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OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

Telephone: (202) 401-3000 **Fax Number: (202) 401-0596**

FAX COVER SHEET

TO: Carol Aarhus

FAX NUMBER: 456-6218

FROM: Leslye Arsht

MESSAGE

Carol—
Here's an AMERICA 2000 insert for the President's Dallas speech

Sheet #1 of 5

INSERT P.O.T.U.S. SPEECH--DALLAS 5-10-92

It takes bold ideas to solve big problems. America has an education crisis; but for the first time in our history, we have a set of six national education goals. Two years ago, working with the nation's Governors we formulated these goals:

1) Children start school ready to learn.
2) 90% high school graduation rate.
3) All Children learning to a world class standard in at least math, science, English, history, and geography.
4) First in the world in math and science.
5) A skilled, literate workforce and responsible citizens.
6) Drug-free/violence-free schools.

They are ambitious goals, but if we can put missiles down smokestacks, we can create the best schools in the world for our children. A year ago we launched a four-part strategy to achieve these goals called AMERICA 2000. Forty three states and more than 1,200 communities, including Dallas 2000, are moving ahead.

Congratulations to Dallas, I know they just kicked off their Dallas 2000 program a couple of weeks ago, David Kearns, my Deputy Secretary for Education said it was a great event. Mayor Steve Bartlett and many others have done an excellent job. In fact, there are so many people and programs to praise I don't know where to start. That's typical Texas though, never half-way. Let me mention just a few success stories.

Ralph B. Rogers, a generous and gifted man, has devised a motivational program for preschool children called the Sesame Street PEP Project. It's a partnership with Public Television, especially KERA Channel 13 here, the Children's Television Workshop, and child-care providers. PEP trains child-care

providers to use Sesame Street viewing, storybook reading and related activites to build on the natural curiosity of young children. It's an exciting program that motivates children to learn. Barbra loves it and so do I.

City Park Elementary School on the edge of downtown Dallas serves some of the poorest children in the city, many of them homeless. High school students from The Education and Social Service Magnet school right next door help these children in many ways. Radio station KLIF provides money for school supplies. The Lions Club donates clothing. And volunteers from IRS and the Defense Department work with the children. We can all learn from the great work going on here in Dallas, keep it up.

We will continue to press for real change across the country--more flexibility for teachers and principals; break-the mold New American Schools; world-class standards and a voluntary national examination system; and parental choice of schools. Parents must have the right to choose the school that best meets their children's needs--not just some parents and some schools, but all parents and all schools.

It's a giant undertaking to change the nation's education system and it will take some new investments--but, community-by-community, America will do it--with or without the permission of the business-as-usual crowd that says all we need is more money for more of the same.

EXHIBIT 1

SESAME STREET PEP* PROJECT

(*Preschool Educational Programs)

What it is:

The program has one single objective--to motivate preschool children so that they are anxious to learn. Such motivation will help children develop so that when they reach school age, they will be able to handle the requirements of whatever school they attend.

Every step in this program is intended to carry out that primary objective.

It is acknowledged that the first five years of a child's life are the most important ones. During these years children *learn* to develop the use of their physical and mental faculties. It is important to emphasize the word "learn" because children are not *taught* to use either their physical faculties or their brains--they learn how to do it. We can encourage a child; and if we wish to take credit for that development, we can say we have helped to teach the child. But if we are honest with ourselves, we know that our principal contribution is motivating the child to want to learn--and then perhaps "teaching" may be a plus. The importance of helping children develop both physically and mentally from the date of birth until their sixth birthday cannot be overemphasized. To the extent that this development is neglected, children, through no fault of their own, may be severely handicapped.

Although the responsibility for the development of a child's mental and physical faculties rests with the parents, it is absolutely essential that every person assist--to the extent possible--in the enhancement of a child's mental faculties.

Sesame Street Program

The first part of the PEP Project, the Sesame Street program, is intended...

1. To motivate the child so that he or she is anxious to learn. If a child is motivated and wants to learn, it is virtually impossible to prevent that child from learning.

2. To furnish materials, including audio-visual programming from the Children's Television Workshop--whose success with Sesame Street for the past 21 years is known and accepted over the entire United States and in many foreign countries. These programs, through the use of video tape and television sets, are reinforced after each presentation by materials and activities furnished to tie into the knowledge and concepts presented in the programs.

3. To train and teach the child care provider--whether a mother (or sitter) at home or the provider in a child care facility. This training will enable that older person to help the child understand the educational concepts that have been presented and will encourage the children to help each other to be both educated and

curious--anxious for more. The adult will also have the facilities and materials to be able to replay the programs so that any individual child who has not benefitted from the materials and learning as well as the other children can be helped to catch up.

Reading, Writing and Talking Program

The second segment of the program is based on the universal knowledge that reading to children, followed by a discussion of the material that has been read, is a proven educational--and necessary--ingredient of early childhood experience. Participating in storybook reading experiences develops one's mental faculties and opens up the world and every subject about which the child may be curious. This experience also contributes directly to the time when the child can read aloud and silently.

Here, too, the adult will be trained to select good reading materials for reading aloud to children of various ages, to read and discuss books with children, and to stimulate interesting activities that help children enjoy the books that were read aloud.

Appropriate materials--stories, songs, poetry--are furnished for different age groups and on a variety of topics and concepts.

Other Segments

After this program is firmly established and being successfully executed, there may be more facets added to the program, but there is no intention to overload the child.

What the project is not:

1. There is no intention to make the program resemble a rigid school curriculum.
2. The program will not create stress. It will not create competition.
3. The motivation supplied through the presentation and reinforced by the adults is intended to be enjoyable--fun--for every child. It is not intended to be burdensome or tiring.

Finally, every attempt will be made to inform and explain to parents and other family members how they can participate in the child's activities and education. Many years of experience have proven that such participation is of immeasurable benefit to the child and to the parents. The adults will find the experience interesting and exciting, and they will enjoy the pleasure of knowing that they are making it possible for their children to be ready to take on their formal education when that time comes.

Ralph B. Rogers
January, 1991

OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

All : 03

Telephone: (202) 401-3000 **Fax Number: (202) 401-0596**

FAX COVER SHEET

TO: CAROL ARRINGS

FAX NUMBER: 456-6218

FROM: Leslye Arsht

MESSAGE

Sheet #1 of 6

INSERT P.O.T.U.S. SPEECH--SAN JOSE 5-8-92

It takes bold ideas to solve big problems. America has an education crisis; but for the first time in our history, we have a set of six national education goals. Two years ago, working together with the nation's Governors we formulated these goals:

1) Children start school ready to learn.
2) 90% high school graduation rate.
3) All Children learning to a world class standard in at least math, science, English, history, and geography.
4) First in the world in math and science.
5) A skilled, literate workforce and responsible citizens.
6) Drug-free/violence-free schools.

They are ambitious goals, but if we can put missiles down smokestacks, we can create the best schools in the world for our children. A year ago we launched a four-part strategy to achieve these goals called AMERICA 2000. Forty-three states and more than 1,200 communities, including San Jose Unified 2000, are moving ahead. For example, Pioneer High School in San Jose is vigorously pursuing Goal Four, first in the world in math and science. It's clear they are not stuck in business as usual. They're studying applied genetics, biology and recombinant DNA, agribusiness management and much more. All parents of Pioneer students must participate in a group or individual conference to develop an individualized "plan for success." Northern Telecom and IBM offer summer internships to Pioneer students. And the California State Department of Education has recognized Pioneer as a "Program of Excellence." Congratulations to the dedicated faculty, staff and parents for this kind of collaboration. We can benefit from their example.

We will continue to press for real change across the country--more flexibility for teachers and principals; break-the mold New

American Schools; world-class standards and a voluntary national examination system; and parental choice of schools. Parents must have the right to choose the school that best meets their children's needs--not just some parents and some schools, but all parents and all schools.

It's a giant undertaking to change the nation's education system and it will take some new investments--but, community-by-community, America will do it--with or without the permission of the business-as-usual crowd that says all we need is more money for more of the same.

INSERT P.O.T.U.S. SPEECH--FRESNO 5-8-92

It takes bold ideas to solve big problems. America has an education crisis; but for the first time in our history, we have a set of six national education goals. Two years ago, working with the nation's Governors we formulated these goals:

1) Children start school ready to learn.
2) 90% high school graduation rate.
3) All Children learning to a world class standard in at least math, science, English, history, and geography.
4) First in the world in math and science.
5) A skilled, literate workforce and responsible citizens.
6) Drug-free/violence-free schools.

They are ambitious goals, but if we can put missiles down smokestacks, we can create the best schools in the world for our children. A year ago we launched a four-part strategy to achieve these goals called AMERICA 2000. Forty three states and more than 1,200 communities, including Fresno County 2000, are moving ahead. For example, Balderas Elementary School is a model of what innovation and dedication can do--a program; the whole school is

empty only eight days a year. The school is open at night for Hmong, Cambodian, Laotian and Spanish-speaking parents so they can understand what their children are learning during the day. Business partners from Dow Chemical, Pacific Bell, and Continental Cablevision are helping make Balderas a communications model for the nation. A bright, energetic faculty and staff are motivating the children to achieve. We can benefit from their example.

We will continue to press for real change across the country--more flexibility for teachers and principals; break-the mold New American Schools; world-class standards and a voluntary national

examination system; and parental choice of schools. Parents must have the right to choose the school that best meets their children's needs--not just some parents and some schools, but all parents and all schools.

It's a giant undertaking to change the nation's education system and it will take some new investments--but, community-by-community, America will do it--with or without the permission of the business-as-usual crowd that says all we need is more money for more of the same.

November 25, 1991

Ms. Carol B. Aarhus
The White House
Washington, DC 20500

Dear Ms. Aarhus:

This is in response to your inquiry for additional information about the Kodak 21st Century Learning Challenge.

I have enclosed a selection of materials which I hope will be useful to you. We are currently in the process of reprinting a recent education speech delivered by Kodak CEO Kay Whitmore, and I will forward that when it is ready.

We were honored by a visit by President Bush to Rochester and Kodak in 1989 that saluted our efforts supporting Rochester Brainpower. As you can see, we were motivated to even more intense efforts.

Your interest is appreciated. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Dorothy Luebke

Dorothy A. Luebke
Director, Education Initiatives
Communications & Public Affairs

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Kodak
Official Sponsor
of the 1992
Olympic Games

KIDS FIRST

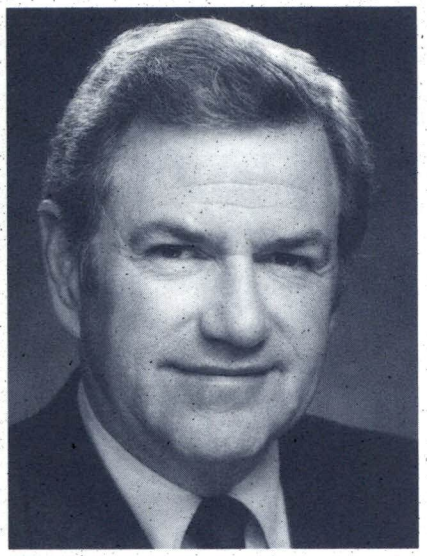
Kay R. Whitmore
Chairman, President and
Chief Executive Officer
Eastman Kodak Company

Excerpted from an address to
the Toll Fellowship Program
of the Council of State Governments
Fall 1991



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using soy-based inks.



Kay R. Whitmore
Chairman, President and
Chief Executive Officer
Eastman Kodak Company

Mr. Whitmore's strong interest in education is founded in the pressing business need to better prepare today's students for tomorrow's workforce.

He is a member of the national Business Roundtable Education Task Force and its New York State Committee, the Board of Directors for President Bush's New American Schools Development Corporation, and the board of the National Center on Education and the Economy.

Mr. Whitmore has spoken on the importance of education at numerous national, state, and local forums.

To say the least, these are challenging times for our state governments.

As David Halberstam writes in *The Next Century*: "What are political abstractions on the floor of the House and Senate are realities in state budgets."

In such a challenging environment, you're being forced to set some tough priorities.

Rather than trying to fulfill everyone's wants, you are struggling to meet basic needs.

But challenges also pose opportunity.

Your states provide us with wonderful laboratories to pave a better way to the future.

Henry Toll founded the Council of State Governments nearly 60 years ago based just on that premise.

He believed that the states were true laboratories of democracy...the nation's best source of insight, ideas, and innovation.

In that spirit, today I want to share with you some insights.

For the last two decades, those of us in business have faced many of the same challenges that now confront you.

Questions have been raised about our competitiveness with foreign lands,

many of our costs have risen and both our work force and marketplace have changed rapidly.

To survive, we've had to reconsider not only how we're organized...but how we operate.

For those in government, it may be instructive to do the same.

To not only better manage change, but to thrive on it...many companies, the Eastman Kodak Company included, are employing "quality leadership" and a concept called "strategic intent."

> ***"Total Quality Management can be summed up in two words: continuous improvement"***

Quality leadership, or Total Quality Management, reinforces the mandate that everything Kodak employees do is in behalf of a customer, whether external or internal. You see, everyone who we perform a service for is in effect our customer.

And in the process of trying to satisfy our customers, we encourage all Kodak people to benchmark themselves against the very best in the business, assess key result areas, plan improvements, implement them, and measure progress. The entire quality process can be summed up in two words: continuous improvement.

For more information on Kodak's education initiatives, write to the Office of Education Initiatives, Eastman Kodak Company, 343 State Street, Rochester, New York 14650-0517

Information on National Education reform initiatives is available from the following sources:

The New American Schools Development Corporation, 1000 Wilson Boulevard, Suite 2710, Arlington, VA 22209

National Center for Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614

Business Roundtable Education Task Force, 1615 L Street NW, Suite 1350, Washington, DC 20036, Attention: Christopher T. Cross

THE NATION'S EDUCATION GOALS

Readiness for School. By the year 2000, all children in America will start school ready to learn.

School Completion. By the year 2000, the high school graduation rate will increase to at least 90 percent.

Student Achievement and Citizenship. By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

Science and Mathematics. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Safe, Disciplined, and Drug-Free Schools. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Adult Literacy and Lifelong Learning. By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Adopted by the President and the Nation's Governors • 1990

Strategic Intent goes beyond the short term thinking that has plagued so many American businesses.

It is a rallying call for what you want to be and where you want to go as an organization — a way to motivate and set your path for the future.

Planners traditionally ask: "How will *next year* be different?"

Winners, in contrast, look critically at themselves and ask: "What must we *do* differently?"

Twenty years ago Honda was known to most people for its motorcycles.

Honda executives, looking to the future, determined that if they could excel in one area, develop what is called a "core competency," that area would be a solid trunk from which countless strong branches would grow.

They chose to excel at producing engines. If they could master that, successful applications would follow.

Now, as you know, Honda engines power not only Honda cars, but lawnmowers, snowblowers, and dozens of other internal combustion machines. Many products were unforeseen when the core competency was first conceived.

Our strategic intent at Kodak is to be the world leader in imaging. And our core competencies are the engine for not only achieving that position but sustaining it through customer satisfaction, well-focused research and development and continuous improvement.

So, how might strategic intent be applied in government?

Think of the various issues you deal with at the state level. Might you or your institutions benefit from such an approach?

Think for a moment about one area you have some familiarity with: Take education.

Is it too wild a dream that a strategic intent for education could be the engine that powers dramatic school reform?

Our rallying cry for America's schools: "Kids First!"

The mission is certainly clear.

Everything we do in our schools *should* be done on behalf of education's customers, namely our children.

And there's clearly a need. I don't think I need to recount all of the statistics for this audience.

Suffice to say: If the Eastman Kodak Company had failed as many of its

The list read:

Number one: "PEOPLE."

Number two: "DO IT NOW."

Number three: "DO IT RIGHT THE FIRST TIME."

Number four: "DO IT WITHIN BUDGET."

And number five: "WOULD YOU LIKE TO LIVE THERE?"

If you have accomplished the first four and not the fifth, you have missed the point.

In everything you do, down to the smallest nuance of the tiniest job, your challenge is to perform as if you would like to live where your customer does.

In education, this vision refocuses our attention on the reason for the existence of our schools...namely, our children.

In other areas, there will be other focal points...other issues...other customers.

But by applying such principles — and by working together as partners — we can make sure that "THE NEXT CENTURY" is not our last...and that the decisions you make will lead to quality government... and to a place where all of us will not only *like* to live in...but be *proud* of.

Yes, it's fitting that we're meeting here with October and National Quality Month right around the corner. It should serve as a reminder that what is most important — as we consider budgets and other difficult decisions — is not so much that we are moving ...but that we are headed in the right direction...and that we know the best way for getting there.

We all need to continue to ask ourselves — whether we're in business, government or education — some very basic questions:

Do we have a clearly understood rallying cry?

Do we have the support systems in place to achieve our strategic intent?

Are we customer-focused?

Are we prepared to compete in a fast-changing world that requires continuous improvement?

In business, we say: "Do it right the first time!"

In education, we say: "It's better to educate than to remediate."

But for all of us it begins with knowing our customers.

When Maryland governor Donald Schaefer was mayor of Baltimore, he kept a hand-written list on his office wall.

customers, as too many of our public schools have failed theirs, we might not be in business today.

There remains a big difference, however.

Kodak's customers could choose alternatives — buy other products.

Kids cannot.

Kids can't vote.

Kids can't easily lobby state capitals.

They don't form political action committees.

Or host fundraising dinners.

What would happen if you returned to your state capitals with that rallying cry of "Kids First" and then worked to put all the support systems in place to make that strategic intent a reality?

First, think what you could do.

Many of you play two very significant roles when it comes to education: you are policy makers in your state capitals and you are political leaders in your communities.

"Everything we do in our schools should be done on behalf of our children"

All across America you have school districts in bitter battles with city halls over dollars.

You have an opportunity to bridge some level of understanding...and thereby make sure that all local political entities put "Kids First" and truly focus on our future.

And there's a lot you can do in your state capitals — even in an era of tight budgets. While I am not here today to make proposals, here are some examples one might consider.

One, why *not* integrate social services at the school level...and form what some educators call a "community school"?

Providing students and families with the necessary support structures they need to succeed — is that idea so radical?

Take Kodak's hometown of Rochester:

- 69 percent of our school children qualify for free or reduced price lunches.
- Teen pregnancies have increased 170 percent in a mere 2 year period.
- And many of these young women admit to drug and alcohol use while pregnant.

Quite clearly, social factors and support structures — or lack thereof — are *already* affecting school environments. By integrating social services at the school level you might save some money and, more importantly, you might save young lives.

It *must* extend to the achievement of a skills foundation. We need each individual to meet the demands of a technological society and to participate in a world where an ability to read and write and an understanding of math and science will not only be desirable *but essential.* And it will be essential not only to personal success and security — but to our collective well-being as a society.

This should come as no surprise.

Silicon Valley exists where it does because of two fundamental reasons: the University of California at Berkeley and Stanford University. Route 128 in Massachusetts exists, in part, because of Harvard and MIT.

You can run down the list: the Research Triangle in North Carolina, Ann Arbor, Michigan, and the research labs in Austin, Texas.

And you notice that each of these research centers owes its existence to major universities — many of which your state governments support. Many also owe their existence to special partnerships between government and industry.

We need to replicate these successes in many more ways and many more places.

But that won't happen unless we invest in younger kids today.

It's all a part of looking to the future...of establishing a strategic intent... identifying and building up the necessary support structures...and infusing it with a quality ethic.

It is a continuum from school readiness to what ultimately might be called "skills security" for the graduate.

The need for "skills security" has never been more imperative.

As recently as 40 years ago, a person could pass through our educational system, dropping out at virtually any point, and still find — if not a highly desirable position — at least assurance of an occupation and the relative security it would provide.

That was certainly true at Kodak and at a lot of other companies. It was true in government, too.

For many decades, persons with minimal education could find employment that was gainful and in many cases life-long.

Those days are over. I outlined some of the new basic requirements earlier.

Today a person can have employment security throughout a career — *if* they have "skills security": the grounding in math and science, the capacity to read and write clearly, the ability to continue lifelong learning.

The educational continuum — to foster such "skills security" — must also embrace the provision of adequate health and nutritional services and early childhood learning centers for the very young.

Two, why *not* exempt school districts from rules and regulations that increase paperwork but don't improve performance.

Strong leadership at the state level *can* remove barriers to innovation at the local level.

Three, why *not* have longer school days?

In most American families today, both parents work.

Does it make sense to release kids 2 or 3 hours before their parents come home from work?

Four, what might we be able to do for those children with several additional hours at school?

Five, what if we were truly serious about setting educational standards and tied the rights of citizenship to holding a driver's license to the demonstration of a level of skills competency?

These approaches are imaginative. Some are even exciting. And to varying degrees each is do-able. Best of all, for all concerned in this room — given tight state budgets — most of these ideas cost very little.

Now, I don't offer these as proposals...but as possibilities of a new way of looking at issues and addressing them.

Admittedly, such ideas cannot be ordered by fiat. They require, in most instances, that you work with your colleagues in

state legislatures and administrations to be implemented.

And yes, they may require the exercise of some political will.

But it's the kind of political will that states are already exercising.

All 50 states have adopted some kind of educational reform over the last decade.

More than a dozen of your states have overhauled entire systems.

Roughly 40 states have raised high school graduation requirements

> *"For many decades, persons with minimal education could find employment. Those days are over"*

Forty-six states have mandated competency tests for teachers. And in a determined effort to "hire the best," states and school districts have committed to increasing teacher salaries to attract top personnel.

Oregon, as Bill Bradbury, majority leader of the Oregon Senate, can tell you, has recently begun to overhaul its school system in dramatic fashion — and in direct response to some of the most innovative ideas concerning educational reform.

Their plan includes many quality ideas.

These include eliminating the traditional high school diploma.

In its place students will earn a certificate of initial mastery...*if* they pass a basic skill exam after completing the 10th grade.

Students would be held back if they didn't pass. And those under 18 would not be able to hold jobs unless they have a certificate of initial mastery or are well on their way to working on it.

> *"We need each individual to meet the demands of a technological society"*

Other features build in regular evaluation and accountability measures at local levels.

And the plan includes the gradual extension of the school year from today's 175 days to 220 days in 2010.

Oregon's actions are based on a report from the National Center for Education and the Economy entitled: *America's Choice: High Skills or Low Wages*... and that, my friends, is what we face if we do not literally jumpstart our educational reform efforts...and move from rhetoric to results.

Making "Kids First" the center of our activities can send ripples throughout the educational system — and throughout the lives of individuals and our communities.

If we recognize that students lack the skills and support they need to succeed in school, certain conclusions follow.

These conclusions suggest that a continuum exists in the educational process.



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10. **The Quality Education Process:** How other companies can take the process of educational reform into their own communities.

16. **"With an Education, the Future is Yours": The Kodak/Alan Page Challenge.** Reaching 400,000 urban students across the nation every year.

18. **"Stay in School—You're Too Good To Lose": Rochester Brainpower.** Corporations joining forces to make a difference.

20. **The Road to New Frontiers: Higher Education.** Offering guidance and support to students who show true promise.

22. **In the Regions:** Wherever there are Kodak people, there are volunteers in education.



