on Sheldon Wrice, Chair of the Resolutions Committee, to present this year's resolutions. Wrice asked the group to recognize the Resolutions Committee: Bob Dandoy, Charleen Delfino, Keith Gilyard, and Vivian Vasquez.

Bob Dandoy, Resolutions Committee, read the first resolution.

Resolution 1

Resolution on Scripted Curricula

Resolved, that the National Council of Teachers of English

- Continue to conduct research that documents the effects of scripted programs and high-stakes testing on teacher retention and job performance;
- Oppose all policies that require educators to utilize scripted programs and materials;
- Oppose attempts by state legislators and other elected officials to dictate scripted programs, materials, and methods; and
- Label such mandates as censorship.

The Resolutions Committee moved the adoption of the Resolution on Scripted Curricula.

President Yancey called for discussion.

Joan Kaywell, FL, proposed an amendment to bullet 3, to read as follows: "Oppose attempts by state legislators, other elected or appointed officials, or school administrators to dictate scripted

programs, materials, and methods; and.” The amendment was seconded by Nancy Patterson, MI.

President Yancey asked for a vote. The amendment CARRIED.

Joan Kaywell, FL, proposed a friendly amendment to bullet 2, to read as follows: “Oppose policies that require educators to utilize scripted programs and materials.” The amendment CARRIED without objection.

Joan Kaywell, FL, proposed an amendment to add a fifth bullet: “Encourage districts to seek input from interested teachers, parents, and students before any textbook or scripted program is adopted for use in the English language arts program.” The amendment was seconded by Susan Houser, FL.

President Yancey asked for a discussion.

Deborah Goodman, NY, expressed concern that the amendment implies that, if a district votes on or it goes to committee, it may prescribe a scripted program or adopt a specific program for all teachers. She was not sure if such a procedure would be consistent with “encourage districts to seek input from interested teachers, parents, and students before adopting any program.”

Shelley Rodrigo, AZ, rose to support the new bullet because it almost seems counter-intuitive to oppose policies that require educators to utilize scripted programs when it is setting up a methodology for putting those in place.

Thomas Eaton, MO, objected to the fifth bullet in terms of Web materials that are put forward because looking at the standard textbook and a scripted Web course in certain development may use a little of both and therefore to set a stipulation made him apprehensive.

Joan Kaywell, FL, asked if she was allowed to withdraw the amendment. The intent was to try to get involvement from people who will be affected by these decisions that are being made on high, but she realized that it was counter-intuitive to the other bullets.

Bob Dandoy, PA, made two points: (1) the amendment is contrary to earlier portions of the resolution. If you are going to oppose all policies, oppose all programs, you really can't encourage people also to review them, and (2) many districts do have procedures whereby teachers, students, and parents have an open adoption and are able to peruse materials before the actual approval by the school district or school board.

President Yancey called for a vote on adding the fifth bullet to the resolution. The amendment FAILED.

President Yancey then called for a vote on the motion. The motion CARRIED.

Charleen Delfino, Resolutions Committee, read the second resolution.

Resolution 2

Resolution on English-Only Instructional Policies

Resolved, that the National Council of Teachers of English

- Support continuing comparative study on the effects of students of English-only policies and other English language acquisition programs;
- Oppose policies that fail to recognize, in all content areas, the importance of adequate materials in students' first language and the necessity for personnel trained in language-minority issues;
- Oppose attempts by state legislatures to dictate curriculum, curricular materials, and/or teaching and learning strategies that exclude language-minority students from academic success, so that English language learners have access to the best resources for their needs;
- Support the work of local, state, and federal organizations that oppose English-only policies; and
- Label English-only policies as censorship designed to deprive language-minority students of their voices and their ability to receive “equal educational opportunity” in the classroom (from NABE's “Educational Excellence and Equity for ELLS,” pt.3).

The Resolutions Committee moved the adoption of the Resolution on English-Only Instructional Policies.

President Yancey called for discussion.

Ken Goodman, AZ, offered a friendly amendment to strike the first bullet, which seemed to him to suggest that we do not already know what these effects are, which admission weakens the rest of the resolution

The Resolutions Committee accepted the amendment, but when President Yancey asked if anyone else objected, Leila Christenbury, VA, offered that she thought it a poor move to take something out that would encourage continuing study. She thought that educators can always learn more and hoped that they would continue to examine the effects of English-only policies on students.

