

Research is the hardest yet most fulfilling work for those with the spirit of exploration. The reason I left the classroom for graduate school was my desire to understand people—including myself—better, so that I could become a better high-school English teacher. I stayed in academe because I became so captivated by ideas and the pursuit of knowledge.

My inquiry has included long looks at the intimate relationship between language and mind, the reasons that people attribute to their academic successes and failures, psychological differences relating to gender and ethnic factors of personality, and the potent influence of literature on thinking and feeling. In one series of studies, Dave Ryckman and I were the first to report at the annual meeting of the American Educational Research Association that academic and motivational profiles of “Asian Americans” are meaningless if the component ethnic groups remain so aggregated. Each group of Asian Americans—Chinese, Filipino, Japanese, Korean, Vietnamese, etc.—has a unique profile, and none matches the one for the group called “Asian American.” Changes in response to that initial paper have appeared in demographic analyses, public policy, and in academic research into ethnicity.

Along the various twists and turns of my inquiry, I have been fascinated by the discovery that Sir Francis Galton and Karl Pearson had a social agenda in mind (“eugenics”) when promoting the statistical notions of regression and correlation. The statistical term “regres-

sion” that they coined, for example, is derived from Mendel’s studies of hybrids which caused them to worry that the upper-class English gene pool was going to be degraded without government licenses to reproduce.

Working with Kathryn Bamford, a successful former doctoral advisee of mine, I have also wondered why, though the work on immersion in Spanish for native speakers of English shows that English proficiency does not diminish while the Spanish proficiency improves, immersion in English is highly unpopular in programs for bilingual education. Perhaps the children who are native speakers of either language are not directly comparable on some dimensions? The research has miles to go before it sleeps.

And, of course, I have been hooked on computers even before the availability of the Apple][+ changed the way we do things at work and home. Nonetheless, I have regarded over the years the singular lack of fulfillment of the promise of computing in the classroom and wonder why writers are still speaking of its “promise and its potential.”

Recently, Nancy Hansen-Krening and I have been delving into the nature of a reader’s response to literature and have discovered fascinating instances of the power of story in changing one’s life. Reading is not passive.

Along the researcher’s way, he or she ends up perceiving the world in myriad, wonderful ways. My best wishes to everyone who wants to try.

Sample Publications

- Mizokawa, D. T. & Hansen-Krening, N. (2000). The ABCs of reader response. *Journal of Adolescent and Adult Literacy*, 44(1), 72–79.
- Hansen-Krening, N., & Mizokawa, D. T. (2000). Exploring ethnic-specific literature. In D. W. Moore, D. E. Alvermann & K. A. Hinchman (Eds.), *Struggling adolescent readers: A collection of teaching strategies* [pp. 96–106]. Newark, DE: International Reading Association.
- Mizokawa, D. T. (1994). *Everyday computing in academe*. Englewood Cliffs, NJ: Educational Technology Publications. [Hardcover, 330 pp]
See interview in amazon.com.
- Berninger, V. W., Mizokawa, D. T., Bragg, R., Cartright, A., & Yates, C. (1994). Intraindividual differences in levels of written language. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 10, 259–275.
- Bamford, K. W. & Mizokawa, D. T. (1991). The cognitive and attitudinal development of children in an additive-bilingual program. *Language Learning*, 41, 383–399.
- Mizokawa, D. T. (1991). Computer-managed testing in schools. *Educational Technology*, 31, 5–17.
- Mizokawa, D. T. & Ryckman, D. B. (1990). Attributions of academic success and failure to effort or ability: A comparison of six Asian American ethnic groups. *Journal of Cross-Cultural Psychology*, 21, 434–451.