THE POWER OF EDUCATION

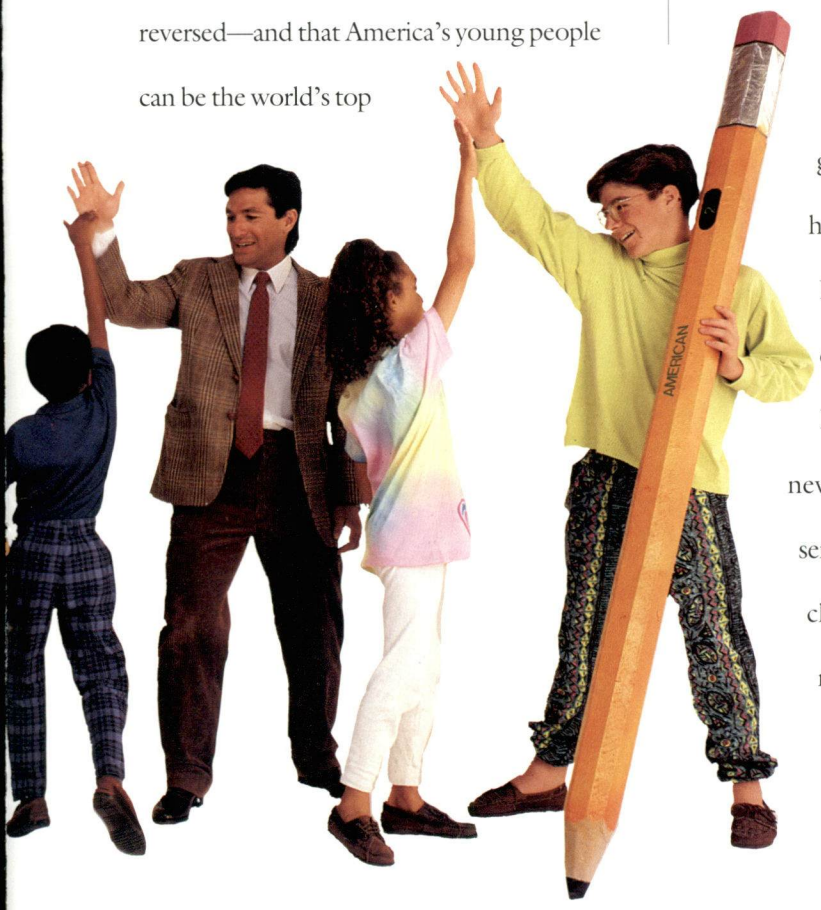
In the year 2000, when high-tech employers look for trained people, will American students be where they are today—at the end of the line?

Or will they stand with their counterparts in Germany, Japan, Korea, and other nations as leaders in scientific and mathematical achievement?

Kay R. Whitmore, Eastman Kodak Company's chairman, president, and chief executive officer, firmly believes that the current nationwide decline in student skill levels can be reversed—and that America's young people can be the world's top performers in science and math by the turn of the century—*if* a concentrated program of reform is put into place across the country.

Recognizing that education is the key to a solid future—for individual students and for the entire country—Whitmore and Kodak have taken on the improvement of public education as an urgent corporate mission.

With a clear picture of the nation's desired future in mind, Kodak has set out to develop *new patterns for new partnerships* with public schools.



From pre-kindergarten through high school, Kodak's programs for education reform in its headquarters city of Rochester, N.Y., are being replicated in school districts in its site communities. Even in their early stages, Kodak's new patterns for new partnerships serve as a catalyst for real, positive change—and enhance the excitement about *lifelong learning* for students, teachers, administrators, and Kodak employees.

NEW PATTERNS FOR NEW PARTNERSHIPS

Kodak

LEARNING HOW TO LEARN

VOLUNTEERS GET RESULTS

When a teacher asks a question in a second-grade class at the Rochester City School District's School #2, it's not uncommon for a chirping newborn quail chick to be the first to respond.



Kodak technician, Debbie Dawson (right) introduces students to science.

The quails were a gift of Debbie Dawson, one of many Kodak scientists who visit classrooms on a weekly basis. She provided quail eggs and an incubator so that students could witness a scientific miracle—the baby birds hatching.

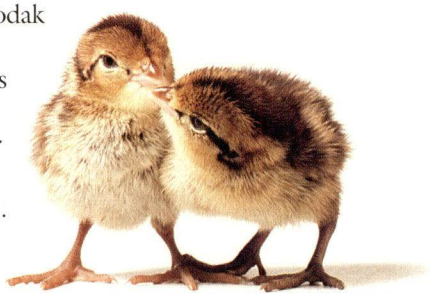


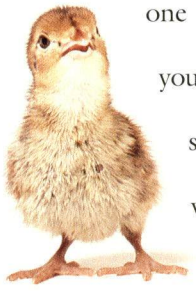
On a typical day, Dawson might lead the students in planting tulip bulbs, observing tropical fish in a classroom tank, or digging for "archaeology" in a sandbox.



"The Kodak scientists take the lessons out of the books and make them real," says John Seymour, a teacher at School #2. "The more the children are aware of science and technologies, the more positive their attitudes and the higher their achievement."

While second-graders are working with plants and animals, kindergarteners or first-graders might be busy learning parts of the body from flash cards. Older children might be deep in experiments about mass and matter or radiant heat. Kodak instructors are all over the school. As many as seven are joined together for team-teaching in one classroom. The goal: Get young students thinking about science and interested in the world around them.





"The instructors and



teachers work as a team," says Dawson. "Students who have had problems learning or aren't all that interested in school become very interested. This is the one thing that they really like."



The result? Student standardized science test scores have risen as much as 25 points since Kodak scientists began teaching at School #2.



Student standardized science test scores have risen as much as 25 points since Kodak scientists began teaching at School #2.

THE KODAK 21ST CENTURY LEARNING CHALLENGE

"WITH 700,000 DROPOUTS A YEAR AND A GROWING NEED FOR SKILLED LABOR, I FIRMLY BELIEVE THAT NOT ONLY WILL WE HAVE PEOPLE WITHOUT JOBS—WE'LL HAVE JOBS WITHOUT PEOPLE."

This was the message delivered by Kodak president Kay R. Whitmore to the National Forum for Youth at Risk in 1987. Today, his words still ring true.



Mutiu Fagbayi (right), manager of the Kodak 21st Century Learning Challenge, shows students how professionals use math and science.

If the nationwide downturn in student achievement continues, literacy in math and science in the United States will become the exception, rather than the universal expectation, of all public school students.



Whitmore warned that the choice was clear: "We must raise our standard of education, or lower our standard of living."

In response to this crisis, Kodak has taken a bold new step in its plant communities. It's called the Kodak 21st Century Learning Challenge: a program through which students at all grade levels get a real-world perspective on science and math through interaction with Kodak engineers, scientists, and technicians.

Kodak's 10-year commitment to the Rochester City School District, the flagship for the Learning Challenge, involves nearly 1,500 Kodak employees working with more than 5,000 students in classrooms and in Kodak facilities. As role models, mentors, and team-teachers, Kodak people bring the excitement of science and math to life for students from pre-kindergarten through high school.

Learning Challenge Guidelines

- **Think globally, act locally.** Kodak centers its efforts in its own site communities, where the company can have the greatest impact, and leaders can supervise effectiveness.



grams that promote the exchange of mutual knowledge and skills. In all areas, Kodak continues to focus special attention on the vital role of involved parents in fully meeting the educational needs of their children.

- **Focus on quantity and quality.** Kodak targets *all* students, rather than those labelled "at-risk" or "gifted."

—**Kindergarten through high school.** Kodak develops and expands math and science programs to encourage high student performance.

—**Early childhood.** Kodak works with the school districts to create and improve the quality of existing science-focused, early-childhood learning centers as a foundation for students' lifelong learning.

—**School district and Kodak employees.** Kodak encourages lifelong learning in teachers, principals, and administrators, with pro-

- **Achieve broad and rapid replicability.** Kodak creates education initiatives that can spread quickly among schools in its site communities, and can be repeated in other school districts.
- **Be focused, intense and sustained.** Kodak makes long-term commitments to its plant communities to keep all initiatives well staffed and supervised.

THE LEARNING CHALLENGE: AT SCHOOL, ON THE JOB

Kodak chemical technician Valerie Miller hands a peculiar recipe to Charita Jackson, a sixth-grader visiting her laboratory.



Charita Jackson (left) sees science at work with Kodak scientist Valerie Miller.

"Empty flavored gelatin into the beaker. Add 250 ml of boiling water. Blend on magnetic stirrer until dissolved (about 30 seconds). Blend at highest speed for one minute. Add 250 ml of ice cold water . . ."

Charita is unruffled. She's performed this and other somewhat unorthodox experiments in the Kodak labs, and she knows that this one will relate to the way science is used at Kodak. Besides, she's already discovered that science is fun.

Indeed, Miller has a purpose in asking Charita to make gelatin in a beaker. "Later on, we'll talk about the ingredients for making film," she says. "Charita will be able to relate to all of that because of the household gelatin."

Charita and other Rochester students participate in a Learning Challenge shadowing program, in which students come into Kodak and spend time applying the knowledge they've gained in the classroom to real-world projects.

Both Kodak people and students make a significant and long-term investment to their shadowing relationships: Students receive Kodak ID badges valid until the year they graduate from high school. And many of the scientists use their lunch hours or stay after work to help the students.

Even parents get involved, providing transportation to and from Kodak facilities for their children, and receiving reports from Kodak mentors about the students' progress.

"Science is fun," says Emily Jones, a Kodak unit director. "Even incredibly important discoveries have happened while scientists were having fun playing with big toys. By having fun, students can advance their own learning process. That's a wonderful investment to make in their own future."

DISCOVERING THE WORLD OF WONDERS

At School #25, students involved in Kodak's Science Connection Program go out of their way to stop at the library and find books about new science subjects. A semester earlier, many of them had shown no interest in science.

"The Kodak volunteers encourage the children and help build their self-confidence," says Jean Cogan, third-grade teacher. "Students will go out of their way to learn more on their own."

In the Math Connection Program at School #1, students engage in activities that relate to their own lives. For example, children may be asked to jump up and down, then record their pulses and use multiplication to check their heart rates.

"Kodak volunteers talk with the students about how they use math in their jobs," says fourth-grade teacher Judith Kressman. "It makes math more real to the children—it's not just math in a textbook."

Throughout the Rochester City School District, elementary students learn in new ways, sparking their imaginations to explore further, ask new questions, gather more information. Before the decade ends, *nearly every elementary school student in the city of Rochester will have the opportunity to learn science this way*—in team-teaching situations between their teachers and Kodak employees.





Students learn multiplication by taking their own pulses.

New Patterns for New Partnerships: The Learning Challenge Grows

For Students

- Kodak for Scientific Awareness (KSA) brings groups of students from the greater Rochester area into Kodak Park, the company's manufacturing center, to see technology in action. Students spend the day doing hands-on experiments with Kodak products, and see firsthand how film is made. They also get the chance to try out advanced technologies, such as computer graphics and electronic imaging.
- Early childhood centers are now under development all around the city. Kodak works with the school district to create a pre-school curriculum that prepares students with the tools and understanding they need to be strong learners. Fun math and science exposure combines learning with discovery, launching young students into a lifetime of inquiry.



For Teachers

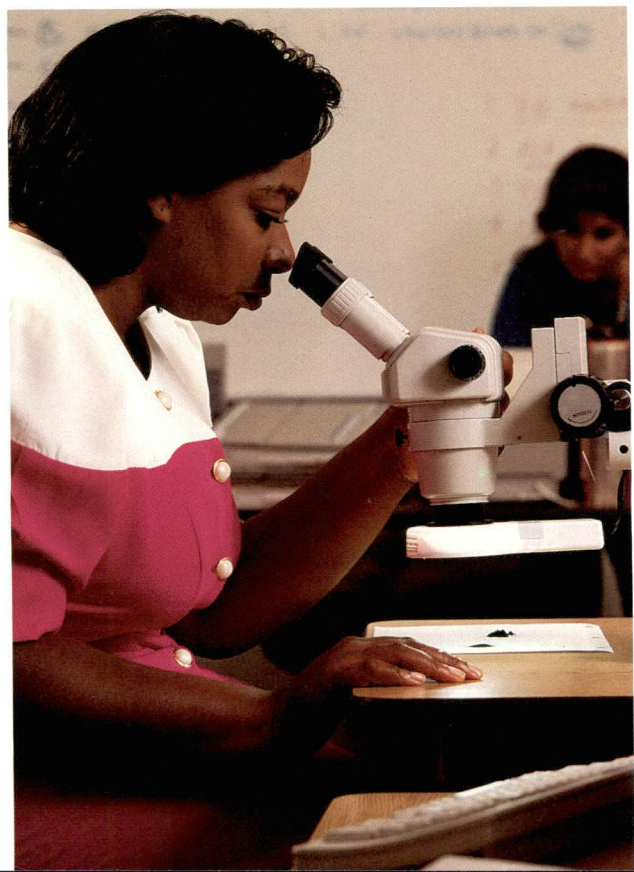
- The Summer Science Work-Study Institute enhances teachers' awareness of the ways that math and science are used today. Teachers spend the month of July taking classes for college credit three mornings each week, and then shadow a Kodak employee for the rest of the week. Summer Science provides teachers with real-world understanding of the lessons they teach their students.

For Volunteers

- All Kodak employees who volunteer their time in the classroom not only receive special training in teaching techniques, but attend an unusual orientation program that covers such topics as school culture and environment, child development stages, and cultural diversity. Kodak people learn to appreciate students' language usage, fashion, and world view, in order to break barriers quickly and get on to true teaching.



Kodak provides teachers with awareness of math and science applications in the workplace.





QEP

THE QUALITY EDUCATION PROCESS

Some secrets to success are too important *not* to share.

One of these is the Quality Education Process (QEP). Kodak used QEP to develop the 21st Century Learning Challenge. The same process can lead others to new and quite different solutions—solutions that uniquely fit the classroom needs in their own communities.

Here are the major QEP guidelines that Kodak follows:

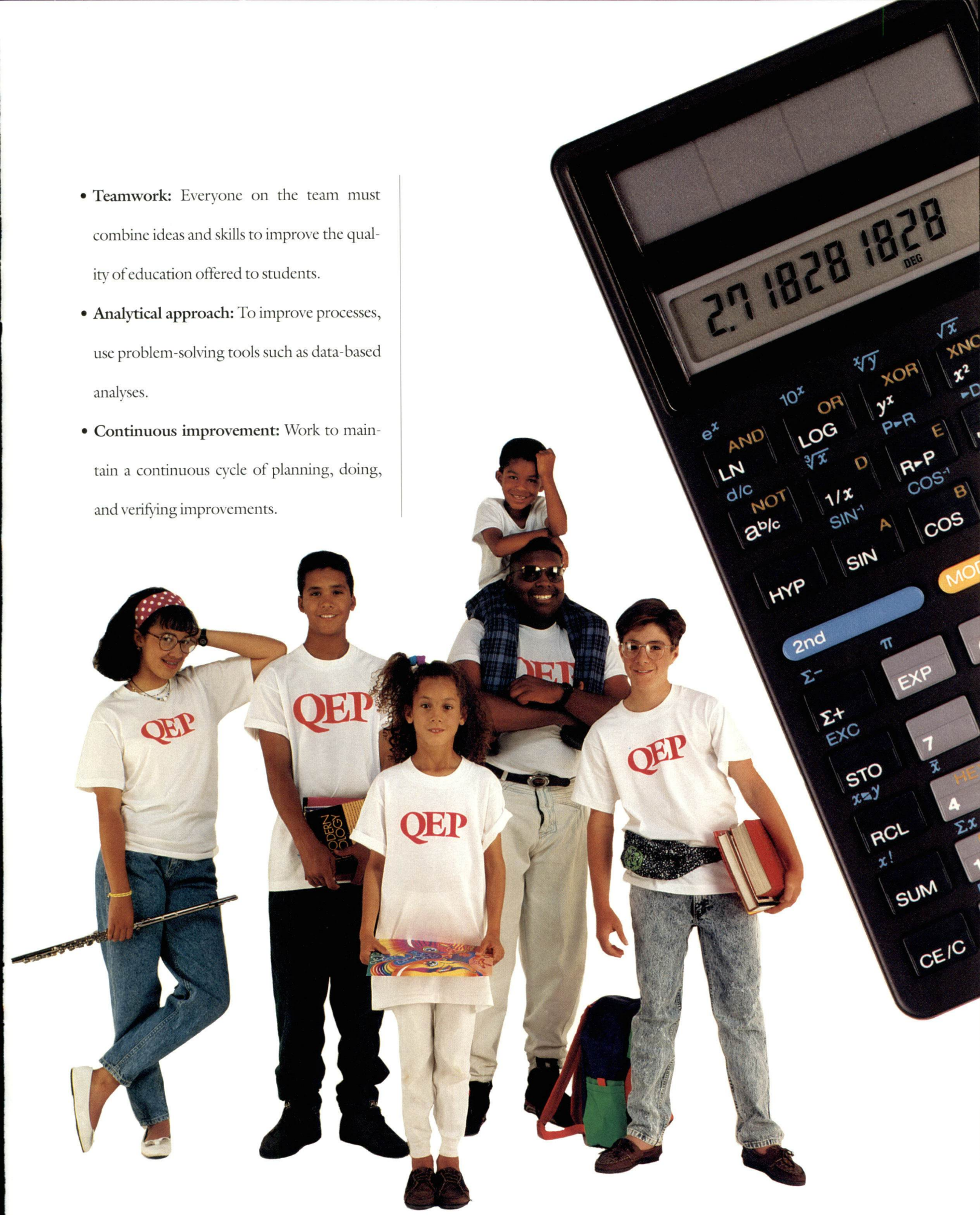
- **We believe that every child can learn.** What's more, students can achieve at much higher levels than school districts currently expect of them.
- **We already know how to teach students successfully.** Many school districts across the country turn out well-educated students and have shown dramatic decreases in their dropout rates. We can make this happen in every school, in every city.
- **We must have high expectations of *all* students.** Students must be focused on thinking, problem-solving, and challenging themselves—and we must show them, through the curriculum offered, that we fully expect them all to succeed.
- **We believe that every child must have an advocate.** Tragically, not all children find the role model or support system they need at home or in the classroom. We must intercede so that all students get the adult support they need to thrive and achieve.

Just as many companies build quality into their relationships with customers, so must companies and school districts build that same level of quality into their relationships with students—their ultimate customers.

To do this, we apply the five principles of quality to education:

- **Customer focus**: The quality of services offered must be determined solely by the needs of the students.
- **Management leadership:** People at all levels—teachers, administrators, volunteers, corporate officials—must demonstrate visible leadership.

- **Teamwork:** Everyone on the team must combine ideas and skills to improve the quality of education offered to students.
- **Analytical approach:** To improve processes, use problem-solving tools such as data-based analyses.
- **Continuous improvement:** Work to maintain a continuous cycle of planning, doing, and verifying improvements.

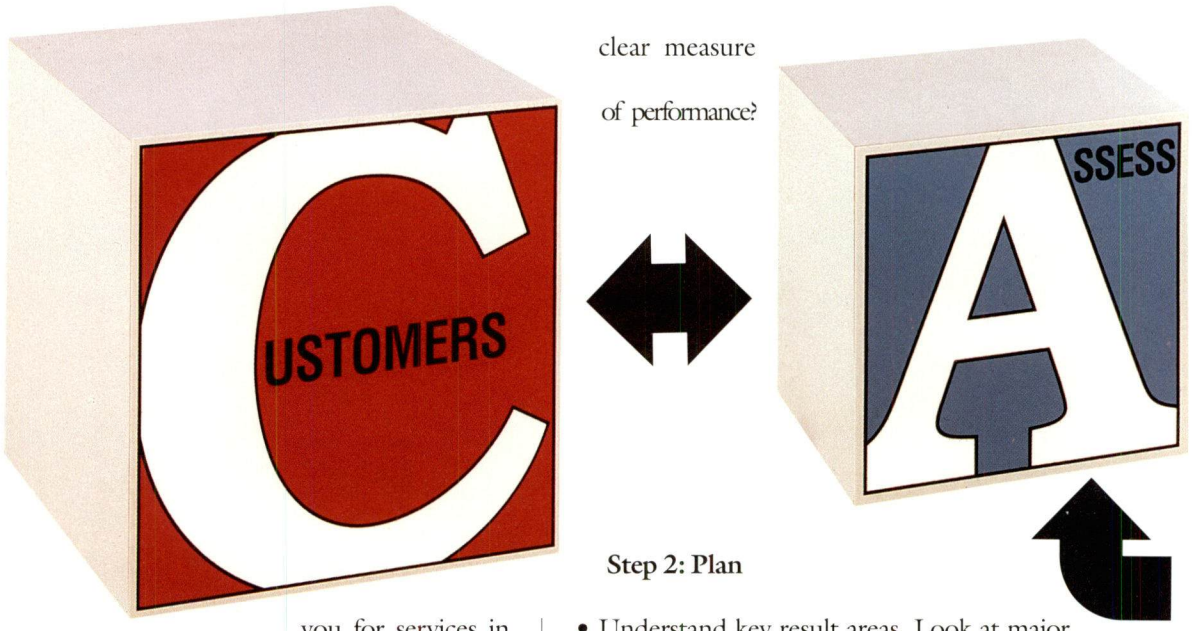


Using QEP:

A Brief Overview

Step 1: Assess

- Develop a mission that defines the purpose and role of the team. Who are you? Whom do you serve, and why do you serve them?
- Develop a vision that defines the future as you would like to see it. For example, your future goal might be to produce a graduating class with the highest science achievement scores in your state.
- Identify your customers. Who depends on you for services in order to survive? Students are only part of the picture—keep in mind teachers, parents, the community.
- Discover your customers' needs. How might those needs have changed since your last careful examination of your education system?
- Identify what you supply to your customers. What do students receive from you now? What do your internal customers—teachers, administrators, or volunteers—receive from you? How do you supply those things?
- Identify what you receive from your outside suppliers. How do community groups, government agencies, or even other corporations aid in the education process?
- Identify methods used to measure success. Are standardized tests the only clear measure of performance?