President Yancey announced that the friendly amendment was not agreed to.

Randy Bomer, TX, wondered if someone on the Resolutions Committee might explain what this motion adds to existing NCTE policy regarding English-only policies.

Charleen Delfino, Resolutions Committee, explained that the Committee felt that the resolution strengthens what has already been done and defines these issues as a form of censorship.

President Yancey called for the vote. The motion CARRIED.

President Yancey noted that it was 7:00 p.m. and asked for a motion to extend the meeting by 15 minutes. The motion to extend the meeting for 15 minutes was made by Shelley Rodrigo, NM, and seconded by John Pruitt, WI.

President Yancey took up the sense-of-the-house motions.

Paula Ressler, IL, moved the following on behalf of the Lesbian, Gay, Bisexual, and Transgender Issues in Academic Studies Advisory Committee.

Sense-of-the-House Motion #1

As voters inspiringly and purposefully stood up against centuries of insidious racism to elect Barack Obama as the first Black president of the United States, we are appalled that the same election singled out another class of citizens for discrimination. Because NCTE has historically supported LGBT people and all people marginalized by social and linguistic differences, and because recent ballot initiatives and constitutional amendments in four states either denied same-sex couples the right to marry or non-married couples the right to foster or adopt children, all of which contradicts NCTE's 1999 resolution on the celebration of all forms of cultural diversity in and outside the classroom, given that the Sense-of-the-House Motion passed in 2004 in support of LGBT rights needs updating due to the recent ballot initiatives and hate campaign waged by Proposition 8 supporters in California, and to promote feelings of safety and support for LGBT members of NCTE who attend conventions in these states, we propose the following Sense-of-the-House Motion:

That NCTE supports and finances local organizations trying to overturn legal infringements on the rights of same-sex couples and families in states in which we hold conventions, participates in local protests, makes public statements, offers special sessions affirming LGBT rights, and refuses to hold future conventions in those states.

President Yancey noted that since it is from a group we do not need a second and opened it up for discussion. No discussion was presented and the motion CARRIED.

Kenneth Goodman, AZ, moved the following sense-of-the-house motion:

Sense-of-the-House Motion #2

We call on President-Elect Obama to instruct the Justice Department to conduct a full investigation of charges contained in the Department of Education's Inspector General's report on conflicts of interest in the negotiation of state contracts for Reading First and indict guilty parties if the evidence warrants.

Goodman explained that he was offering the motion in place of a resolution that the Resolutions Committee had declined to forward.

President Yancey noted that since the motion came from an individual, it would need to be seconded. It was seconded by Bill Younglove, CA. Yancey then called for discussion.

Deborah Goodman, NY, offered that, through illegal acts, programs, including some of the scripted programs that were objected to earlier in the meeting, have been forced on districts in order to get federal monies. Passing such a motion from NCTE would make teachers and districts aware that this illegal activity has been questioned.

President Yancey called the question. The motion CARRIED.

President Yancey then asked if there were any declarations.

Kevin Wright, Quebec, Canada, invited conference attendees to their Springboard Conference, March 30, Montreal, Sheridan Center.

Bruce Novak, IL, invited conference attendees to the Assembly on Expanded Perspectives on Learning Conference scheduled for July 30–August 1, 2009, Estes Park, CO. The theme is "The Believing Game as a Model for Thinking." Peter Elbow is the keynote speaker.

Kyoko Sato, CA, speaking on behalf of Nancy McHugh, explained that the Squire Award cannot be given posthumously. However, Sato wished to declare that three outstanding NCTE individuals who are no longer with us also had a transforming influence and made a lasting intellectual contribution to the profession in their lifetimes. They should be highlighted for the good of the Council. They are Jim Gray, James Moffett, and Donald Murray.

Jan Spohn, PA, on behalf of the Pennsylvania Council of Teachers of English Language Arts, invited conference attendees to the 2009 NCTE Annual Convention in Philadelphia. The theme is "Once and Future Classics: Reading Between the Lines," and the date is November 19–24.

Joan Kaywell, FL, also wanted to recommend that Margaret Early be added to the list of greats mentioned by Kyoko Sato.

President Yancey asked to adjourn the meeting. The motion to adjourn was made by Robert Chapman, CA, and seconded by Patricia Dunn, NY. The motion carried.

The meeting was adjourned at 7:15 p.m.