

Title Page & Abstract

An Interview with Adela Weinstein

Part of the Abraham Lincoln Presidential Library
Education is Key-1985 Educational Reform Act Oral History project
Interview # E85-A-L-2015-002

Adela Weinstein, former Office of Public Instruction and Illinois State Board of Education Bilingual Educator, discusses the passage and implementation of the 1985 Education Reform Act. Adela worked at the Illinois State Board of Education (OSPI) from (1974-2004). During that time, she was involved with the state bilingual program. Thus, Adela reviews how Bilingual Education changed over a course of 30 years. Adela was interviewed on the date listed below as part of the Abraham Lincoln Presidential Library's *Education is Key-1985 Educational Reform Act* Oral History project.

Interview dates & location:

Date: Jan 28, 2015 Location: Abraham Lincoln Presidential Library Springfield, IL
(telephone interview)

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL volunteer

Transcription by: _____

Edited by: _____

Total Pages: _____ Total Time: 1:41 / 1.68 hrs

**Transcript
being processed**

Accessioned into the Abraham Lincoln Presidential Library Archives on March 24, 2015.

The interview is archived at the Abraham Lincoln Presidential Library in Springfield, Illinois.

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Abstract

Adela Weinstein, Education is Key, E85-A-L-2015-002

Biographical Information Overview of Interview: Adela Weinstein was born in Steyr, Austria in December, 1946. Her family moved from displaced person camp to DP Camp, eventually settling in France. After a long wait, the family moved to Uruguay. At age 16, Adela moved to Chicago, and graduated from high school in 1965. She then attended and graduated from Roosevelt University in Chicago in 1969 with a BS degree in Spanish education. Adela taught English as a second language for six years at Nettelhorst Elementary School in Chicago. In 1974 she joined the Office of Public Instruction and stayed with that agency (later renamed the Illinois State Board of Education) for thirty years. Thus, Adela was actively involved in bilingual education and its growth due to demographic changes, the impact of federal and state laws, the rulings of Federal/State Courts, and with duties assigned by the State Board of Education.

This interview details the development of the Illinois Bilingual Program starting in 1974 and included the bilingual mandate found in the 1985 Education Reform Act. This change required that any school having a student limited in English must be provided programming which would help that student be ready for the curriculum found in that school. In addition, students being considered for special education services would need to be tested in their native language. This interview covers how bilingual services in Illinois were affected by court cases, state law, and the changing demographics. Reviewed are the modifications or additions dealing with the bilingual census, the growing number of Illinois student languages, the different types of bilingual delivery services, the assessment of student performance, the student requirements to exit the program, and the yearly required bilingual school/state evaluations. Difficulties with certification, finding teachers/special education foreign language assessors, and curriculum materials were explored. Various delivery systems were covered-ESL, TBE, TBI, Language Immersion. Adela also covers the research regarding Bilingual Education.

Subject Headings/Key Words: 1985 Educational Reform Act; evolution of bilingual education in the Office of Public Instruction/ Illinois State Board of Education; research and evaluation of the bilingual programs; key bilingual court cases (LAU, GOMEZ); bilingual delivery systems in Illinois

Note to the Reader: Readers of the oral history memoir should bear in mind that this is a transcript of the spoken word, and that the interviewer, interviewee and editor sought to preserve the informal, conversational style that is inherent in such historical sources. The Abraham Lincoln Presidential Library is not responsible for the factual accuracy of the memoir, nor for the views expressed therein. We leave these for the reader to judge.

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