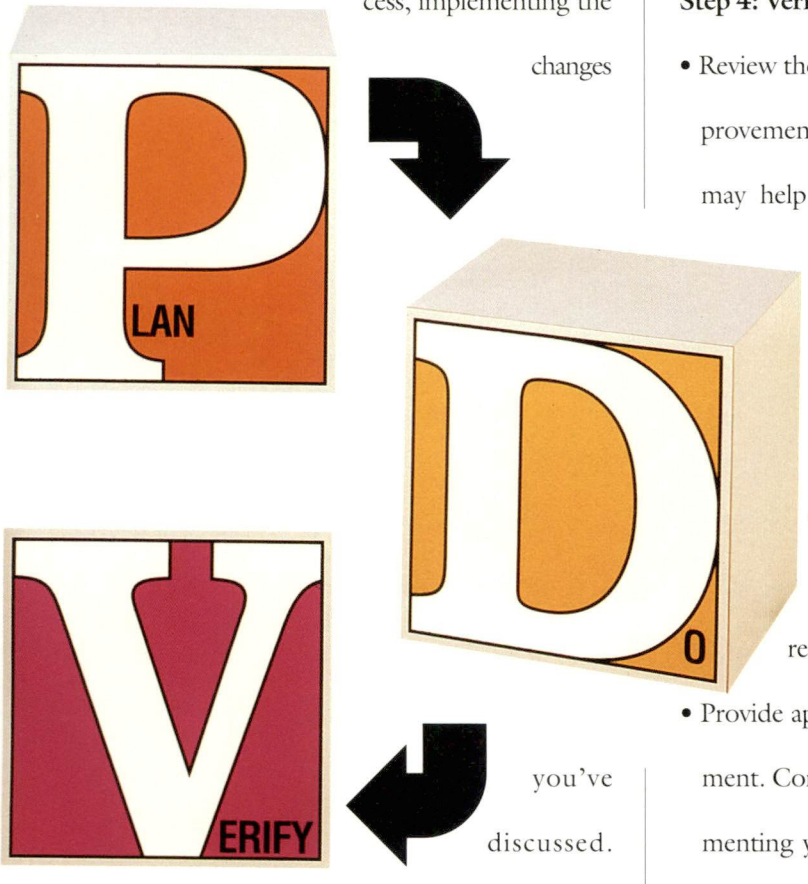


Step 2: Plan

- Understand key result areas. Look at major opportunities for improvement; identify key processes that are in need of change.
- Consider specific improvement projects. Can you improve on an existing process, or do you need to create entirely new methods to achieve your vision?
- Select a project to work on first.

Step 3: Do

- Plan how to proceed.
- Diagnose the existing process. Develop a flow chart of the process. Who is involved? Where are the symptoms of process breakdown? • Diagram a new and improved process, implementing the changes you've discussed.
- Make the changes. Communicate with people who must make the change happen. Keep careful documentation of the process changes as they happen.



- Standardize the improved process. Just as Kodak replicated results in one school throughout elementary schools in the Rochester district, so you, too, can make new patterns for new partnerships work throughout your own system.

Step 4: Verify

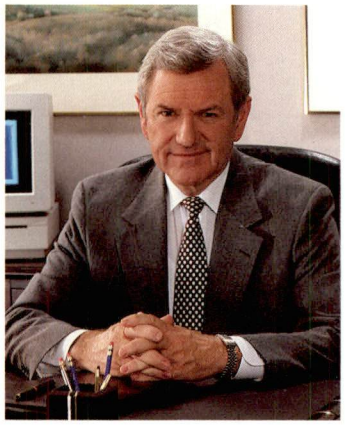
- Review the performance of your process improvements. Here is where statistical analysis may help you—in comparing test scores, attendance records, overall grades. Has the change made a significant difference in student performance?
- Verify the standardized process. Did the new process deliver the results you expected?
- Provide appropriate feedback and reinforcement. Communicate with the people implementing your changes. Help to strengthen processes for even more significant results.



NATIONAL EDUCATION CHAMPION

KAY R. WHITMORE

In the mid-1980s, Rochester's public schools had begun to crumble.



The city school district's dropout rate rose to an unprecedented 33 percent. Fewer than 37 percent of all city school students took college-bound courses. And less than *three percent* of all black students graduating from high school had grade point averages above 3.0.

Something had to be done. And the first in line to do it was Kodak chairman, president, and CEO Kay R. Whitmore.

"It's not an understatement that without Whitmore's active involvement in the educational reform movement these past years, we would not have achieved the progress that has been made," noted William R. Johnson, Jr., president of the Urban League of Rochester.

Whitmore took an active role in helping the Urban League and Rochester's Center for Educational Development formulate a city-wide Call to Action, issued in 1986.

On the state and national level, Whitmore is a founding member of the New York Governor's School and Business Alliance; served as chairman of the National Action Council for Minorities in Engineering; serves as a founding member of the National Center for Education and the Economy; and is a member of the center's Commission on the Skills of the American Workforce.

As a member of the Business Roundtable Education Task Force 10-year program, he is a leading advocate of its public policy agenda.

His contribution to industry's involvement in public education has been so significant that Whitmore was invited to take a position on the board of the New American Schools Development Corporation, assembled by President George Bush and Secretary of Education Lamar Alexander.



Kay Whitmore: A Personal Viewpoint



What made you become involved in resolving the education crisis?

Several things: The ever-dwindling pool of students achieving at the level they need to succeed. The needs of high-tech, industrial companies such as Kodak for people with high skill levels. And my own experience as a parent—with six children who went through public schools, I know the challenges districts face in educating our young people.

How well is the nation's education system serving business and industry?

The basic pool of people today does not have adequate preparation to meet the needs of industry into the future. We've got to upgrade the capabilities of that pool.

How can industry help?

State the need. Our role is not to be educators. Businesses need to be sufficiently engaged, particularly at the local level, to continually push the system to change.

Why are expectations so low in the U.S.?

In this country, we have the myth that somehow we are so big and strong we will always survive. We have had the assumption that diversity in and of itself would be an advantage. We are finding that we must work to make it an advantage.

What age should we concentrate on the most?

Start in preschool, and work intently with youngsters up through junior high.

What will happen if we don't upgrade education?

Big business will still meet their needs for a qualified work force. They're either going to get the workers in this country, or they'll import people and leave us with a growing underclass. That will have tremendous impact on our nation's standard of living—every person will be aware of the difference as the nation's competitive status begins to decline.

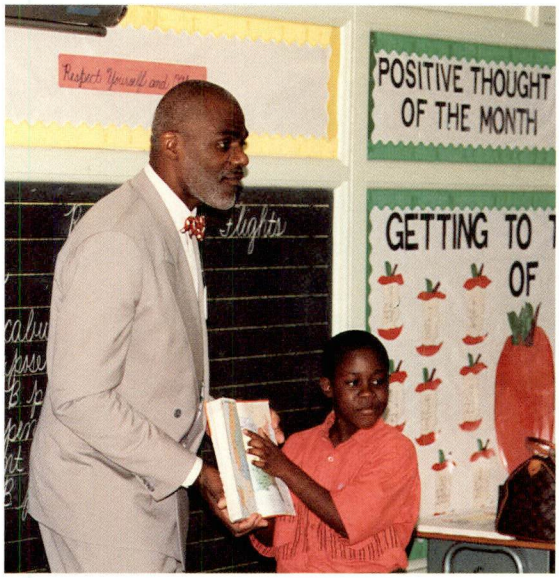
What would you like to say to young people? To parents?

The world desperately needs young people to be prepared to contribute positively when they get to be adults. As we say in Rochester, "Stay in school. You're too good to lose." And to parents—please be the role model and advocate your child needs. That will be the best way to help a teacher help your child.

THE KODAK/ ALAN PAGE CHALLENGE

The Cincinnati Bengals were playing against the Los Angeles Rams, and Kay Whitmore had tuned in for an afternoon's football viewing.

But preceding the game, several National Football League stars were inducted into the NFL Hall of Fame. One of those was former Minnesota Vikings and Chicago Bears defensive lineman, Alan C. Page.



NFL star, Alan Page, spends time in classrooms talking with students.

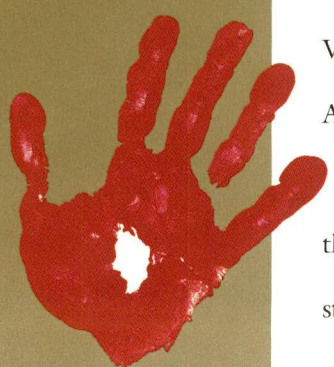
Ordinarily, the speeches accompanying the ceremonial induction would not have struck Whitmore as unusual. Page, however, caught his attention and his imagination. Instead of using this opportunity to talk about football, Page asked a high school principal to give his introduction. Then he used his own remarks to reach the nation with a plea for stronger public education.

Whitmore told his staff to contact Page in his current office—as a special assistant attorney general for the State of Minnesota. Within days, plans were underway for what would become the Kodak/Alan Page Challenge in the Great Cities. The Challenge is an essay contest that each year reaches 400,000 fourth-graders whose districts belong to the Council of the Great City Schools.

The contest poses the question: "Alan Page says, 'With an education, the future is yours.' What does that mean to me?" In writing the essay, these urban youngsters must consider the importance of learning basic skills—reading and writing—and how those skills will impact their own future.

The top prize? A trip to the Pro Bowl in Honolulu for the student, his parents, and his teacher. In addition, the student writing the best essay in each of the 46 participating cities wins a Kodak camera outfit and a $100 U.S. Savings Bond. And every student who enters receives an autographed poster of Page.

Since the contest began, Page has received the National Education Association's



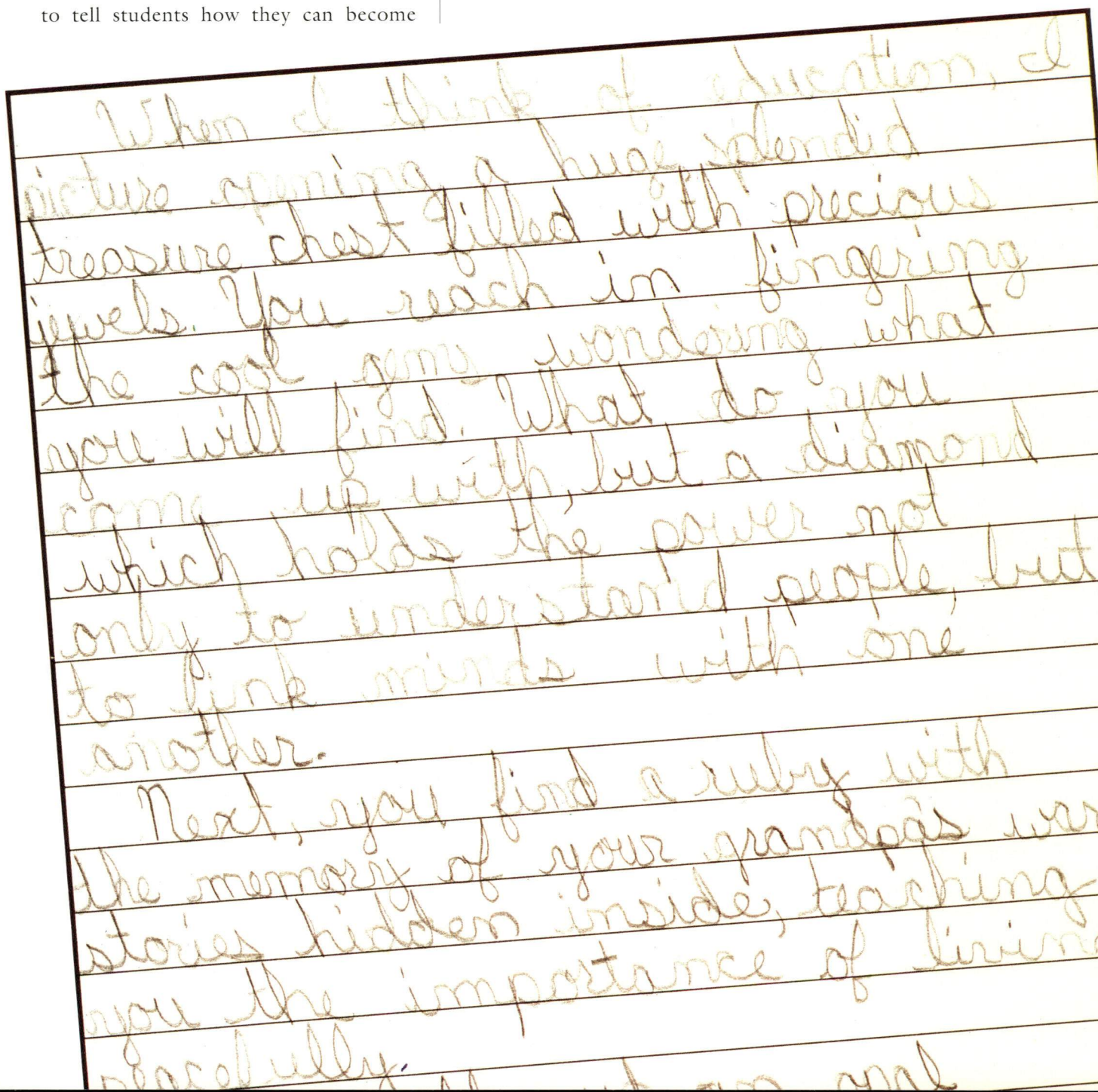
"With an Education, The Future Is Yours."

top award—the Friend of Education Award, never before given to a sports figure. Previous award recipients include Lyndon Johnson, Thurgood Marshall, and Jimmy Carter.

In conjunction with the contest, Page travels across the country, visiting classrooms to tell students how they can become successful by completing their education.

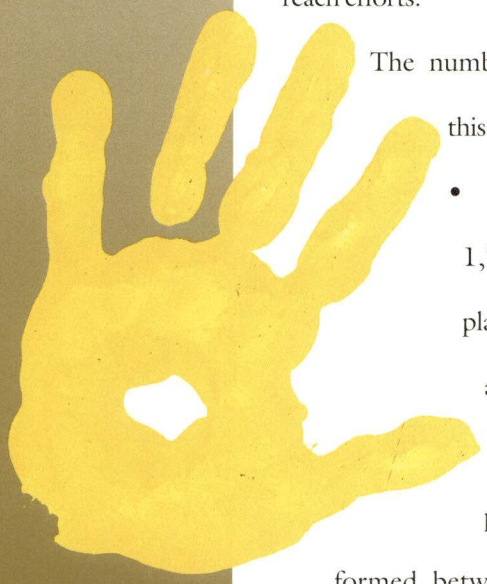
As Page tells them, "Whatever you want to be, you can be it—if you study hard, do your homework and pay attention in class. You'll learn how to learn. And your future will be bright."

The winning essay in 1990 showed exciting thoughts from Beth Rene Cady of Tucson.


When I think of education, I picture opening a huge, splendid treasure chest filled with precious jewels. You reach in fingering the cool gems wondering what you will find. What do you come up with, but a diamond which holds the power not only to understand people, but to link minds with one another.

Next, you find a ruby with the memory of your grandpa's war stories hidden inside, teaching you the importance of living peacefully.

ROCHESTER BRAINPOWER



Since 1986, a city-wide business initiative known as Rochester Brainpower has issued a "report card," detailing the number of students affected by its outreach efforts.

The numbers look like this:

- More than 1,700 students placed in part-time and summer jobs.
- Over 100 partnerships formed between businesses and city schools.
- More than 121 million communications impressions made by the ongoing public service media campaign to support local schools.
- More than 5,000 teachers participating in teaching workshops.

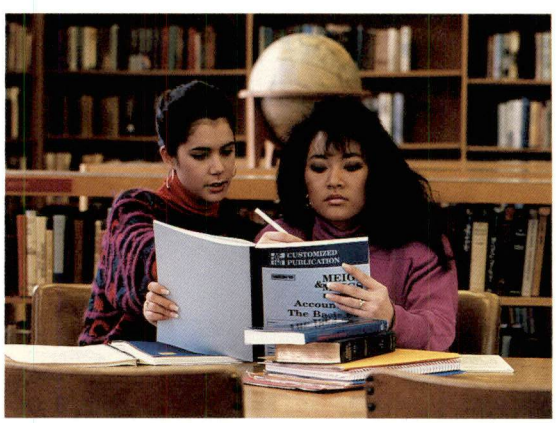
"STAY IN SCHOOL. YOU'RE TOO GOOD TO LOSE."

Strong results—from a coalition made up entirely of volunteers from business who work directly with students and with district administrators.

Rochester Brainpower brings hope to a city—and a nation—grappling with the problems of urban education.

And the nation has expressed its respect for the effort. In 1988, President Reagan gave Brainpower the President's Award for Private Sector Initiatives, the highest honor given to organized business efforts in addressing the needs of a local community.

Then President Bush made a personal trip to Rochester to see Brainpower in action in area schools. He travelled to Kodak to congratulate Kay Whitmore, the company's chairman, on his brilliant leadership of the initiative.



Through Rochester Brainpower, Kodak reaches students, teachers and parents.

Kodak's influence in uniting business and industry on behalf of education can be seen in every dimension of the Brainpower program.

In addition, Kodak sponsors the Brainpower Hall of Fame, an annual program through which successful graduates of the Rochester City School District are brought back into the schools to talk with current students about their careers, the obstacles they conquered and the importance of education.

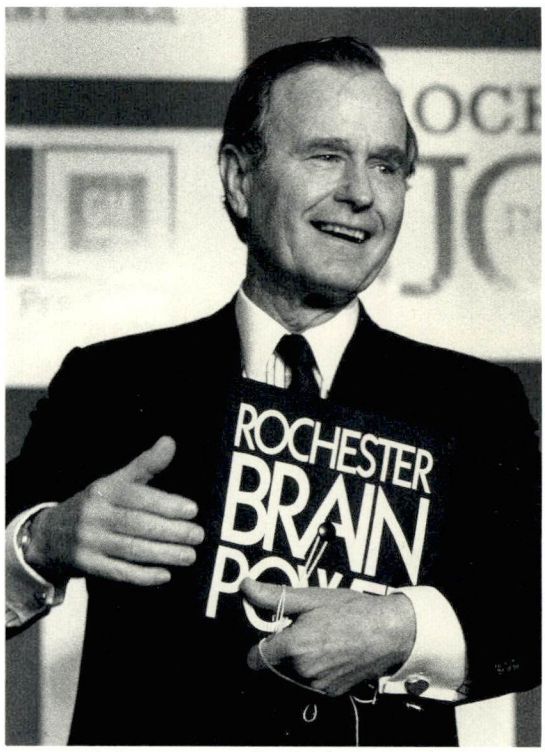


Photo by Kevin Higley, Gannett Newspapers

Brainpower attracted national attention when President Bush visited Rochester.

Today, Kodak's leadership extends to the five organizations that make up the Rochester Brainpower Learning Alliance, a coalition of organizations for youth that share responsibility for effective programming and service to the school district. Kodak funded the co-location of these five organizations: Brainpower, the Center for Educational Development, the Governor's School and Business Alliance, Effective Parenting Information for Children and Junior Achievement.



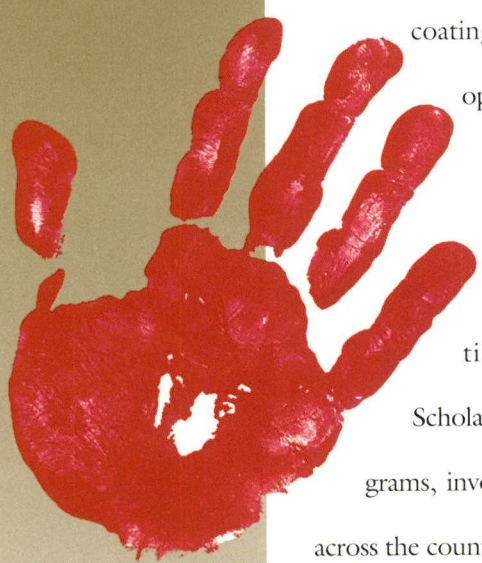


HIGHER EDUCATION: The Road To New Frontiers

"Research was our focus at Ohio State University, where I was a doctoral candidate in inorganic chemistry. And because of Kodak's commitment to research, I have continued investigating some of the most interesting frontiers in polymer science."

Bradley K. Coltrain, Ph.D., a native of Williamston, North Carolina, always had a fascination for scientific study. As a graduate student, he was selected as a Kodak Fellow; he received a monthly stipend on the basis of academic excellence and field of study and his department received an unrestricted grant.

"Not all Kodak Fellows are chosen or choose to work at Kodak," he said. "But I couldn't pass up the opportunity to be on the cutting edge of my field. We're researching new, lightweight, high-strength materials and coatings for products to be developed in the coming decades."



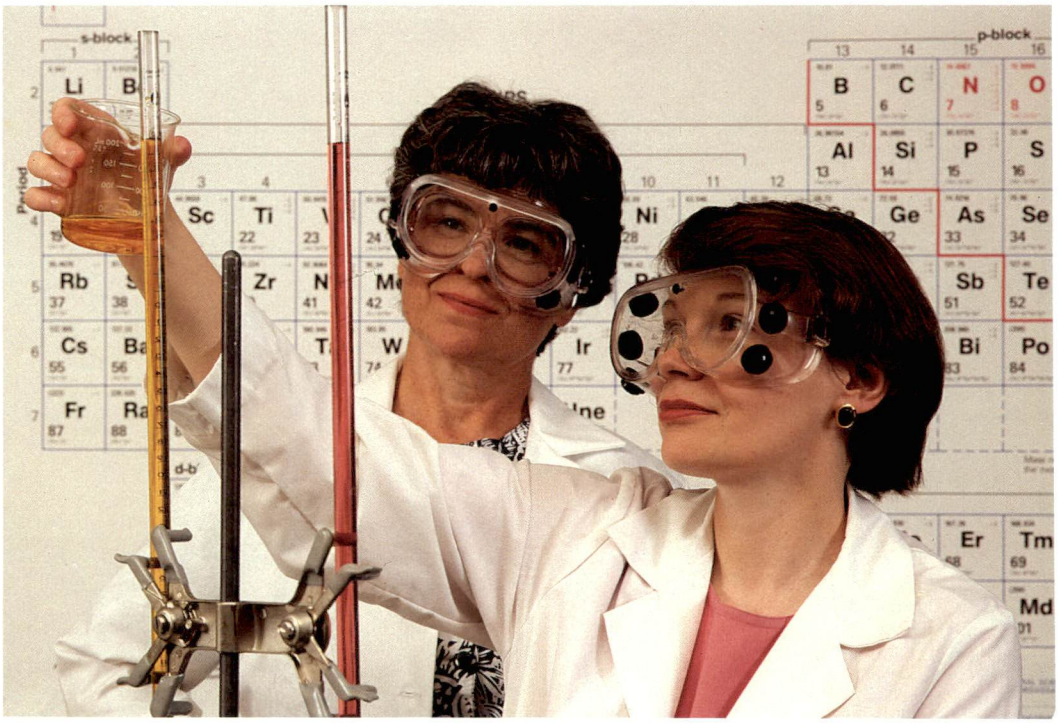
Coltrain's success illustrates the kind of recruitment and educational opportunities provided by the Kodak Scholars and Graduate Fellows programs, involving educational institutions across the country.

Overall, Kodak funds more than 50 colleges and universities nationwide through direct and research-oriented scholarships.

Working with the academic personnel of selected colleges and universities, Kodak targets up to 350 students with very high potential each year, and awards them 100 percent tuition scholarships.

The support for academic excellence doesn't end with the bachelor's degree. If these students choose graduate work in technical or financial fields of interest to Kodak, they become eligible for the Kodak Graduate Fellows Program. Ten new graduate fellows are selected each year to receive an annual stipend of $13,500.

Kodak reaches out beyond the individual student through corporate support for scholarship programs, research, and special initiatives that provide opportunities for minority students. In all, Kodak's annual contribution to higher education regularly exceeds $9 million, the single largest area of corporate support.



Kodak Scholars receive recruitment opportunities and educational support.

Some of the colleges and universities receiving Kodak scholarship funding include:

- Bowling Green University
- State University of New York at Buffalo
- California Institute of Technology
- Carnegie-Mellon University
- Case Western Reserve University
- Clarkson University
- Cornell University
- Florida A&M University
- Georgia Institute of Technology
- Howard University
- Illinois Institute of Technology
- Indiana University
- Lamar University
- Louisiana Tech University
- Massachusetts Institute of Technology
- Miami University (Ohio)
- Michigan State University
- University of Michigan
- Mississippi State University
- University of Missouri
- North Carolina A&T State University
- Northeastern University
- Northwestern University
- Ohio State University
- Pennsylvania State University
- Princeton University
- University of Puerto Rico
- Purdue University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- University of Rochester
- University of South Carolina
- Stanford University
- Syracuse University
- Tennessee Technological University
- Texas A&M University
- Tuskegee University
- Virginia Polytechnic Institute
- University of Wisconsin
- Worcester Polytechnic Institute
- Yale University

In addition, Kodak contributes to the following organizations:

- United Negro College Fund
- National Society of Black Engineers
- National Action Council for Minorities in Engineering
- Minority Fellowship Program
- The East Los Angeles Community Union (TELACU)
- Congressional Hispanic Caucus Education Foundation
- National Hispanic Scholarship Fund
- National Urban League
- Society of Hispanic Professional Engineers
- National Organization of Black Chemists and Chemical Engineers
- Graduate Engineering for Minorities
- Program for Rochester to Interest Students in Science and Math (PRIS^{2}M)

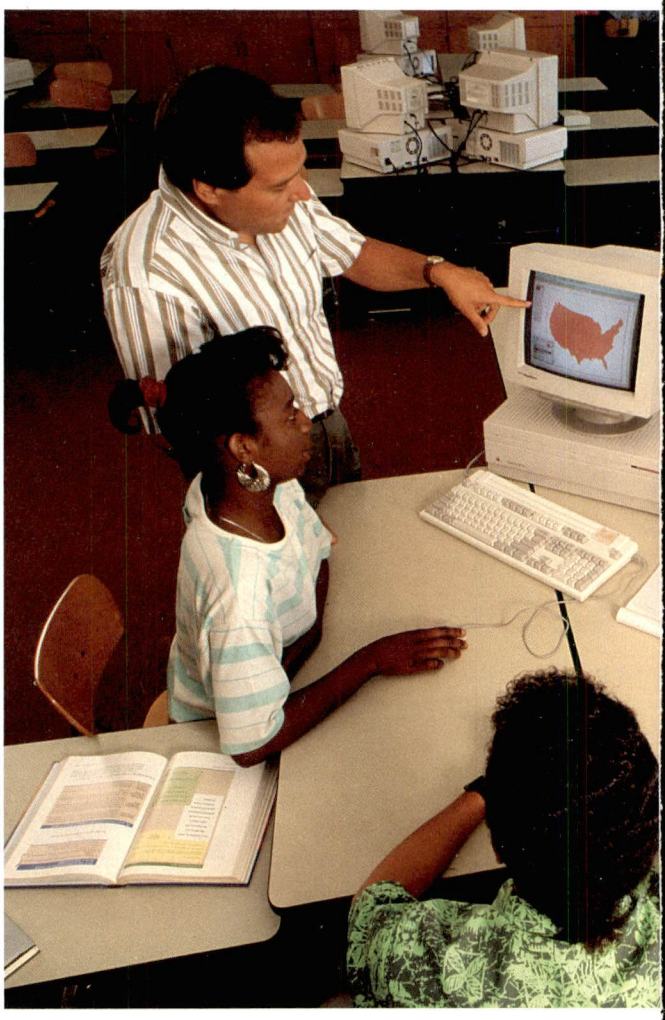
ACROSS THE COUNTRY: Education in Kodak Sites



In Kingsport, Tennessee, Eastman Chemical Company (ECC) people are laying the groundwork for a 21st Century Learning Challenge of their own. The Learning Challenge in Kingsport will work to replicate already successful Rochester programs—volunteer activity in classrooms, shadowing and mentoring relationships, parental involvement, and hands-on projects for students.

In the meantime, ECC leads the Foundation for Excellence in Public Education in Tennessee and Virginia. Through the foundation, ECC issued a challenge to five Kingsport area school systems to develop new programs that improve the current methods of educating students within these districts. If viable methods are developed, ECC supplies matching grants, tripling the amount of money already raised for the project. Two of the school systems have already formed their own task forces for the development and implementation of these programs.

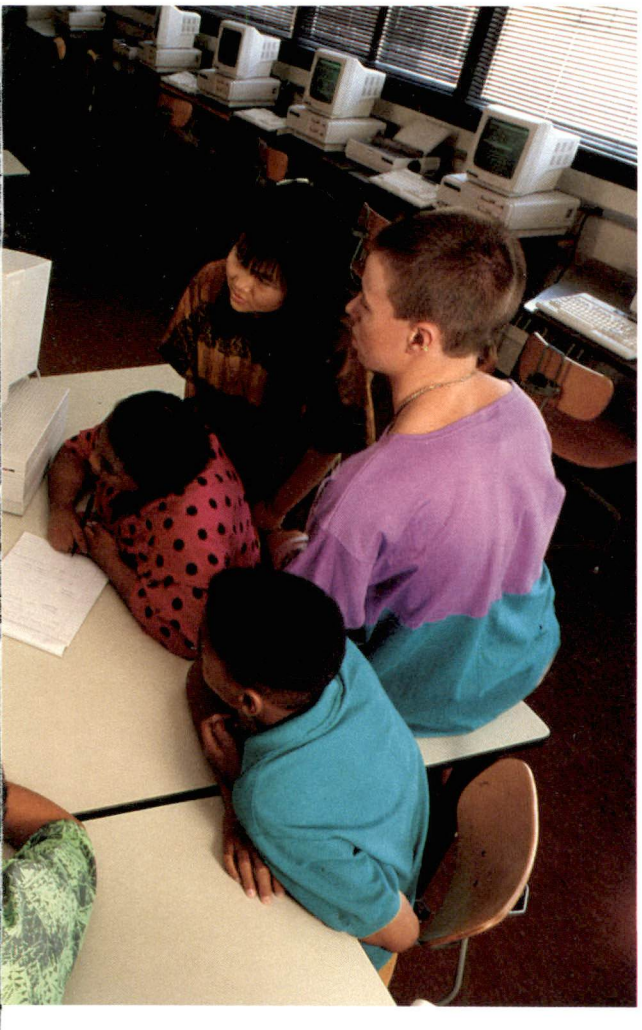
In Longview, Texas, where another ECC unit is headquartered, an ECC representative co-chairs the Greater Longview Organization for Business and Education (GLOBE). GLOBE works to address the needs of the Longview school system identified in a 1989 city-wide



education summit involving local businesses and school administrators. A total of 12 improvement projects are already in progress, ranging from a community-wide fund drive and speakers' bureau to special programs to

encourage students to take courses that raise their skill levels.

In Windsor, Colorado, employees have joined the Colorado Alliance for Science. In four area school districts, scientists and technicians go into schools to give presentations, work with teachers, and provide special attention for students. The program extends from junior high up through high school, with an emphasis on math and science training.

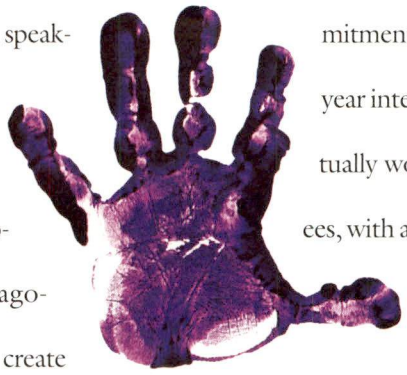


These examples, plus dozens more in locations nationwide, reflect the company's continuing commitment to education with an "agenda of urgency" set by Kay Whitmore, Kodak chairman, president, and chief executive officer.

Employees in Kodak sites work with students to develop science skills, computer literacy, and math proficiency.

ACROSS THE COUNTRY: Highlights in the Regions

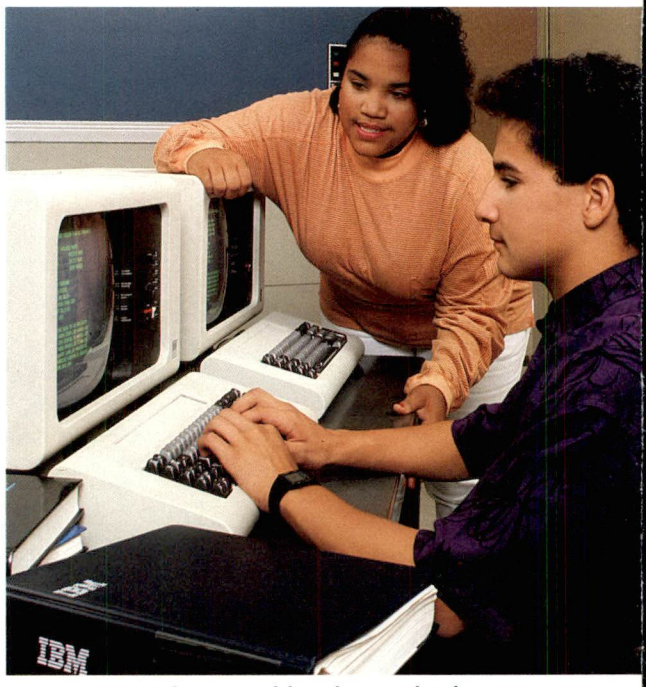
- Out of **Oak Brook, Illinois,** come 10 Kodak volunteers who seek speaking engagements in as many as 50 schools annually. They participate in the Youth Motivation Program, a Chicago-wide business initiative to create positive role models for students through contact with business people who have "made it" in the real world.



- The "adoption" of Thomas Marshall School in **Longview, Texas,** by employees has resulted in a series of baseline requirements much higher than students had ever been asked to meet before. The students who meet these new academic standards receive awards—not just for excellence, but for improvement as well. And the teacher with the most improved class enjoys recognition from the company and the district, with prizes for both teacher and students.



- Kodak offices in **New York City** welcome minority student interns into their facility for summer study. The program, part of the city-wide INROADS plan, makes a commitment to each student for three-year internships in which they will actually work as skilled Kodak employees, with a focus on learning as much as possible. Each student receives direct supervision from a Kodak mentor for the duration of the internship, to be sure that the educational experience is equal to the professional one.



One-on-one activity between Kodak employees and students turns learning into an exciting enterprise.

- Cooperative effort with The **East Los Angeles** Community Union (TELACU) has helped Kodak locate and acknowledge promising Latino students on the west coast. With Kodak's assistance, TELACU



now provides more than $100,000 annually to deserving East Los Angeles students. Among the recipients was one outstanding student, Juventino Rosas, a mechanical engineering student at California State University, who was awarded a $10,000 Kodak scholarship. The ongoing program rewards students each spring.







NEW PATTERNS FOR NEW PARTNERSHIPS IN EDUCATION

"We can raise our standard for education, or lower our standard of living."

When Kay Whitmore spoke these words, his concern was not simply for the Rochester area, but for the nation as a whole.

He began a series of education initiatives that have spiraled out from Kodak's headquarters city to touch other cities, other school districts, and other *students.*

"We can raise our standard for education, or lower our standard of living."

Eastman Kodak Company stands as an example of what one corporation can do to effect real, positive change in some of our nation's most difficult public school environments.

That example must not stand alone. The Quality Education Process can be implemented in any school district, in any community, so long as there are people with an interest in improving our nation's educational system.



For more information on Kodak's education initiatives, write to the Office of Education Initiatives, Eastman Kodak Company, 343 State Street, Rochester, N.Y., 14650–0517.

Information on National Education reform initiatives is available from the following sources:

- The New American Schools Development Corporation
  1000 Wilson Boulevard
  Suite 2710
  Arlington, VA 22208
- National Center for Education and the Economy
  39 State Street, Suite 500
  Rochester, NY 14614
- Business Roundtable Education Task Force
  1615 L Street NW, Suite 1350
  Washington, D.C. 20036
  ATTENTION: Christopher T. Cross



THE NATION'S EDUCATION GOALS

- **Readiness for School.** By the year 2000, all children in America will start school ready to learn.
- **School Completion.** By the year 2000, the high school graduation rate will increase to at least 90 percent.
- **Student Achievement and Citizenship.** By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- **Science and Mathematics.** By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
- **Safe, Disciplined, and Drug-Free Schools.** By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.
- **Adult Literacy and Lifelong Learning.** By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Adopted by the President
and the Nation's Governors
1990



THE WORLD LEADER IN

IMAGING



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For more information please contact:
Education Initiatives
Eastman Kodak Company
343 State Street
Rochester, New York 14650

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Kodak

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Mentoring Profiles

Mentoring Programs are already positively affecting the educational experience of hundreds of students from kindergarten through high school in Kodak's corporate "hometown" of Rochester, New York.

Dr. Martin Luther King, Jr. School No.9 Tutoring Program . . .
where over 100 employees from the Kodak Business Imaging Division (BIS) are working with 185 students as tutors in math and science. In addition, nine BIS employees have volunteered to be an "advocate" for a student, developing a close on-going relationship that goes beyond school hours and outside the classroom.

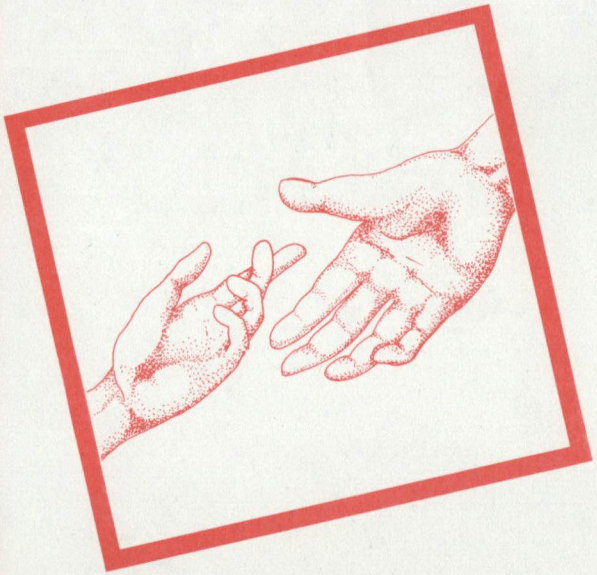
Clara Barton School No.2 "Shadow" Program . . .
an unprecedented program to build parent involvement into the learning process. The program links student, parent, teacher and a Kodak employee in a learning commitment that extends from 5th/6th grade until graduation from high school. The program introduces children to career opportunities through visits with the mentor on the job site for 1-2 hours every month. The **"Shadow" Program** has expanded to involve over 140 students from five city schools with four different Kodak departments. It has already been replicated at three hospitals, one university, and one other area industry.

Edison Technical High School Co-op Program . . .
enables the 1000 member student body to gain progressively intense contact with business and industry through their high school years. Starting with plant tours in the 9th Grade, students learn job requirements, gradually participating in day-long job-specific visits, internships, and one-to-one relationships with Kodak employees in real work situations at Kodak sites.

For More Information, Please Contact:
Kodak 21st Century Learning Challenge
Eastman Kodak Company
343 State Street
Rochester, NY 14650-0545

KODAK 21ST CENTURY LEARNING CHALLENGE

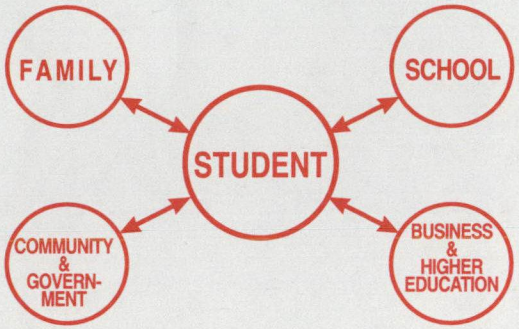
One Company's Strategy for Quality Education Within One Learning Community



Profile of Kodak's Mentoring Program

The Kodak 21st Century Learning Challenge

The Kodak 21st Century Learning Challenge is a ten-year partnership between Kodak and pre-college educational institutions in Kodak communities to fundamentally improve mathematics and science achievement for all students. The Learning Challenge is student-centered. It aims to educate the total person within one Learning Community.



Vision Statement

In 2001, students in Kodak site communities are functioning productively in a diverse environment that assures a desirable quality of life for all and achieves global economic competitiveness for Kodak.

Key Kodak Learning Challenge Customers

The Kodak 21st Century Learning Challenge recognizes that transforming its vision into reality means acknowledging diverse "**customers**" with different needs.

Pre-K. . . School readiness for all children
K-12. . . Student achievement in math, science and technology
Educators. . . Instructional and Leadership Excellence
Educational Institution. . . An environment that supports student achievement and life-long learning within one learning community.

Mission Statements

By the year 2001, in partnership with educational and community institutions in Kodak communities:

Pre-K. . . Focusing on 3- and 4-year olds, develop, enhance, and promote **community ownership** of early childhood education so that all children start school commensurate with their inherent capability.
K-12. . . Develop and enhance mathematics, science, and technology programs that assure high student achievement and prepare students for higher education or employment of choice.
Educators. . . Develop and enhance programs that extend the capacity of teachers, administrators, and other educators for instructional and leadership excellence.
Educational Institution. . . Develop and enhance an environment that supports student achievement and life-long learning within one learning community.

Focus on Mentoring

The Mentoring Program is based on the need to provide children at all grade levels (K-12) with opportunities to be exposed to individuals and different job experiences within the world of business and industry. The goal is to motivate children to continue their educational pursuits by creating awareness of the many career opportunities that await them with a solid education.

The Mentoring Program exemplifies the new relationship required from business-school-community partnerships. It demands that the school system goes beyond school walls, that Kodak goes beyond the day-to-day business of business, and that parents take an early and active interest in helping their children reach high impact career goals.

The Mentoring Program is a key component of the Kodak 21st Century Learning Challenge.

Why U.S. students aren't making the grade worldwide.

An Open Letter to Concerned Readers:

In the year 2000, when high-tech employers look for trained personnel, will American students be at the end of the line?

Yes, they will be, if current trends continue. U.S. students now rank near the bottom in international math and science tests.

Why should we be worried? Because young people with strong technical skills hold the key to our nation's quest for new technology—thus, leadership in the global marketplace.

Kodak introduces the 21st Century Learning Challenge. We believe business can help. We have launched the 21st Century Learning Challenge—a 10-year effort to foster math and science achievement, beginning in pre-school, in our home city of Rochester, New York. This fall, more than 1,500 Kodak employees are involved with area schools to enhance learning in math and science.

Let's work together for quality education . . . now. It is imperative that you and your company find ways to support *your* local schools—and we would like to help. The Kodak Learning Challenge is one example of our Quality Education Process in action. Write to us and discover how you can put this process into action in your community. Do it today!



Kay R. Whitmore
Chairman, President, and CEO
Eastman Kodak Company

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The Kodak 21st Century Learning Challenge

InFocus

News from the Rochester City School District Spring 1991

Investment in the Future

In the year 2000, when high-tech employers look for trained personnel, will American students be at the end of the line?

In Rochester, Eastman Kodak Company and the City School District are determined that the answer to that question will be a definitive "no." The area's largest employer and largest school system have joined in a unique, ten-year partnership whose objective is to improve students' mathematics and science achievement, helping to ensure that the local community will be prepared for the technological challenges of the next century.

The Kodak 21st Century Learning Challenge recognizes that the nation's vitality depends upon a well-prepared work force, one that can compete in the global marketplace. The vast majority of jobs are becoming more complex as both technologies and responsibilities change. Mathematics and science expertise, as well as employees' ability to learn continually and apply skills in new situations, are seen as critical to the productivity of American industry.

Unfortunately, statistics show that American students are currently not equipped to meet those requirements:

- *Approximately 30% of U.S. students drop out of high school every year. An equal percentage graduate with skills that, at best, are sixth-grade level.*
- *The country's highest performing students rank last in algebra skills among students from 13 countries.*
- *American 9th graders rank sixth in science proficiency, behind countries with poorer economies such as Hungary, Poland, and Korea.*

Far-Reaching Goals

The significance of such statistics, for both American industry and the country's standard of living, provides the impetus for the Learning Challenge, launched this year in Rochester schools.

The Challenge sets goals in three areas to support mathematics and science achievement: Early Childhood Education, K-12 Education, and Continuous Learning. Kodak has established five desired outcomes as indicators of success for the program as a whole, along with quantitative indicators of success for each of the three goals.

This year, eight City Schools are directly involved in the Learning Challenge. Six elementary schools and two middle schools have entered into partnerships with divisions at Kodak, hosting activities that have brought more than 150 Kodak employees into classrooms to enrich the instruction of approximately 1,000 students. When the project reaches full implementation, Kodak expects 2,500 of its employees to be involved in school-based activities that reach all District students, while an additional 3,000 Kodak workers will offer students and teachers experiences in the use of technology at company sites.

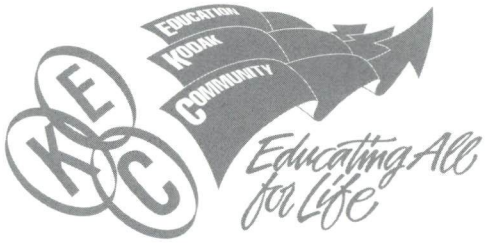
(continued on page 2)

Goals of the Learning Challenge

Goal #1:
Early Childhood Education
In collaboration with educational and community partners, establish science-focused pre-kindergarten and early childhood learning centers which will prepare children for lifelong learning.

Goal #2:
K-12 Education
Develop mathematics and science programs for grades K-12, in order to generate students' interest and increase their knowledge in these subjects.

Goal #3:
Continuous Learning
Create programs to facilitate the exchange of knowledge and skills between CSD teachers and Kodak employees.



A Ten-Year Commitment

The Eastman Kodak Company has committed itself to an important relationship with the Rochester schools in the 21st Century Learning Challenge, a sustained effort to foster students' achievement in science and mathematics. During the next decade, Kodak employees and District staff will work in collaboration toward the three goals set in the Challenge -- goals in the areas of Early Childhood Education, K-12 Education, and Continuous Learning that are consistent with the District's commitment to improve student performance and prepare young people for productive futures.

This publication has been designed to provide District staff with information about the Learning Challenge. Eight of our schools and approximately 1,000 students are directly involved at present in activities organized in collaboration with more than 150 Kodak volunteers. Those numbers will grow in the coming years as the Challenge expands into a districtwide program directed to providing all Rochester students with world-class preparation in math, science, and technology. We plan to offer District staff a status report on the Challenge twice annually in this publication, and welcome your suggestions regarding articles that would be useful and of interest. You may share your suggestions by writing: Editor, **In Focus**, Department of Communications, Rochester City School District (131 West Broad Street, 14614).

The energy and expertise of District staff will be important elements of the Learning Challenge's success. Please feel free to contact any member of the Rochester Program Council (listed on page 3) if you have questions about the program, or ideas that may strengthen math and science education in the Rochester schools.

James Farrell
Co-Chair
Rochester Program Council
For the 21st Century Learning Challenge

Paul Strollo
City School District Program Manager
For the 21st Century Learning Challenge

Alex Shukoff



A Douglass Middle School student taking part in a hands-on activity at Eastman Kodak Company's Clinical Products Division.

Investment in the Future

- *continued from page 1*

Board of Education Member Karen Grella, who serves as a member of the Rochester Program Council for the Learning Challenge, commends the project's first-year activities: "I am pleased that Eastman Kodak Company has made this commitment to the City School District, and I am very impressed that, after a few short months of implementation, the Learning Challenge is reaching 1,000 students. We know that the program has been successful at School No. 2, its original site, and we expect similar success at all of our schools with the help of Kodak employees."

The Rochester initiative of the Learning Challenge is one of two implemented in the program's opening year. Kodak has launched a similar initiative in Kingsport, Tennessee, site of another of its manufacturing plants, and will introduce the Learning Challenge in Windsor, Colorado, and Longview, Texas, in the future.

Indicators of Success for the Ten-Year Program

Eastman Kodak Company has set the following outcomes as indicators of success for the Learning Challenge. By the year 2000...

1. All children will start school at a high level of learning preparedness.

2. Students who graduate from public schools will be prepared for lifelong learning experiences in higher education and the employment of their choice.

3. The distribution of science and mathematics achievement for high school students will equal the average achievement of the top five countries in the Organization for Economic Cooperation and Development (OECD: USA, Canada, Japan, Australia, New Zealand, and 19 European countries).

4. Teachers and administrators will apply Quality Management principles (customer focus, leadership, teamwork, analytical approach, and continuous improvement) in all facets of their work.

5. Eastman Kodak Company will be the employer of choice among graduates of schools in Kodak communities.

Indicators of Success for Goal #2

K-12 Education

By the year 2000 . . .

1. All elementary students will be engaged in world-class science and mathematics instruction.

2. At grades 4, 8, and 12, the distribution of student achievement in science and mathematics will equal the average of the distribution for the top five OECD countries.

3. All students in grades 9-12 will successfully demonstrate competency in Algebra, Analytical Geometry, Elementary Statistics, Biology, Chemistry, Computing, and Physics.

4. The proportion of high school graduates pursuing baccalaureate degrees in science, mathematics, technology, and quantitative business fields will be five times greater than in 1990.

5. The following percentages of teachers will meet standards of preparation and feel well qualified to teach science and mathematics:

Elementary School:	50%
Middle School:	75%
High School:	100%

6. More than 5% of Kodak employees will be involved in students' science and mathematics education.

The Learning Challenge also sets indicators of success for Goal #1 (Early Childhood Education) and Goal #3 (Continuous Learning).

Managing the Challenge

The 21st Century Learning Challenge is being implemented in the Rochester schools by a management team comprised of Kodak and District representatives. The program's management structure includes . . .

Program Managers who are responsible for the program's overall operation, working through the Rochester Program Council:

Mutiu Fagbayi (Kodak)
Paul Strollo (CSD)

A **Program Council** which oversees implementation, provides operational support, and evaluates results, made up of nine Kodak representatives, nine District representatives, and nine community partners:

Program Council Co-Chairs
Ken Hoffman (Kodak Vice-President)
James Farrell (CSD District Superintendent)

District Representatives
School Board Commissioner: Karen Grella
Curriculum Advisor: Jean Slattery
Principal: Nathaniel Waller
Teachers: Beryl Conklin, Susan Goodwin, Gaya Shakes
Parent: Marie Barnes
Student: To Be Selected

Goal Managers who are responsible for coordinating activities toward the program's three goals.

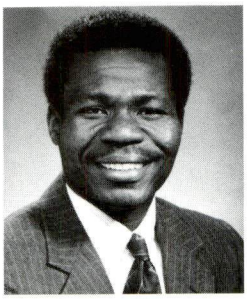
Goal #1: Early Childhood Education
Brian McHugh (Kodak)
Richard Elmer (CSD)

Goal #2: K-12 Education
Mutiu Fagbayi and Shirley Orrego (Kodak)
Douglas Llewellyn and Eric Rice (CSD)

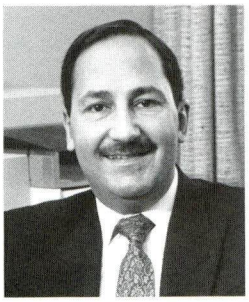
Goal #3: Continuous Learning
Jody Belcher (Kodak)
Ann Delehant (CSD)

In addition, the Learning Challenge will have an **Advisory Board** of Kodak, school, and community representatives who will provide support and guidance that extends across the program's four sites.

Answers to Your Questions



Mutiu Fagbayi



Paul Strollo

Are you interested in learning more about the 21st Century Learning Challenge? Over the next several years, more Rochester City School District teachers, principals, and administrators will take part in the program. As with any new initiative, there are questions which may arise regarding opportunities, activities, and programming. Here, in an interview with Kodak Challenge program managers Paul Strollo (Rochester City School District) and Mutiu Fagbayi (Eastman Kodak Company), we hope to answer some of the questions asked most frequently about the program.

1. *What is the timeline to involve all schools?*

"There are three phases for school participation. Phase One calls for all elementary schools to have some type of program by 1994. Phase Two centers around programs at middle schools. Currently, Douglass Middle School is involved in a pilot program, and we hope to have all other middle schools involved within the next three years. Phase Three focuses on the high school program, with the first pilot slated to begin in September 1991, after which involvement of other high schools can begin.

"As we build the program, we will strive to achieve equity among District quadrants, with the eventual goal of involving all schools. So far, there has been so much interest and participation in the program, our timeline to involve schools has been accelerated." (Staff of any elementary, middle, or high school who are interested in participating in the program may call Paul Strollo at 262-8216.)

2. *How can interested staff and schools get involved?*

"A great way to start is by talking about the program with parents or other individuals in your school, to see if there is a built-in connection. For example, a parent who works at Kodak and is interested in the program can approach his or her division. It is from this beginning that many of our school partnerships have grown.

"You can also call Central Office (262-8216) and we will be happy to help you plan a partnership. We can meet with your school-based planning team or other interested groups to present information about topics such as the goals of the program; the math/science components; how to foster a partnership; benefits for teachers and parents; the importance of a prepared work force."

3. *Can staff help design the activities carried out in their building?*

"Absolutely. The goal at each site is to determine activities that support school initiatives, while advancing world-class science and math instruction. School staff and parents play a crucial role in the development, implementation, and assessment of the program. All aspects of the initiative are designed jointly by Kodak and the City School District."

4. *What kind of opportunities are available for teachers who are involved?*

"There are many opportunities available for teachers who take part in the program. These include, but are not limited to: professional development; exposure to work-site expectations; valuable teacher/employee contact; math and science instruction; summer internships; work experiences. Interested teachers can call 262-8216 for more information.

"The third goal of the program is in the area of Continuous Learning. We are in the process of addressing development needs for both District staff and Kodak employees, by determining how we can work together through employee exchange. Currently, we are developing a program to foster lifelong learning experiences for all levels of staff. Examples of Kodak programs designed to help District staff may include: management training; leadership programs; performance management courses; career development courses. Examples of District programs designed to help Kodak employees may include: parenting workshops; programs in which teachers instruct employees in ways of reading to their children; General Equivalency Diploma instruction; adult literacy programs."

Do you have other questions about the Learning Challenge? We would like to hear from you! Write: **Editor, In Focus, Department of Communications, Rochester City School District (131 West Broad Street, 14614).**

First-Year Activities:
Just the Beginning

During the past school year, work has proceeded on each of the Learning Challenge's three goals. What's in place now, and what's planned for the future? Here's a status report:

Goal #1: Early Childhood Education

1990-91 has been a planning year for this goal, whose major focus will be the design and operation of early childhood centers (preschool-grade 2) where inquiry and investigation are the basis of instruction. The Phase One plan calls for the opening and evaluation of two centers between 1992 and 1994. Goal Managers are currently defining the scope and content of the program to be offered at the centers: the population of children to be served, location, curriculum and staffing, success evaluation criteria, funding sources. A ten-year plan will be prepared to identify projects, activities, and results for this goal through the year 2000.

Goal #2: K-12 Education

The Learning Challenge's most visible activities this year are seen in the Kodak/school partnerships that now reach 1,000 students.

Elementary school partnerships take one of two forms: "adopt-a-school," in which staff from a Kodak division visit a school at least twice a week to provide one-on-one instruction to students; and "shadow" programs, in which individual Kodak employees make a six-year commitment to serve as mentors to individual students, hosting on-the-job visits during which students can apply math and science concepts.

School	Kodak Partner	Grades	Focus
No. 1	Finance and Administration	2 & 4	Math
No. 2	Apparatus Division	K-6	Science
No. 8	Analytical Technology	2-4	Science
No. 25	Copy Products	2-5	Science
No. 37	MEMO-CSSD	2-4	Science
No. 52	Chemical Quality Services	3-4	Science

In addition, two middle schools house pilot partnerships this year: Charlotte, in collaboration with the University of Rochester and Kodak's Business Research Division; and Douglass, in collaboration with the Clinical Products Division. A partnership that emphasizes marketing principles is being developed for Franklin High School's Business Magnet by the Kodak Apparatus Division's Strategic Planning Group. The number of partnerships will be expanded to 15 in 1991-92, when an additional six elementary schools join the Challenge.

Beyond the partnerships, activities planned for Goal #2 in 1991-92 include: inservice in instructional techniques and cultural awareness for Kodak employees, provided by District staff; development of an integrated math/science curriculum; expanded use of math manipulatives and calculators in District classrooms; summer work/study programs for new teachers; multi-year professional development for elementary teachers; summer enrichment for students; "homework networks" that extend the support of Kodak volunteers to students in out-of-school settings, such as neighborhood centers.

Goal #3: Continuous Learning

The activities of this goal will build two-way training opportunities in which District and Kodak staff benefit from shared knowledge and experience. The current year has been a planning phase during which a number of ideas for projects have been generated, including: seminars in cooperative learning techniques, school culture, and child development for Kodak volunteers; leadership development for District administrators; training partnerships linking District staff and Kodak divisions; peer coaching and mentoring programs; employee incentive and recognition programs; quality awards for schools; expanded use of computers in schools; assistance in decision-making and consensus-building for school planning teams.

The School Challenge:

Goal #2

It's Wednesday, and second graders Stacey Royal, Donovan McClary, and Shalanda Wells are getting more and more excited. They know that, at any moment now, volunteer scientists from Eastman Kodak Company will enter their classroom and share something wonderful. Last week, they learned about famous African American scientists, and today they will begin to talk about the ants that are scurrying about in their "in-house" ant farm.

Overflowing with excitement, the youngsters can't resist talking about what they've learned through the help of Kodak's 21st Century Learning Challenge.

"I get excited," says Stacey. "I'm glad when the scientists visit us." Donovan agrees: "You can make friends with them, and they teach you a lot." Shalanda summed it up: "We get to do things together . . . . It's fun to meet different people and learn, too."

These students aren't the only ones thrilled about what's taking place in Rochester City Schools thanks to the 21st Century Learning Challenge. As this educational initiative expands, more and more school staff members are helping to shape its direction. In this issue of IN FOCUS, we've asked those involved to discuss how the program is working at their schools, share what they've learned, and give their advice to others who want to get involved.

The four vignettes featured on the following pages are representative of schools in various stages of development and involvement in the Challenge. (This year, a total of eight schools are involved in the program.)

Evolution of a Partnership

Walking into teacher Paula Harris' second-grade classroom at School No. 2 is like entering a menagerie. Plants stretch their stems out of glass jars, colorful fish swim serenely in a large tank, and newborn chicks and quails chirp in unison. These are a representative sample of the many interesting experiences that Eastman Kodak Company volunteers and District teachers are organizing in Rochester classrooms to teach students about science.

The Science Connection Program at School No. 2 started in 1984 in one classroom, as a response to the Urban League's "Call to Action." Since then, through hard work shared by Kodak employees, District staff, children, and parents, the program has expanded, and now serves as a model for the Learning Challenge's school partnerships.

In the beginning, however, thoughtful decisions and fine tuning were required to help the program evolve into what it is today. For example, scientists and teachers needed to develop working relationships, open lines of communication with parents, establish a relevant curriculum (the Challenge science program is closely integrated with the District's science program), and identify materials. (Currently, Kodak consultants bring in equipment for activities, but everyone is involved in working to replenish materials. Rochester Integrated Science Education kits have helped greatly in this regard.)

Today, the program has grown to 12 classrooms and serves every grade level. In addition, special education teachers are requesting that the scientists work in their classrooms.

"We have received excellent results from the volunteers coming in to support us in the science area," says Larry Ellison, School No. 2 principal. In fact, No. 2 School's students recently exceeded the District average in the State Elementary Science Preliminary Evaluation Test (ESPET). Ellison attributes part of that success to the volunteers' involvement in the school's science program, along with the hard work of teachers, students, and parents.

Turning on to Science

During the course of the day, it is common to see more than one volunteer in a classroom, training to be an instructor. It is also common to observe close communication between volunteers and teaching staff. "The scientists and I have the same high expectations for students, and that's why the ongoing communication and evaluation have to be there," says second-grade teacher Paula Harris. "They are the science professionals, and you are the education professional. It needs to be a close working relationship."

These close relationships extend to the children. "When the children talk and interact with someone besides family and teachers, there's a camaraderie that develops," says Harris. "This relationship between the students and the scientists then becomes not just a working relationship, but something on a larger scale."

According to fourth-grade teacher John Seymour, the scientists' "real life input" helps students turn on to science at an early age. "The more the children are aware of science and technologies, the more positive effect it is going to have on them and their lives," says Seymour. "If we can interest an additional five, six, or seven students per class in a science-oriented career, it's going to be more beneficial to them and, ultimately, to industry."

Parents, like school staff, have been responsive to the program. Ellison notes that many parents inquire how their children can become part of the program, or if they can continue in the program in subsequent years. "I believe that much of this interest has to do with children's conversations at home," Ellison adds.

Parents are informed about the program through letters which are sent out regularly by consultants and classroom teachers. In addition, evening meetings and an end-of-the-year science fair feature displays, experiments, and activities in which the students have been engaged.

To make the program work, however, Ellison stresses that commitment is essential. "Communication is important at the initial level. A commitment needs to be made to develop a sense of ownership and follow-through, as well as the patience required to strengthen instruction in whatever area you see a need."



Alex Shukoff

"The scientists take the lessons out of the book and make them real."

John Seymour
Teacher
School No. 2

Working Relationships

"J.P." is a hard-to-reach third grader who has difficulty learning, and often lacks the concentration necessary to undertake a project from start to finish. However, when asked by Kodak scientists to give a report on a subject, he uncharacteristically went out of his way to research the topic and report on what he had learned.

According to Jean Cogan, third-grade teacher at School No. 25, "J.P.'s" case is one example of how the scientists provide a motivational influence in the classroom. "On top of what's already being done in our schools, I credit these volunteers," Cogan says. "They encourage the children and help build their self-confidence, to the point where the students will reach for books about a subject and go out of their way to learn more on their own."

Using an established science curriculum from School No. 2's Challenge program, School No. 25's Science Connection Program took root in January 1991. In the months that have followed, the program has expanded to three second grades, one third grade, one fourth grade, and one fourth/fifth grade classroom.

In this short period of time, teachers have embraced the program. Second-grade teacher Margaret Finch describes how she felt when the program began. "I honestly thought, 'Oh my gosh, how is this going to work out?' You have another adult coming into the classroom, and having two adults can be awkward . . . but if you work as a team, it doesn't happen that way."

Finch advises other teachers, "You must give the consultants a chance to be creative. Be there as a support base, and don't feel intimidated by someone else coming into the classroom." "Students gain responsibility and respect for adults besides their teacher," she adds, "as well as an appreciation for science."

Communication between Kodak volunteers and teachers is an important part of the program. Teachers and scientists work closely together in planning and follow-up, sometimes meeting during lunch hours or calling each other at home.

"It is truly a partnership," Cogan says. "The teachers are consulted about scheduling and curriculum, and are always there when the scientists are doing the presentation, so that there is communication about materials being shared and about follow-through."

When School No. 25 teachers talk about their work with the scientists, they express a feeling of comradeship. "I am impressed with the way they handle every situation in the classroom," says Finch. "I feel comfortable with them, and they feel comfortable with me . . . . Ours is a really nice team."

Cogan adds, "Their willingness and giving impresses me. They are well prepared, and they don't make their instruction an interruption."

Using hands-on activities such as building a huge dinosaur out of skeletal parts, replicating a desert environment in the classroom, or watching meal worms grow, the scientists enhance teachers' ideas.

"The scientists certainly have more expertise in their field than we do," Cogan notes. "I feel they're teaching me to present lessons in a more interesting fashion, while allowing me to gain deeper knowledge of the subject matter."

School No. 25 principal Norma Bushorr says, "It's one thing to be an expert in your field. It's quite another to impart that knowledge and the skills that have to be developed. It's a two-way street . . . the scientist sharing his or her knowledge in the classroom, and the teacher sharing techniques and approaches to impart that knowledge. To me, that's a true partnership, with give and take in both directions."

"I would advise others who may be interested in the program to 'go for it.' This program puts a spark into education and helps students start thinking about the future.... It makes instruction relevant and related to what they can do in later years."

Norma Bushorr
Principal
School No. 25



Samuel Kercado

School No. 1 + Eastman Kodak = Math Connection

Through the help of a parent on its school-based planning team, School No. 1 is now the pilot site of the 21st Century Learning Challenge's Math Connection Program.

Debra Galvano, a 1990 planning team member and employee in Kodak's Finance and Administration Division, acted as a liaison to bring the Challenge program into focus at School No. 1. One of the school's goals is to create more concrete math experiences for students.

"At the elementary level, students need to have concrete experiences that allow them to develop a firm foundation in math, and this program offers that potential," says School No. 1 principal Bill Stroud.

It took less than a year from the time when the initial contact was made between the school and Kodak to organize a program that is now up and running.

Stroud was surprised at how quickly things started. "I believe the key was that there was top-level management support for the program at Kodak," Stroud says. "That's important for the employees in the division . . . the feeling that they can leave their job responsibilities to volunteer during the day, and know that their division leaders support and encourage them."

Currently, Kodak volunteers and District staff are building the program slowly as they work out its mechanics together. Volunteers come in two days a week to teach two second-grade classes and one fourth-grade class. In each classroom, the students are organized into small groups.

As those involved in the program have learned, proceeding thoughtfully helps them maintain a sense of balance and a perspective on what is important. At School No. 1, this includes: providing adequate space for students to work in small groups, not overworking volunteers, and providing a multitude of activities for students.

Judith Kressman, a fourth-grade teacher involved in the program, says that she considers it critical for volunteers to receive inservice training from teachers. "Take the time to plan and talk with the volunteers. In the beginning, when we talked with the volunteers about teaching strategies and management, they said that it was beneficial. Inservice training for the volunteers on working with students is crucial."

The Real World

The activities in which students are engaged at School No. 1 can easily be translated into real life. For example, children may be asked to jump up and down, then record their pulses and use multiplication techniques to check their heart rates; or, use critical thinking skills to play "Telling Time Bingo." As the students become more confident in their abilities, they begin to look forward to math instruction.

The activities that volunteers organize give students insight into how adults use math in daily work. "The volunteers talk with the students about how they use math in their jobs," says Kressman. "It makes math more real to the children . . . . It's not just math in a textbook, but there is a purpose to it . . . . They find that they can use math outside of school."

The students aren't the only ones learning about daily work, as volunteers learn more about the world of teaching. According to second-grade teacher Brenda Murphy Pough, the volunteers have had to teach a variety of children at all levels, including four hearing-impaired children and one student who spoke only German. "The volunteers see that students may not automatically learn, so they try things . . . and if something doesn't work out, they modify it," says Pough.

"The volunteers see that students may not automatically learn, so they try things . . . and if something doesn't work out, they modify it."

Brenda Murphy Pough
Teacher
School No. 1

Importantly, she notes, in no way have the volunteers slowed the pace of the curriculum. "In fact, the children grasp the concepts better because they've practiced them," she says.



Alex Shukoff

"The students give back so much, in terms of their increased interest in math, and that's rewarding for all involved."

Bill Stroud
Principal
School No. 1

Experiencing the Work Place

How are today's students preparing for the world of work? What do industry professionals expect new hires to know? Answers to these questions are the focus of the Koda-Visions pilot partnership between Douglass Middle School and Eastman Kodak Company's Clinical Products Division.

The Koda-Visions program began with comparison of a Kodak list of skill expectations for successful workers and the District's Handbook for Middle School Instruction. According to Joseph Accongio, Douglass house administrator and Koda-Visions core team planner, there were several skills that the District needed to embellish, such as dexterity, teamwork, integration, planning/organization/coordination, and follow-through.

As a result, teachers and Clinical Products Division employees developed six hands-on, motivational activities for students. These activities bring students to Kodak, rather than Kodak volunteers to the classroom. Ultimately, those involved would like to see the program expand to create additional units in a variety of subject areas. Students could then go from division to division at Kodak and experience activities that encompass all aspects of the District's curriculum.

In the Beginning

In the first stage of the program, teachers reshaped the existing curriculum to develop an appropriate knowledge base for students. Thus, when the students arrive at Kodak, they have the fundamental skills, ideas, and concepts necessary to support what they experience.

"Through the Koda-Visions project, we are reinforcing topics such as algebra, statistics, and word problems," says Carneathea Melson, Douglass math teacher and Koda-Visions core team member.

One example of the correlation between curriculum and work experience is the use of bar code scanning, which involves binary numbers. When students make their own bar codes while at Kodak, they understand the technology because they have studied related math principles at Douglass.

"In 7th grade, we are studying life science, which correlates well with what we are doing with Kodak," adds Joanne Niemi, Douglass science teacher and Koda-Visions core team member. "For example, students can study the respiratory system by comparing lung capacity to height, then work with Kodak employees on computers to come up with ways to chart and assemble related data."

Activities such as these have been tested by six Douglass students "on-site" at Kodak. When they complete each activity, they are asked to debrief with Kodak employees and District teachers. According to Accongio, this helps to build self-esteem as well as academic skills.

"If I were one of six students asked by Kodak engineers, 'Was it worth it to take this pump apart?', all of a sudden my self-esteem would skyrocket, because they wanted my opinion," Accongio says.

Building self-esteem carries over to all areas of the program, in which students will be asked to put together a portfolio of their work, then select their best piece to demonstrate their proficiency in a particular skill.

Niemi notes that, after only a short time, Koda-Visions is already broadening students' horizons. "As they take part in this program, female students are able to see that not only men choose science careers."

The six students involved in the pilot have become leaders who are now taking groups of 20 other students through the process. Not only have the six learned leadership skills, but other students are able to identify with them, giving the experience even more credibility.

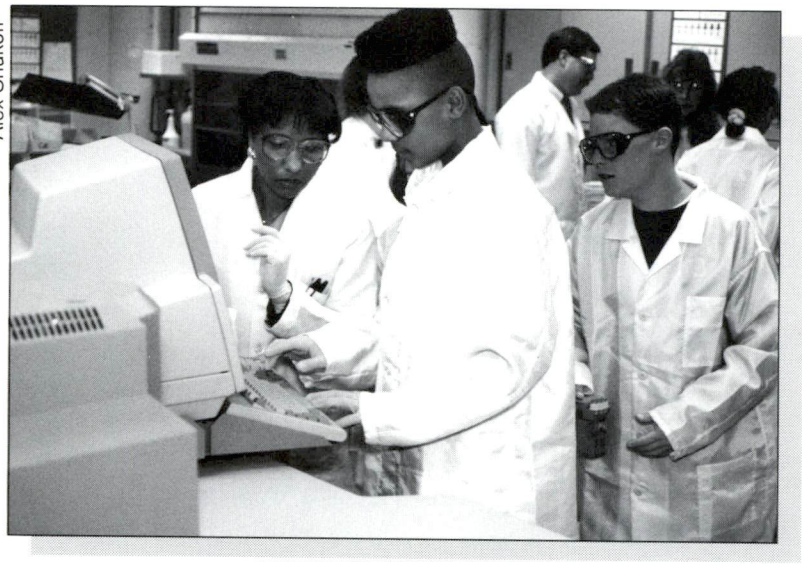
"In the short time in which we've been involved, we've seen evidence of students' improved ability to stay on task," says Melson. "One student in particular has changed his approach to learning dramatically -- he is more aware of his behavior and of his interactions with others."

The Douglass Koda-Visions team, made up of two teachers and eight Kodak employees, will continue to refine the program with the help of student participants. "There's a great deal of work that goes on behind the scenes," Niemi points out. "Through it all, the Kodak employees have been extremely cooperative and dedicated."

"It's exciting to see a project that makes people so fascinated about the product," says Accongio. "This model is unique, capitalizing on the strengths of both settings. It doesn't play one off against the other, and it isn't a hand-out in any way . . . . It really is mutual program development, with students in the center."

"The program has been a wonderful experience for students and staff . . . . These days, we hear our students say, 'Wow, I could really get a job at Kodak!' "

Joanne Niemi
Teacher
Douglass Middle School



Alex Shukoff

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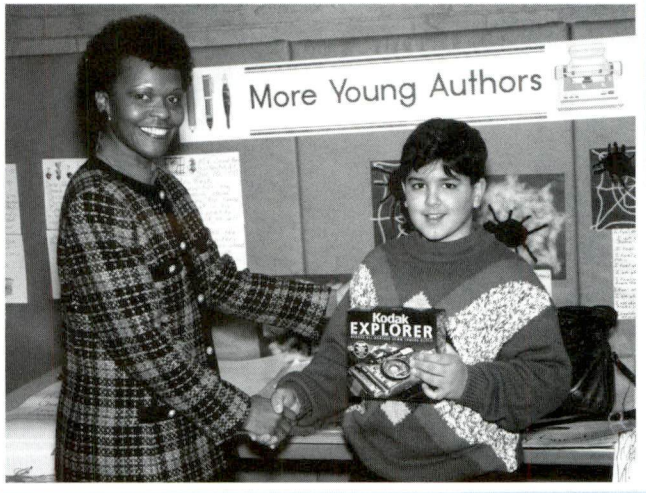
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Alex Shukoff



School No. 52 fourth-grader **Joshua Craig Stambach** receives a handshake from **Essie L. Calhoun,** Eastman Kodak Company's Director of Community Relations. Calhoun presented Stambach with a Kodak Explorer 35mm camera and a $100 United States Savings Bond for writing the District's winning essay in the Kodak/Alan Page Challenge, a competition open to fourth-grade students in member districts of the Council of Great City Schools. Kodak also presented an identical camera outfit to his teacher. (The competition is sponsored by Eastman Kodak Company, the Council of Great City Schools, and Alan Page, former NFL football star and current assistant attorney general of Minnesota.)

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The KODAK 21st Century Learning Challenge: Program Description

The KODAK 21st Century Learning Challenge is a company-wide 10-year partnership between the EASTMAN KODAK COMPANY and pre-college educational institutions in KODAK communities, to fundamentally improve mathematics and science achievement for all students. Initially, the program is being implemented in two of KODAK's USA manufacturing plant locations, namely Rochester, New York and Kingsport, Tennessee. The KODAK manufacturing plant communities of Windsor, Colorado and Longview, Texas will be added in the near future.

The Rochester (New York) Initiative

The Rochester initiative is *initially* a partnership between KODAK and the Rochester City School District (student population of approximately 32,000). The KODAK Learning Challenge is targeted at all students in pre-kindergarten through grade 12, as well as at teachers, administrators, and other school personnel who impact student achievement directly. The activities within the KODAK Learning Challenge initiative include employee interaction with students in the classroom setting or at the KODAK work-site; one-on-one on-site mentoring programs for students from grade 5 and up; co-op opportunities for high school students; employee-educator exchange programs; etc.

During the 1990-1991 school year, more than 500 KODAK employees were involved in these programs in about 10 of the District's 50-odd schools. When fully implemented, the KODAK Learning Challenge will involve about 3000 employees in Rochester alone, working with teachers and students in in-class situations as well as in targeted activities at KODAK plants and corporate headquarters.

Program Management Structure

The company-wide program is championed by Kodak chairman, President, and CEO Kay Whitmore. A full-time program manager and associated staff coordinate the activities among KODAK manufacturing locations. The KODAK staff is complemented by personnel from the Rochester City School District; the District team includes a Program Manager, and the Directors of Science; Mathematics; Staff Development; and Early childhood education. These individuals and their KODAK counterparts carry out the day-to day management of the KODAK Learning Challenge.

The Rochester Program Council provides community-wide oversight and support for the KODAK Learning Challenge. The Council is headed by a senior KODAK officer and a superintendent from the Rochester City School District. Membership of the Council consists of 9 representatives each from KODAK, the Rochester City School District, and selected community partners. The community partners include representatives from the National Center on Education and the Economy (a National think-tank based in Rochester); area colleges and universities; Urban League of Rochester; the Center for Educational Development (a clearing-house for education partnerships); etc.

The Rochester Program Council provides the connection between the KODAK Learning Challenge initiative and other segments of the community.

Indicators of Success for the KODAK Learning Challenge

Five Indicators of success have been identified for the 10-year initiative. These Indicators represent the outcome by KODAK and its education partners. They state that in the year 2001:

1. All children start school at a high level of learning preparedness.
2. Students graduating from public schools are prepared for life-long learning experiences in higher education or employment of choice.
3. The distribution of science achievement for high school students equals the average distribution for the top five OECD* countries.
4. An environment incorporating the *Quality Principles* of Customer focus; management leadership; analytical approach; teamwork; and continuous improvement is the standard for educators in all facets of their operation.
5. KODAK is the employer of choice among graduates from schools in KODAK manufacturing plant communities.

For additional information, contact: Program Manager, Kodak 21st Century Learning Challenge, Eastman Kodak Company, 343 State Street, Rochester, New York 14650

* OECD, the Organization for Economic Cooperation and Development, consists of USA, Canada, Japan, Australia, New Zealand, and 19 European countries.

June 28, 1991

Kodakery

Learning challenge

Taking a look at the first year

By Chris Funt

As school year 1990-1991 closes—the first that saw Kodak's 21st Century Learning Challenge in action—those involved with the program seem pleased.

"We're well underway in laying a solid foundation for this company-wide initiative," said Mutiu Fagbayi, program manager.

The Learning Challenge is a 10-year partnership between Kodak and schools in communities with major Kodak manufacturing facilities. Its purpose is to bring Kodak employees into classrooms and to expose students, teachers, and school administrators to Kodak's world. The ultimate aim is to increase math and science achievement of students pre-kindergarten through grade 12.

In the classroom "The greatest amount of activity has been in engaging Kodak volunteers in the K-12 efforts."

During the past school year, more than 700 Kodak employees volunteered in 16 Rochester schools. Most taught at elementary schools, but some assisted at middle and high schools. "We didn't plan to go beyond the elementary level so quickly," Fagbayi said, "but the schools were eager to become involved.

"We also have the interest of the area's suburban school districts," he added. "They want to join the partnership and to begin an information exchange among their counterparts."

Has the volunteer effort made a difference in student test scores? "It's early to determine the impact of the entire program," said Shirley Orrego, project coordinator. "However, the fourth-grade standardized test scores in science at one of the schools were higher this year, and the principal attributed this in part to the program."

Math help The Learning Challenge's efforts have been directed primarily toward developing the science portion of the program, since a teaching curriculum had been established by the National Organization of Black Chemists and Chemical Engineers. However, volunteers from Kodak's Finance & Administration brought math to one school. (For more on this, see accompanying story.)

Time to assess According to Fagbayi, the remainder of 1991 will be a time for planning and assessment. "We want to look at where we are, what our short-term goals are, and what strategies will bring us to those goals," he said. "We have many Kodak groups who want to join the program, but we'll wait until the beginning of 1992 to bring new groups into the schools."

Meanwhile, summer will be a time of orientation for volunteers who will teach next year. And teachers will have an opportunity to attend a course which will teach science process skills (conducting experiments, working with lab equipment) and allow them to shadow Kodak scientists for six days. "The course will help teachers understand the role of science in the workplace," Orrego said.

Thank you Volunteer efforts were recently recognized at a reception. "We wanted to thank all volunteers for their commitment," Orrego said.

Kay Whitmore added his thanks. "We are in this together to support each other, to work with the system and help each and every one of those young people," Whitmore told the volunteers.

Volunteers bring math to life

For second- and fourth-grade students at Rochester's School No. 1, math class was more interesting during the 1990-1991 school year.



In the photo above, Brenda Murphy-Rough, second-grade teacher, and Smith watch Lucas Madden count money, while Rob DeClark, Financial Services, works with Travis Goff. In the photo above right, second-grader Dinan Darden shows Smith her solution to a math problem.

Volunteers from Finance & Administration Div. brought a hands-on approach to this oftentimes tedious subject. Instead of reciting multiplication tables, students might have been asked to jump up and down, record their pulses and use multiplication to check heart rates.

How it began Finance & Administration's involvement began when Debbie Galvano, Copy Bookkeeping, heard about the 21st Century Learning Challenge. "I'm on a planning team for School No. 1 and knew that the students would benefit from the program," Galvano said.

With the help of Jim Burton, Copy Products credit manager, Galvano presented a proposal for a math partnership with the school to Paul Smith, director of Finance & Administration, and the division's Quality Council. "We were able to get the program up and running quickly because of the support of top management," Burton said.

Because Finance & Administration's partnership is the first math-oriented one for the Learning Challenge, the 23 volunteers started from scratch, gathering resources and developing activities as the school year progressed.



"The volunteers devoted a lot of out-of-class hours to the program with group meetings and searching libraries and bookstores for ideas and materials," Galvano said.

'School's out' celebration To end the school year, Smith and the Quality Council visited the math classes and hosted a picnic in honor of the volunteers. "The volunteers accomplished a great deal during the year," Smith said. "I'm pleased that the division is involved in a program helping students become qualified individuals for tomorrow's workforce."

The future Finance & Administration considers their involvement successful. As a result, the division plans to expand its efforts at the school when school resumes in September.

(cont'd)

Investment in tomorrow

American industry needs a well-educated workforce more than ever before.

The reason: a growing demand for more technical skills and a broad-based knowledge of math and science.

Unfortunately, statistics show that, if the nation does not improve its educational system, the future workforce may not be able to fill the job requirements.

- About 30 percent of students drop out of high school each year.
- Of those who do graduate, 30 percent have skills at or below a sixth-grade level.
- The knowledge level of the nation's best students is not equal to that of their counterparts in Europe and the Far East.

That is why Kodak is committed to helping the American educational system improve.

Actually, the company's interest in education began with George Eastman, who considered education an investment, not an expense.

Today, the commitment spans the local as well as national level.

Kodak's sponsorship of CBS network's Project Education, a weeklong series of programs and events addressing the education crisis, is a recent example of the company's continuing search for ways to bring public awareness to this issue.

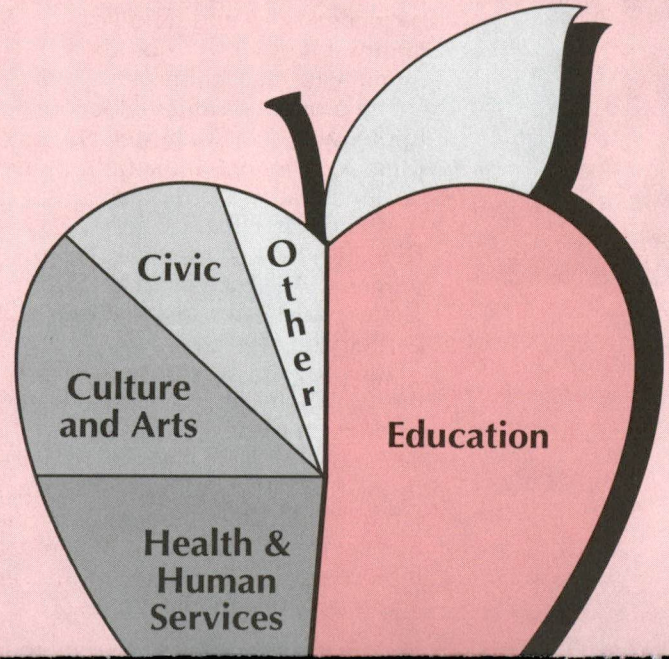
'We can raise our standard of education or lower our standard of living.' —Whitmore

The company's commitment is led by Kay Whitmore, Kodak's chairman, president and CEO. Whitmore has advocated businesses' support for education for some time.

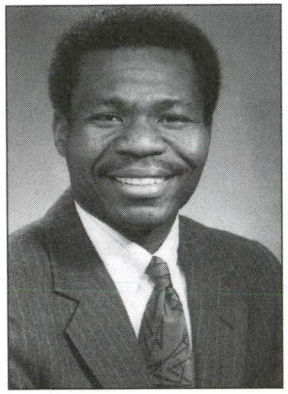
"Our vision is clear," he said. "If we want to meet the needs of American business tomorrow, we must respond to the needs of youth today. We must help them prepare to be America's diversified, effective workforce of the future."

Kodak's 1989 contributions

Kodak's total contributions during 1989 were $18.9 million. Of this, nearly $10 million, or 52 percent, went to education.



A 21st Century challenge



Fagbayi

"A way for Kodak to have some incremental but significant impact in its 'home towns'" is how Mutiu Fagbayi, Kodak's program manager of the 21st Century Learning Challenge, describes this program.

What is it? The 21st Century Learning Challenge is a 10-year partnership between Kodak and schools in communities with major Kodak manufacturing facilities.

The program is initially being implemented in Rochester, N.Y., and Kingsport, Tenn. Other communities may be added later.

In Rochester, the Rochester City School District is the first to participate in the program. All school districts in the Greater Rochester area will eventually participate.

The program's purpose is to increase the math and science knowledge of all students in grades K-12.

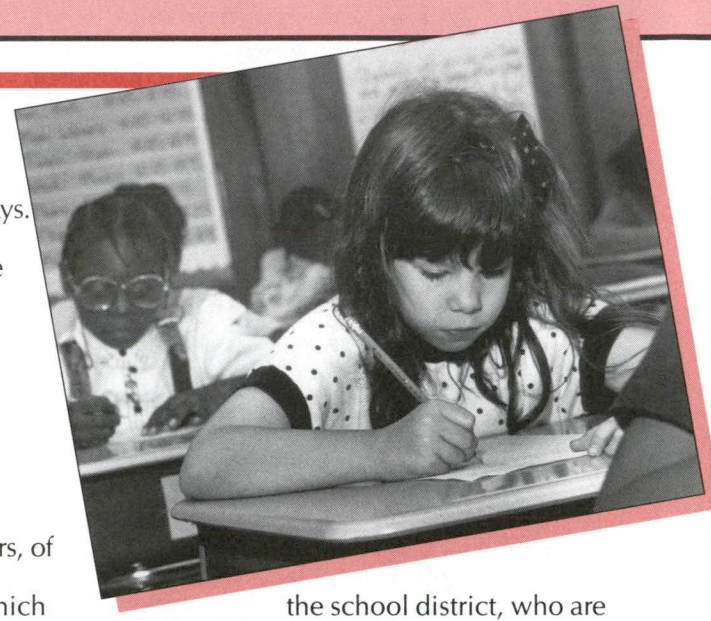
The Learning Challenge was developed by the Kodak Education Task Force, a group formed at the request of Kodak management. Membership included representatives from line and staff groups and school district personnel.

Why is it needed? According to technical preeminence," Fagbayi says. "Therefore, the company has the most to lose if well-prepared people are not available to enter the Kodak workforce."

The goals The task force determined that the program should have three strategic goals. Each goal is directed at a specific group of students.

- **Goal 1:** Establishment, with educational and community partners, of science-focused, pre-kindergarten, early-childhood learning centers which would prepare children for life-long learning. Kodak will provide seed grants and other resources for these centers.
- **Goal 2:** Development of math and science programs for grades K-12 to generate interest and increase the knowledge level in these subjects.
- **Goal 3:** Creation of programs to facilitate the exchange of knowledge and skills between teachers and Kodak employees.

Management structure Company-wide, the 21st Century Learning Challenge receives support and encouragement from Kay Whitmore, Kodak chairman, president and CEO. A

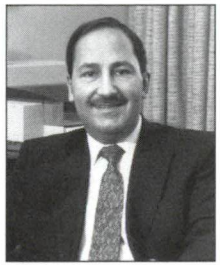


the school district, who are responsible for the program's operation.

- **a program council**, consisting of Kodak, school and community representatives, which provides operational support and evaluates the program and program manager against the plan.
- **goal managers**, who are responsible for the activities toward a specific goal.

Ownership needed According to Ken Hoffman, vice-president and general manager, Manufacturing Resources Div., and co-chairman of the Rochester Program Council, the success of the program depends on its ownership by Kodak line organizations. "This is not just

'It's exciting'



Strollo

"It's really exciting," said Paul Strollo, coordinating director of the Office of Grants Procurement and Development of the Rochester City School District and the school district's program manager for Kodak's 21st Century Learning Challenge.

"The Learning Challenge is exciting because it recognizes that the educational process isn't isolated within the classroom," he said. "It also recognizes that, if we don't begin to improve education now, the community's economic stability and vitality are at stake."

As the school district's program manager for the Learning Challenge, Strollo will coordinate the allocation of resources the district is providing for the program. He will also coordinate the activities of the individuals involved in each of the three program goals. "We want to have a handle on what is happening so we can make the best use of resources," he said.

Strollo was a member of the Kodak Education Task Force and finds that this involvement is making it easier for him to

A teddy bear is just the beginning

He's big, furry, huggable and goes by the name Bubba.

And from his position in the lobby of Thomas C. Marsh Middle School in Dallas, he reminds students every day that Kodak is a company that cares about their future.

Bubba is a 10-foot teddy bear donated to the school by Kodak's Southwestern Region under the Dallas Independent School District's Adopt-a-School program.

Adopt-a-School programs across the nation promote businesses' involvement with local school districts to improve the quality of education.

According to Guy Fragnoli, manager of Customer Service in Southwestern Region, Thomas C. Marsh Middle School's first request was for "something warm, friendly and huggable to which the children could relate." In response, Kathy Ressa and Ruth Manley, Distribution Div., volunteered to make the bear, whose arrival at the school generated cheers and celebration.

"The children and teachers are thrilled with their mascot," said Fragnoli.

The bear is only one of the ways in which the Southwestern Region is helping the school.

For example, the region donated $3,000 for a Life Management Skills Retreat, a program aimed at improving the self-image of 30 at-risk students.

Having this retreat become a reality has been a special goal for Sue Grant, Distribution Div.

"After seeing what these kids go through on a

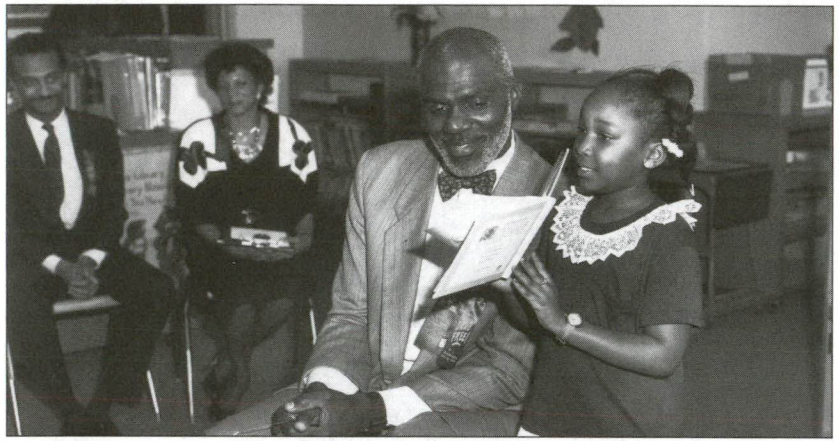


such as chalk and notebooks, was made recently. In addition, Consumer Imaging Div., Customer Equipment Services, and Distribution Div. have provided items for recognition of staff and student accomplishments.

For some individuals, the program has meant involvement on a more personal level.

Idalia Chapa, Distribution Div., talked with the students about her career goals and experiences. "I thought it would be helpful for the students to hear how I've made life and career decisions," said Chapa.

Volunteers from Customer Equipment Services spend time with the students during lunch hour to provide adult attention and encouragement.



Students write their own ticket

The Kodak/Alan Page Challenge in the Great Cities offers fourth-graders in 44 of the nation's largest urban school districts a chance to "write their own ticket" to the NFL Pro Bowl in Hawaii.

More importantly, the Challenge prompts these students to think about the role of education in their lives at a time when many start to turn away from school.

The contest, which unites NFL Hall of Famer Alan Page, Kodak and the council of the Great City Schools, asks students to write an essay explaining how education will affect their future. In its first year, the contest drew more than 20,000 essays.

As part of the Challenge, Page visits urban classrooms around the country. He shares his experiences with students and tells them that education, not athletics, is the key to a successful future.

Page's recent visits to Detroit schools gained national attention when they were the subject of a special report on ABC's "World News Sunday." "Somebody has to step in and provide some continuity, some leadership, some guidance, and we can do that,"

Program offers experiments and more

For Valerie Miller, it's a way to give something back to the community she grew up in. For Emily Jones, it's a way to empower students and make them responsible for their own choices.

And for sixth-grade student Charita Jackson, it's a way to discover that science is fun.

These three, and many other Kodak volunteers and students, are participating in a shadowing program, in which fifth- and sixth-grade students from School No. 2 come into Kodak and spend some time experimenting, learning and growing.

A different recipe Charita, who is paired with Miller, a chemical technician in the Particle Technology Dept. of the Analytical Technology Div. (ATD), performs experiments in the Kodak labs which may be a little unorthodox, but still enable her to learn a great deal of physical science.

For example, to familiarize Charita with lab equipment, Miller had her make Jell-O. Miller's recipe was slightly different from that which appears on the box: "Empty Jell-O into the beaker. Add 250 ml of boiling water. Blend on magnetic stirrer until dissolved (about 30 seconds). Blend at highest speed for 1 minute. Add 250 ml of ice cold water..."

That may seem simplistic, but consider this—how many sixth-graders know what

Major investment The investment is significant and long-term—each of the more than 20 minority students currently participating in the shadowing program through ATD have identification badges which will be valid until 1996—the year they graduate from high school. Many of the scientists use their lunch hours or stay after work to help the students. And, Jones said, the support of upper-level managers such as Phil LaFleur and Elaine Petrie has been invaluable. "Without their support, none of this could happen," she said.

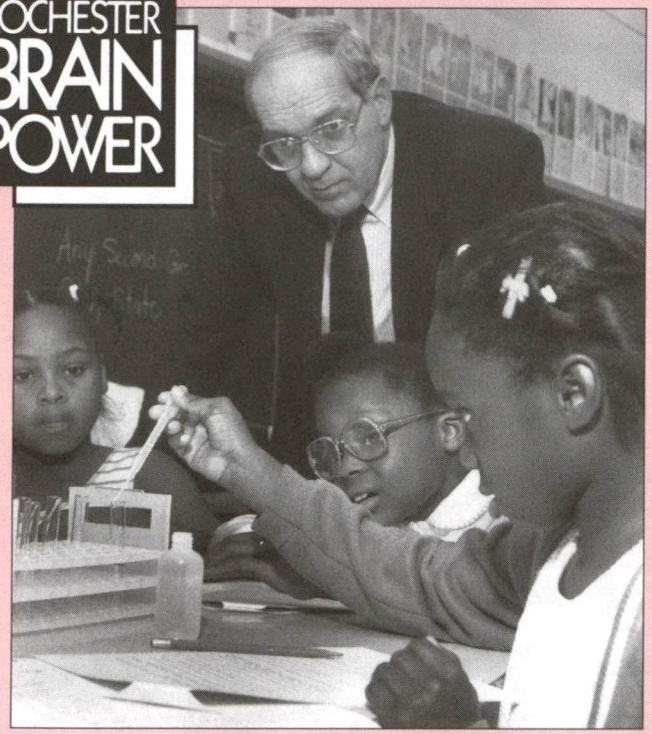
There's a big commitment on the part of the parents of the participating students as well, Jones said. They must bring the student to Kodak and pick him or her up after their session. That effort on the part of the parents reinforces the value of the program.

It's fun In the meantime, "you can't beat fun for having a good time," said Jones. "Science is fun. Even incredibly important discoveries have happened while scientists were having fun playing with big toys."



Page told news commentator Ray Gandolph.

ROCHESTER BRAIN POWER



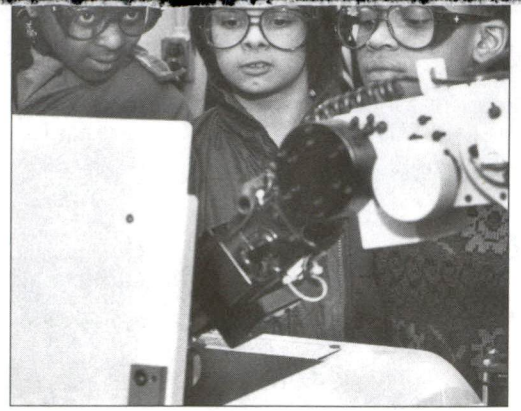
A WINNER'S VISIT Pete Palermo, Kodak vice-president and general manager of Consumer Imaging Div., visits School No. 2 as Kodak's first member of the Rochester Brainpower Hall of Fame. Brainpower is a program through which Rochester area businesses help the Rochester City School District improve the quality of education in city schools. Brainpower's Hall of Fame, sponsored by Kodak, recognizes Rochester City School District graduates for their career successes. Hall of Fame members visit city schools to share their life experiences and to motivate students.

a magnetic stirrer is? And how many have used one?

"Later on, we'll talk about gelatine as the base for making film," Miller said. "She'll be able to relate to all of that because of the Jell-O."

Why involved Miller got involved in the program because she grew up in the School No. 2 neighborhood, and was lucky enough to have been involved in a science shadowing program herself in high school which led her to her present career.

"A lot of these children need to be hugged and supported in their day-to-day decisions," said Jones, the unit director of the Molecular Spectroscopy Dept. of ATD, shadowing program coordinator of the participating ATD scientists, and an instructor at School No. 2. Students need to learn that they can make a difference in their own lives. Our future depends on today's kids. This is an investment—a grassroots investment in the potential workforce of the future."



Above, students watch a science experiment intently. Below, Bill Sonnefeld, Analytical Technology Div., describes the sophisticated equipment being used during a lab procedure.



This special education issue of Kodakery was compiled by Chris Funt.

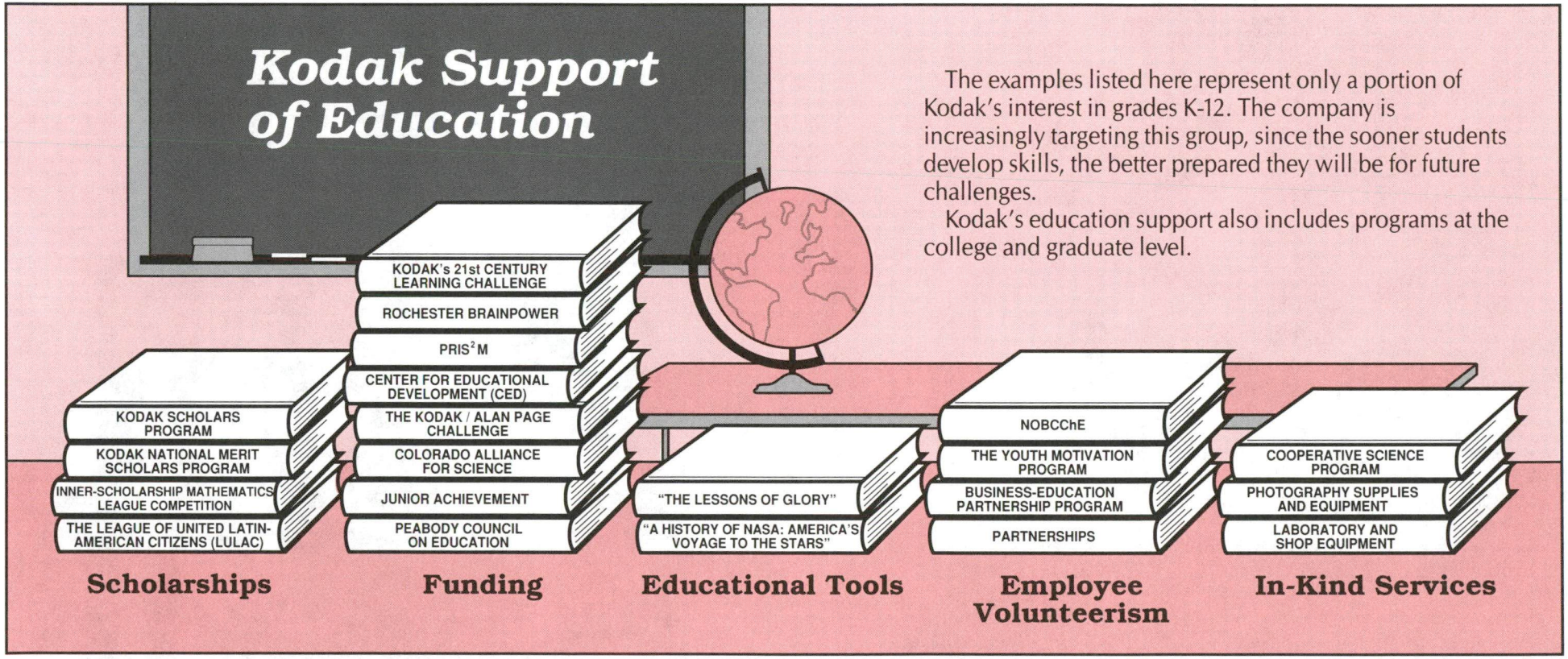
talk about the program with school district personnel. "I'm familiar with the background data and understand the reasons for decisions that were made," he said. "This lends credibility to what I am saying."

daily basis, I believe that it will be a big help for them to talk about problems with trained counselors," said Grant. This retreat, away from the usual routine and distractions, offers a great opportunity for meaningful discussions to occur.

The region also found out that the school runs short on supplies at times, so a delivery of supplies,

Fragnoli noted that plans are to increase participation in the program, mainly by having employees assist in classrooms.

"This program has benefits for both the students and Kodakers," he said. "The students get attention and support from us and we are experiencing the satisfaction you get from helping others."



Fagbayi, today's students are behind their foreign counterparts in math and science, the two areas of knowledge that will be most important to the success of American industry in the future.

The task force learned how critical a highly qualified pool of workers was to Kodak's future success when it considered the performance requirements needed by the business units to meet the company's strategic intent. "Kodak managers indicated that the company's major competitive advantage is its scientific and

How to get involved ABC

Kodak volunteers will make the Learning Challenge's second goal, math and science programs for grades K-12, a reality. "There are some Kodak employees in schools now and more have volunteered. But we will continue to need more volunteers as the program grows," said Fagbayi.

Kodak employees can choose to teach in a classroom or be an in-plant volunteer, showing students and their teachers the work-world application of classroom concepts.

Although math and science are emphasized, Kodak employees with particular skills or interests should participate as well to provide a balanced educational experience for the students.

To participate in the 21st Century Learning Challenge, employees should inform their supervisors of their interest. Supervisors and managers are encouraged to contact Fagbayi to schedule a presentation and orientation for volunteers. Participation is voluntary; no employee will be required to participate.

2 + 2 = 4

!!

Program Management Advisory Board provides guidance to communities with established programs through the interface manager.

The programs established in communities have:

- **a champion**, who sells, supports and encourages the program at its start. This person also ensures accountability for results.
- **program managers** from Kodak and

a 'corporate' effort; the program responds to the needs of the line groups and so support must come from them," says Hoffman. What does support involve?

- commitment to a long-term partnership with a school;
- promotion and support of employee volunteer involvement in the schools;
- funding for activities, principally in the form of time off from work for employees who choose to participate.

At School No. 2, EKers make a difference

Continued from front page

thing that they really like."

Recent volunteers to the Challenge are being trained by spending time in the classroom with established Kodak instructors. They observe until they feel ready to handle a classroom on their own. Current instructors and new volunteers also meet to discuss "what works and what doesn't," Dawson said. "Of course, everyone has a different teaching style, and the classes are different too. Some might move a little more slowly than others, and some might be speedier."

All of these adults in the classroom "leaves the impression that someone else is out there that really cares about what happens to the students," Dawson said. "Even the kids I worked with four years ago remember me and say 'Hi' in the hallways."

The new curriculum developed by Lucas uses a combination of hands-on, audio and visual material to familiarize young students with terms and concepts so they're prepared to study them in depth later on. "Then they won't be frightened away from science," Lucas said.

The goal is to get young students "thinking about things and interested. They need to notice what's around them and put things together more quickly," Lucas added.

All of this activity might seem disruptive, but that's not so, Dawson said. "The instructors and teachers work as a team. If the lesson is not going well, the other person might be able to step in, or help a specific student. It works great." And perhaps most importantly, "they're now getting some kind of science every day. Even if it's just looking out the window and noticing the weather," she said.

At School No. 2, EKers make a difference

On a typical day, the kindergarteners or first-graders might be busy learning parts of the body from flash cards. Second-graders could be planting tulip bulbs or having an archaeological dig in a sandbox. The older students might be deep in discussion and experimentation about mass and matter or radiant heat.

And Kodak instructors, or those in training to be instructors, are all over the place. As many as seven Kodak personnel have been spotted in just one classroom.

School No. 2 is currently the center of activity for Kodak's 21st Century Learning Challenge.

Most of those who've previously been involved in the Challenge are serving as instructors there. Kodak employees who are just becoming involved, and who will eventually teach at other city schools, are being trained there. And a new kindergarten and first-grade science/math curriculum developed by Liz Lucas, a computer assistant in the Research Laboratories, is being implemented there.

"Even after a short amount of time, you can sense a difference in the kids with problems," said Debbie Dawson, a senior development engineer at KAD who's taught at School No. 2 for four years. "Students who've had problems learning or aren't all that interested in school become very interested. This [the lessons taught by the Kodak instructors] is the one

Continued on next page



Dawson, second from left, works with School No. 2 students on a science experiment.



Sterling Drug's contributions to education were $874,000. The remaining $8.9 million was distributed as follows:

	(in thousands)
Undergraduate & graduate scholarships Approximately 50 percent of those receiving scholarships are minorities	$3,262
Special grants Contributions to specific school programs, such as Leaders for Manufacturing at the Massachusetts Institute of Technology	1,580
Research grants	810
Capital grants Contributions to college building and renovation programs	810
Supplemental minority grants This money allows colleges to recruit minority students who excel in math and science.	786
Miscellaneous contributions Annual support of local colleges, etc.	693
Support for pre-college programs (e.g., PRIS²M)	540
Equipment grants Contributions for schools to replace equipment	265
NSF Presidential Young Investors Award Program This program identifies recent Ph.D. graduates who are continuing research at universities in fields of interest to Kodak.	200



The Conference Board

From Report Number 970

Corporate Strategies for Improving Public Education

One of Twelve case studies show how leading companies:

- *manage and evaluate projects*
- *design initiatives for addressing K–12 education problems*
- *promote programs with internal and external constituencies*
- *use corporate tools of strategic thinking and business planning*

Serving Business and Society for 75 Years

About The Conference Board

Founded in 1916. The Conference Board's twofold purpose is to improve the business enterprise system and to enhance the contribution of business to society.

To accomplish this, The Conference Board strives to be the leading global business membership organization that enables senior executives from all industries to explore and exchange ideas of impact on business policy and practices. To support this activity, The Conference Board provides a variety of forums and a professionally managed research program that identifies and reports objectively on key areas of changing management concern, opportunity and action.

About the Author

Ronald E. Berenbeim is a senior research associate in The Conference Board's Business/Education program. He is the author of 14 Board research publications and many magazine and journal articles on employee relations, global business organization, owner to professional management transitions, corporate ethics, intellectual property, and employee privacy. From 1977–88 he served as a director of Guaranty National Corporation. He is a graduate of Cornell University, Balliol College, Oxford (Keasbey Scholarship), and Harvard Law School; Mr. Berenbeim is currently an adjunct professor at New York University where he teaches business ethics.

From the President

Business's concern with future work force requirements, shrinking markets for products and services, global competition, quality of life in local communities, and the need for a more active and informed citizenry has led many companies to view their support of public education as an investment rather than a contribution. Companies with this outlook are more likely to submit these projects to the rigors of strategic and business planning.

These twelve case studies illustrate how companies design or select programs to improve K–12 public education, manage and evaluate ongoing projects, and promote and build support for these initiatives both inside and outside the company.

We are grateful to the many executives who shared their insights with us.

PRESTON TOWNLEY
President and CEO

Executive Summary

Business is worried about the quality of public school education. Concern with future work force needs, shrinking markets for products and services, global competition, quality of life in local communities, and the need for a more active and informed citizenry has led to increased efforts to improve public education. Speaking to a group of local school officials, a utility executive summarized this unease: "We need customers [who] can read and understand our bills."

Because the need for better education is rooted in business necessity, many companies now view their programmatic support as subject to similar conditions, procedures and supervision from key departments (human resources, manufacturing, marketing, and public affairs) as important business decisions. Commenting on this development one senior executive said, "We have developed our new program through a disciplined strategic planning and business case process.... It is the same procedure that we use in bringing a product on line and we do not do that in a haphazard way."

As a result of this trend, more and more new projects include some or all of the following elements: (1) a well-defined mission; (2) a coherent theory; (3) an organization plan; (4) protocols for evaluating resuls; (5) the possibility of replication; (6) targeting of communities where the company has a substantial presence; (7) emphasis on the lower grades because better classroom preparation earlier maximizes efficiency; and (8) focus on the worst schools and the toughest problems.

This study features programs that share some or all of these eight key characteristics and, as such, it depicts a representative range of current strategic and organizational options. Each of the twelve projects described below falls into one of four categories: community initiatives; professional and technical training; relationships with individual schools; and experiments and theories.

Community Initiatives

Eastman Kodak's Twenty-First Century Learning Challenge uses strategic and business planning to design a program that fully utilizes Kodak's resources and builds a constituency within the company for the program.

Honeywell's Success by 6 promotes better kindergarten readiness for at-risk children through a multi-sector initiative that emphasizes health care, psychological development and parental involvement.

US WEST Foundation's Registry offers incentives for the middle layer—B students—to remain in school and to obtain productive employment.

Professional and Technical Training

American Express' National Academy Foundation uses an easily replicated organizational model to train students to meet the needs of global, technological and service-oriented industries.

Security Pacific's Skills Training Education Program (STEP) offers training on the bank's state-of-the-art technical machines and computers to ease the transition from school to the workplace.

Relationships with Individual Schools

Chevron U.S.A.'s Accelerated Schools bring at-risk students into the mainstream by enabling students to see themselves as productive learners with great potential for success.

General Electric Foundation's College Bound recruits a new generation of college students from inner-city schools.

General Mills Foundation's Public School Academy uses lower student–teacher ratios to improve academic achievement.

Pacific Telesis Foundation's Education for the Future achieves school improvement by developing a consensus among administrators, teachers, parents, and students as to needed changes.

Tenneco's Jefferson Davis High School project expands the scope of an adopt-a-school relationship to include programs and services before and after the student's high school years.

Experiments and Theories

ARCO Foundation's sponsorship of demographic studies promotes legislative and policy changes in key ARCO communities.

RJR Nabisco Foundation's Next Century Schools provides venture capital for educational entrepreneurs to promote radical change in education.

Although the educational improvement programs described in this study do have certain common characteristics, these twelve cases also illustrate the broad range of strategies available to those companies that want to improve public education on a local or national level.

[Note: See Report for full citations of quoted material.]

Business and Education: Changing Priorities

Although education has been the leading beneficiary of corporate contributions for more than a decade, current support levels *within* education contribution budgets reveal that corporations are changing their priorities. One of the more pronounced changes is the increasing share of money that companies are directing to pre-college education. For example, The Council for Aid to Education estimates that between 1987 and 1989 corporate support for this category rose from 6 percent to 10.5 percent of all company giving.[1] David Morgan, the Council's director of research, estimates that the 10.5 percent figure results in $210 million that is now earmarked for pre-college efforts.[2]

Company spokesmen cite future work force needs, markets and customer relations, community quality of life, and improved citizenry as reasons for the increased emphasis on primary and secondary education.

Future work force needs: U.S. business leaders have voiced serious concern that global competition, slow population growth and student test scores at or near the bottom of the list of industrialized nations can result in increased costs for employee recruiting, education and training, and compromises in productivity, quality and safety.

While quality education has long been an interest of U.S. business leaders, they have traditionally focused on the strengths and weaknesses of the U.S. system in comparison with its earlier record. Now that U.S. companies must compete in global markets, past performance is not the only issue. As one study participant commented, "It is no longer a question of whether our system is getting worse, but that non-U.S. schools are [getting] a great deal better."

Many U.S. business leaders see contributions to improved education as a choice between spending money now or paying a lot more later. Company estimates for the remediation portion of internal training costs run as high as five times the cost of new skills training. A better educated work force has the potential to reduce these costs dramatically.

Markets and customer relations: Poor education can result in a future of unemployment or low paying jobs for an increasing number of young adults. This prospect is not encouraging for businesses that seek expanded markets for expensive and sophisticated goods and services. A senior manufacturing executive described his concern: "If we do not have a society where young people are able to move successfully into industry and commerce, we will not have a market for our business equipment." Even essential services are affected by the need for improved secondary education. Addressing a group of community leaders, a utility executive underscored his company's unease: "We need customers [who] can read and understand our bills."[3]

Community quality of life: Companies are recognizing that their ability to recruit a competent and productive work force depends heavily on the quality of life in the cities and towns in which their headquarters, plants and offices are located. Excellence in public education is an inducement to live and work in a particular community and it is an important element in achieving other important urban objectives such as lower crime rates, improved standards of health and welfare, and an enriched cultural environment. Utilities, telephone companies and banks point out that they must invest in their communities because they do not have the option to move. Many manufacturers such as The Boeing Company (Seattle), Eastman Kodak Company (Rochester) and Procter & Gamble Company (Cincinnati) also share this view.

[1] *The Chronicle of Higher Education*, p. A-23, August 8, 1990. The Conference Board estimates that 8 percent of 1989 corporate contributions went to "pre-college" programs, but giving in other educational sub-categories could result in a somewhat higher or lower figure for corporate support of K–12 programs. Anne Klepper, *Corporate Contributions, 1989*, The Conference Board, Report No. 954, 1990, p. 17.

[2] "A risk worth taking," *Foundation News*, September/October 1990, pp. 21–27.

[3] For a more detailed discussion of this point, see "Distractions of Modern Life are Cited for Drop in Student Literacy," *The Wall Street Journal*, October 1, 1990. p. B-1.

Improved Citizenry: Corporations that seek K–12 public education improvement have as their ultimate objective the cultivation of an improved citizenry that enthusiastically participates in all aspects of civic life. One study participant put it this way, "We need people to make it through good high schools so that they will [become] self-sufficient and full participants in the democratic process."

Until recently the basic mechanism for business support of public secondary education has been the partnership, a "generic term applied to 'adopt-a-school,' 'join-a-school,' 'mentoring' and similar programs that join one or more schools together with one or more businesses."[4] Such arrangements, and a considerable body of literature that describes existing programs and how to develop and implement new initiatives, have proliferated since the 1983 publication of *A Nation at Risk,* a report by the National Commission on Excellence in Education.

Although partnerships are likely to remain the most popular vehicle for business contribution to K–12 education, companies are beginning to utilize strategic thinking—as in the case of the introduction of a product or service—in developing educational support plans that take into account their own particular objectives and resources. When interviewed, one executive described the new approach: "We have developed our new program through a disciplined strategic planning and business case process. We are gaining broad management support within the company and obtaining external cooperation from key institutions. It is the same procedure that we use in bringing a product on line and we do not do that in a haphazard way."

The increased involvement of senior executives from major departments (human resources, manufacturing, marketing and public affairs) suggests that many businesses now view education programs as an *investment in* rather than a *contribution to* local communities. The programs initiated by such organizations have some or all of the following elements:

- *A well-defined mission:* Company initiated programs seek to accomplish specific goals that are consistent with the organization's overall strategic business objectives and are sensible given the resources that it is able to commit.
- *A coherent theory:* Approaches devised by leading educational thinkers, such as Theodore Sizer of Brown University and James Comer of Yale's Child Study Center, have become increasingly popular beneficiaries of corporate support.
- *An organizational plan:* The programs have delegations of authority and responsibility for strategic design, defining specific objectives and coordinating effort.
- *Protocols for evaluating results:* Consistent with this businesslike approach, the programs have institutional mechanisms for evaluating effectiveness and making mid-course corrections.
- *The possibility of replication:* The ultimate test of a program is whether it is cost-effective for the company to expand it or if it can persuade other companies to buy into it.

In addition to these organizational features, these program designs have at least two of three common characteristics: (1) they target communities where the company has a substantial presence; (2) they emphasize the lower grades; and (3) they focus on the worst schools and the toughest problems.

The most obvious rationale for targeting communities where the company has a substantial presence is that the company wants to achieve maximum substantive benefit and good will from those regions in which its employees live and work. There is another equally important reason for this approach: companies need to enlist a certain critical mass of volunteers to staff and oversee their programs. In some cases, these requirements are substantial. IBM's efforts, for example, involve 22,000 employees, more than 10 percent of its work force, in more than 750 local partnerships.

Ask any corporate spokesman what they would do differently if they could redesign their program and the likely answer will be, "I wish we had started in the lower grades." This priority implies a changing perception of the real needs that corporate educational contributions are designed to serve. Support for higher education suggests a need for recruiting skilled professionals and the desire to secure the continued loyalty of those who already work for the company through matching contributions and scholarships. A focus on high schools shows concern that the pool of eligible professionals needs to be enlarged either because it is too small or because the current mix is inadequate for meeting affirmative action goals. The recent emphasis on lower grades underscores business's alarm that the quality of education at that level will not ultimately result in a sufficient number of professionals, that there will be a shortage of lower level workers with basic skills. It also suggests, however, a view as to the most efficient allocation of business resources in improving the educational system.

Commenting on the efficiency issue, a spokesman for a participating manufacturing concern analyzed the lessons of a company program to improve science education in grades 9–12: "Starting earlier is the key to greater success because more kids will be able to take advantage of the advanced program and each of them will be better prepared and need less attention."

Rather than looking for promising situations, companies have been drawn to the worst schools. They ask

[4] Leonard Lund, *Beyond Business/Education Partnerships: The Business Experience,* The Conference Board, Report No. 918, 1988, p. 4.

only that the principal and the community be responsive to change and willing to implement it. As one executive commented in an interview, "Expectations are key. If you set low expectations, you will be lucky to even accomplish modest goals." The director of an education program at another company was more specific, "I was delighted when the Governor of New Mexico told me, 'You picked the toughest school in Albuquerque.' "

The programs featured in this study are a representative rather than an exhaustive sample of companies that employ strategic options in supporting K–12 public education. By nature, business-education initiatives tend to have an intensely local flavor, so geographic distribution was emphasized. As individual programs are dependent on the distinctive objectives and resources of the companies that initiate them, representation of major industrial groups (manufacturing, finance, services, etc.) was also deemed essential.

Discussion focused primarily on *company* efforts rather than the functioning of individual or regional partnerships. By and large, these profiles do not describe the entire K–12 involvement of the firms that are featured. Instead, they examine initiatives *within* that program which offer particularly useful examples of mission statements, educational theories, organization plans, evaluative materials or replicability.

A Business Plan for a Business Problem

Case One:
Eastman Kodak Company
Rochester, New York
The Twenty-First Century Learning Challenge

No better microcosm exists for studying the difficulties that beset U.S. public schools than the city of Rochester, New York. By the early 1980s these problems came to a head: Suburban growth had severely depleted the city's tax base. Suffering from massive deficits, the school district was forced to cut programs. In 1984, Monroe County Executive Lucien Morin and Rochester Mayor Thomas Ryan developed the Morin–Ryan Sales Tax Plan which reassigned a portion of county sales taxes to fund city programs.

With the fiscal crisis alleviated, community and business leaders began to focus on improving Rochester's school system. In 1986 a Rochester Business/Education task force led by Eastman Kodak executives and including senior managers from Xerox, Wegmans Food Markets and Bausch & Lomb concluded that major improvements in Rochester's public education required business initiatives in five areas:

(1) *Jobs:* As an incentive for student performance and to provide exposure to work environment and familiarity with career options;

(2) *Partnerships:* to promote interaction between companies and students, teachers and administrators;

(3) *Marketing of Education:* to achieve greater awareness of Rochester's educational resources and increased parent participation in local schools;

(4) *Staff Development:* to create opportunities for teachers to improve teaching and management skills and to foster increased sensitivity to cultural differences; and

(5) *Consulting Resources:* to enable the Rochester City School District (RCSD) to upgrade administration.

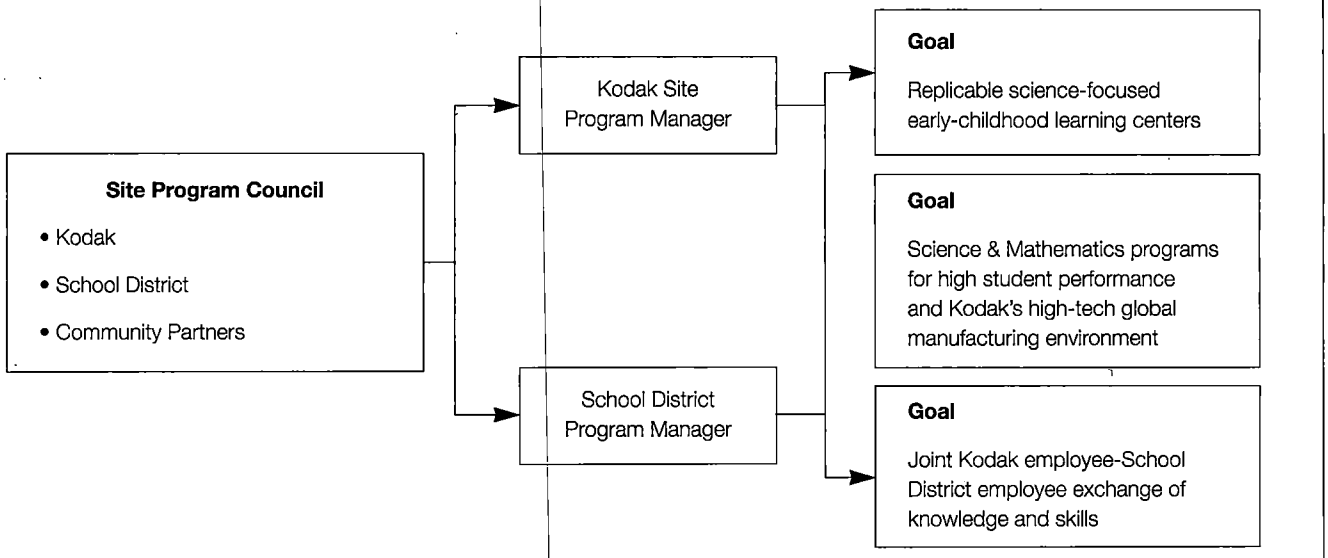
Kodak responded to the task force's *Call to Action* report by contributing $400,000 and the first loaned executive to Rochester Brainpower. (Xerox provided $50,000 in 1987 and a loaned executive in 1990.) Brainpower serves as a conduit for business contributions to achieving the task force's five objectives. A 1990 Brainpower progress report noted that since its inception in 1987, more than 2,350 students had obtained job placements and 1,600 or more had completed job teaching workshops. In addition, more than 5,000 teachers participated in various career development programs and 95 new partnerships were established.

Eastman Kodak's Next Step: The Twenty-First Century Learning Challenge

Kodak assembled a task force to build on the experiences and successes of Brainpower. The task force developed an action plan that focused on two key company concerns for the 1990s: (1) the need for a prepared and diversified work force; and (2) the development of an expanded pool of qualified minority and women job candidates.

The committee was staffed with high-level managers from both of the sites (Rochester, New York and Kingsport, Tennessee) where the company will begin implementation of its plan. Additional members included senior executives in public affairs, manufacturing, recruiting and training. Representatives from the Rochester school system were also invited. Commenting on the composition of the committee and its deliberations, task force chairman Dorothy Luebke said: "We are not in the education business, so for us to do our job we needed broad expertise to develop a business case for this activity. But we also tried to get comprehensive representation from *within* the company so we included

Exhibit 1: Eastman Kodak: Site Program Organization Plan



people from the two geographic sites and various business units. Still, education is a business issue for us, so we need a business plan that could sell our management on the kind of programs that we think are necessary." Luebke then described the initial preparation: "We have now formed teams under the co-management of Mutiu Fagbayi of Kodak and Paul Strollo of the Rochester School District. They are knowledgeable [about] how to get the job done. The early effort focused on how to get organized and to set reasonable time targets for making incremental progress in achieving our goals.

Kodak's ten-year plan has three goals for Kodak communities: first, the establishment of science-focused, early childhood learning centers; second, new and expanded mathematics and science programs that prepare students for careers in high technology, and the global manufacturing environment; and third, additional and enlarged Kodak and school district employee programs that facilitate the exchange of knowledge and skills that are vital to the mutual needs of Kodak and the educational community.

Measuring Program Success

The Kodak plan establishes five general indicators for judging the success of individual programs:

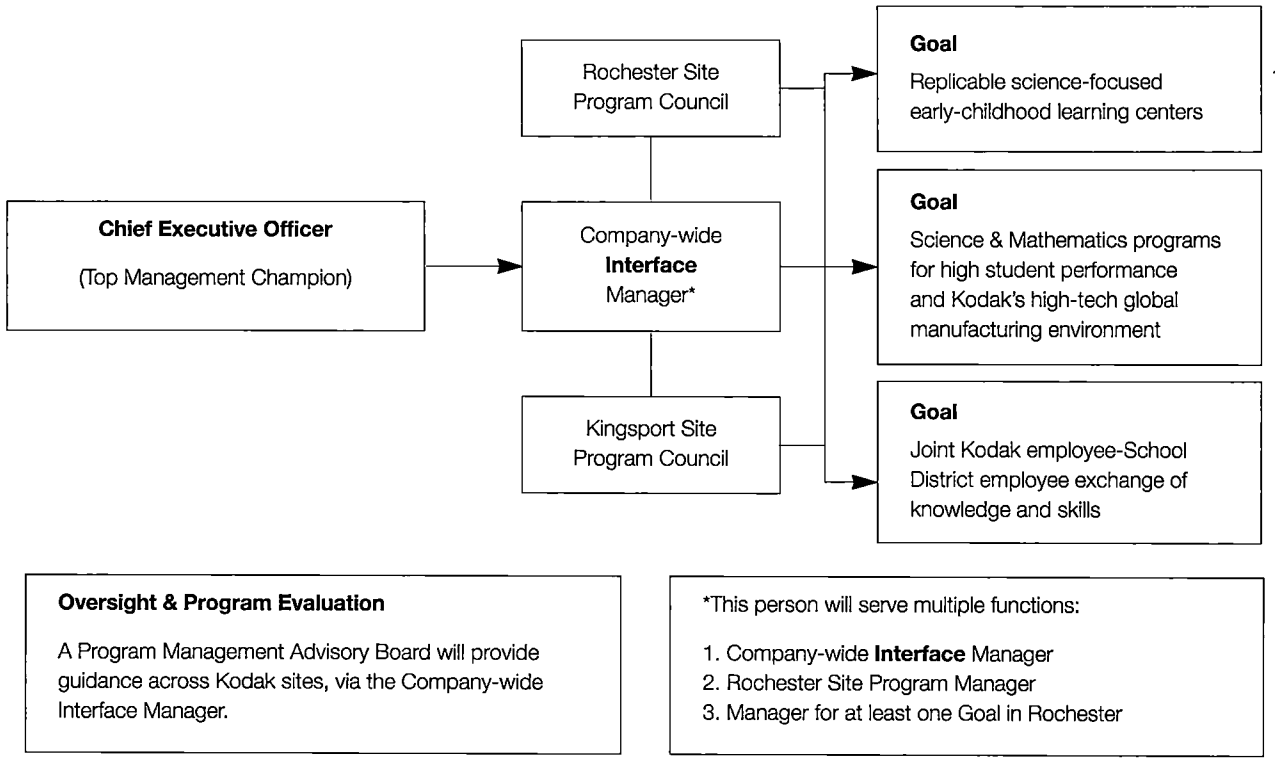
- children start school at a high level of learning preparedness;
- public high school graduates are well prepared for higher education and employment of choice;
- distribution of science and mathematics achievement scores equals the average results for top five Organization for Economic Cooperation and Development (OECD) countries;
- the Quality Principles of Customer Focus, management leadership, team-work, analytical approach and continuous improvement are the standard in all facets of the educational organization; and
- Kodak is the employer of choice among graduates from schools in Kodak communities.

Each of these objectives has a quantitative, qualitative and behavioral component. For example, quantitative success is achieved through measurable improvements (e.g., science and mathematics test scores). Qualitative goals are met by raising the interest of teachers and parents in science and mathematics and obtaining recognition of their importance. A key behavioral objective is met by achieving permanent ongoing cooperation between Kodak and the school districts in improving science and mathematics instruction.

Management for Company-Wide and Site Initiatives

Kodak's strategic vision includes an organizational plan for on-site implementation (see Exhibit 1) and corporate oversight (see Exhibit 2). The purpose is to achieve a "managed process"—one that matches the needs and plans of participating institutions with Kodak

Exhibit 2: Eastman Kodak: Corporate Program Organization Plan



resources. The objective is to facilitate communications between Kodak and the site communities and to impose a management discipline. Kodak's view is that such an approach is essential in any project, business or community support, where the company is involved. Luebke says, "we will be strategic and focused because that is the only way that we are going to survive. Any plan has to be managed and measured carefully because that is how we operate."

Although Kodak's Twenty-First Century Learning Challenge incorporates the familiar procedures and appearances of strategic planning, Kodak's Contributions Director Stan Wright drew a distinction between this kind of effort and the launch of a new product: "We have to be more patient. There is a lot of hard work ahead. We do not make product introductions that take 15 years to get to the marketplace, but it may be that long before we know the value of this investment."

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INTRODUCTION

As we move toward the end of the 20th century, our economy and our lives will continue to change. Rapidly advancing technologies will require workers to have higher skill levels. Changing the ways in which workers work and the ways in which they are prepared for the workplace is vital for the continued economic growth and the security of our nation.

Together, education and industry must meet this challenge. Through alliances and partnerships, each can work toward identifying and improving skills for many of America's young people, thereby increasing their chances for success in the workplace. Meeting the demands of the future will require new organizational structures for both education and industry.

Management at Eastman Kodak Company and Greece Community Schools embraced a vision of the future and responded to the challenge by initiating and sponsoring an on-going partnership. In 1990, an alliance was formed between these two organizations which included educators, line managers, human resources staff, and community representatives. Through a carefully designed process, the team members identified the purpose and products of the alliance, then immersed themselves in understanding the characteristics of each others' environment and the future workforce.

The initial work of the alliance was the identification of the knowledge, skills and attitudes needed for high productivity work organizations of the future. This collaborative effort resulted in a comprehensive profile which identifies the graduation goals for students in the Greece Community Schools and defines the profile of the competitive employee for the Eastman Kodak Company. Competencies range from basic to competitive and are listed under the categories of *Dynamics of Change, Quality Process Skills, Communication Skills, Math, Science and Technology, Workplace Behaviors, Ethics, Personal Attributes,* and *Global Awareness.* The work of the alliance embodies a unique customer/supplier relationship which will support continuous student growth and development, resulting in successful transition from education to the workplace.)

The expectations reflect a vision of the future. However, we must begin to work toward them now, if we are to reach our destination by the 21st century: an economically competitive America that fully utilizes the talents and skills of all its citizens.

See category summaries on back

CATEGORY SUMMARIES

DYNAMICS OF CHANGE

Organizations are going through substantive change at ever increasing rates in terms of technology, business, structure and processes. As these changes take place, specific jobs and skill sets become re-oriented, or even obsolete. As a result, employees will need to enhance and change their skill sets several times during their careers. Employees may in fact, change their careers three or more times during their organizational work life.

The ability to adapt to and embrace change as an ever-present force is critical to success. Employees will need to build the concept of change into their mindset about work.

QUALITY PROCESS SKILLS

A quality process represents an approach to decision making which ensures that quality is built into the processes used to meet the needs of one's customer, that is anyone on the receiving end of your work (products and services). This process focuses on the continuous improvement of products and services through the integration of specific sets of skills: the ability to assess, plan, do and verify the work produced.

COMMUNICATION SKILLS

The ability to understand and convey information through many different media: written word, verbal interaction, physical and personal presence, both with individuals and within groups, is critical to success in all organizations. As work changes and organizational structures within it shift, employees will need to learn and share information and data quickly, accurately, and in some cases, for instructional purposes. No longer can organizations rely solely on "on the job" training to satisfy learning requirements.

MATH, SCIENCE, AND TECHNOLOGY

Scientific literacy, which encompasses science, mathematics, and technology, has emerged as a central goal of education. Recent studies have indicated that as a nation, the United States is lagging behind other nations in preparing its youth for a world that is changing radically in response to the rapid growth of scientific discoveries and new technologies. Understanding science, mathematics, and technology is valuable because it helps us acquire knowledge and ways of thinking that foster lifelong learning and helps us adapt to change.

WORKPLACE BEHAVIORS

As organizations and the workforce change over the next decade, there will be a greater need for employees who demonstrate behaviors characteristic of individual responsibility and team orientation. The scope of individual jobs will broaden to require significant interaction, pride in work and trust among workers in the workplace.

ETHICS

The responsibility for building a set of values for our students and our employees now transcends the family unit. Individuals in all organizations must demonstrate a commitment to their work, to their organization and to their community. These behaviors enable individuals and organizations to reach their goals.

PERSONAL ATTRIBUTES

Employees are balancing greater and more varied responsibilities both in their professional and personal lives. The personal attributes are important because they affect the overall quality of one's life and provide the critical foundation upon which other skills and behaviors may be learned and practiced. They illustrate the personal core that enable people to embrace and flourish with change, seek continuous improvement and contribute to the organization and community.

GLOBAL AWARENESS

As the 21st century draws closer, two significant factors that impact the workplace become most evident: changing demographics and the global marketplace. Research suggests that the workforce in the year 2000 will be comprised of a greater number of older workers, women, minorities and immigrants than at anytime prior to this in our history. In addition, companies and industries are shifting and changing to expand business and business concerns on a global, or multi-national basis. No longer will companies and products focus only on the U.S. Therefore, employees must understand the world more effectively from a geographic, environmental, economic, political and cross cultural perspective

GREECE COMMUNITY SCHOOLS and EASTMAN KODAK COMPANY ALLIANCE

Preparing for the 21st Century

Profile of Tomorrow's High School Graduate and Competitive Employee



PROFILE OF TOMORROW'S HIGH SCHOOL GRADUATE AND COMPETITIVE EMPLOYEE

SKILLS/KNOWLEDGE/ATTITUDES

COMPETITIVE

BASIC

I DYNAMICS OF CHANGE

Takes informed, educated risks.

Initiates change for the improvement of the organization.

Demonstrates the knowledge, skills and attitudes needed to adapt to change.

Exhibits willingness to learn, practice, and perform multiple skills and tasks.

II QUALITY PROCESS SKILLS

Assesses situation by:
- applying knowledge of cause and effect relationships,
- anticipating the future while working in the present and drawing upon the past,
- thinking and working from whole to part (divergent) and part to whole (convergent),
- gathering, analyzing, interpreting and integrating information,
- identifying customers*,
- formulating relevant questions,
- visualizing alternatives and outcomes.

Demonstrates ability to plan work by:
- setting goals with measurable outcomes,
- making decisions using factual information and logical reasoning,
- organizing and prioritizing information,
- identifying and allocating resources appropriately.

Implements plans by:
- accomplishing work to achieve goals,
- applying new knowledge and transferring learning to new situations,
- using resources effectively.

Verifies outcomes by:
- using evaluation skills,
- comparing outcomes to goals,
- drawing conclusions based on results.

III COMMUNICATION SKILLS

Writes clear descriptions of work processes to share with others.

Communicates effectively both verbally and non-verbally to groups and individuals.

Expresses thoughts, feelings, opinions, and ideas clearly and persuasively.

Asks questions effectively.

Listens effectively.

Reads and understands the literal and implied meanings of textual material similar to those found in work and professional environments.

Uses Standard English in speaking and writing (e.g., spells correctly, uses proper grammar, etc.).

IV MATH, SCIENCE, TECHNOLOGY

Evaluates the effects of new and existing technologies and develops ways to reduce their risks and increase their benefits.

Understands and values the significance of current and changing technologies and scientific discoveries.

Understands and applies the general principles of systems and processes (e.g., materials flow, energy, design, and manufacturing.).

Understands and applies the basic concepts, principles, and processes of life, physical, earth, space and informational sciences and technologies in solving problems.

Uses the computer as a personal and/or professional productivity tool.

Represents and interprets data in chart/graph form.

Judges the reasonableness of results by estimating and approximating answers.

Understands and applies basic skills of algebra, geometry, logic, probability and statistics in solving problems.

V WORKPLACE BEHAVIORS

Uses a process approach in one's work.

Delegates tasks and responsibilities as appropriate.

Knows, values, and models the goals of one's organization (e.g., school, community, business).

Accepts and gives reinforcement and constructive criticism.

Works effectively as a member of a team by:
- sharing/ communicating,
- negotiating,
- facilitating,
- participating,
- cooperating,
- trusting,
- working toward and accepting consensus,
- functioning as a teacher and learner,
- valuing and using leadership skills,
- using conflict resolution skills.

Demonstrates and appreciates appropriate humor in the workplace.

Values the significance of quality in the workplace by:
- showing pride in one's work,
- engaging in continuous improvement efforts,
- recognizing quality as identified by the customer*.

Adapts to various schedules and environments.

Demonstrates sensitivity and empathy for the varying needs, opinions, and concerns of others.

Understands the importance of appropriate dress and hygiene.

Respects the rights, well-being and property of others.

VI ETHICS

Values learning as a life-long process of self-development.

Assumes responsibility and demonstrates accountability.

Evaluates his/her own actions and work.

Demonstrates initiative and follow-through.

Displays honesty, loyalty, integrity, and professionalism.

Exhibits enthusiasm for the job or task at hand.

Demonstrates dependability, responsibility, and commitment in completing tasks.

Values the habit of punctuality and daily attendance.

VII PERSONAL ATTRIBUTES

Balances work, family, and leisure time.

Enhances the quality of one's life by applying skills in areas such as time and money management, parenting, consumerism, and stress management.

Values the habit of maintaining one's health and physical fitness.

Reads for enjoyment.

Demonstrates the skills necessary to locate and evaluate career information to develop one's career plan.

Understands the relevance of one's personal attributes to success on the job and one's career plan.

Projects a positive image of self and the organization.

Builds and maintains the esteem of self and others.

Demonstrates safe practices in work and personal life.

Values a lifestyle free of substance abuse.

Understands the problems that substance abuse cause in school, the community and the workplace.

VIII GLOBAL AWARENESS

Understands and respects the nature and historical development of cultures, nations, and societies.

Respects and promotes ecological balance in the community and world.

Values the arts and humanities as a creative and universal means of communication.

Understands the structure and function of economic, political and governmental systems in the U.S. and the world.

Understands, appreciates and works with people from diverse backgrounds and characteristics.

Understands and appreciates other languages and cultures.

Demonstrates knowledge, skills and values needed for effective participation in a democratic society.

Understands U.S. and world geography and current events.

*Customer: Anyone on the receiving end of your work.

**Each learning outcome is not exclusive to the category in which it is placed.

Times-Union
July 29, 1991

Teachers see science at work

They get inspiration after shadowing Kodak workers

By BARBARA GERBER
Times-Union

Question: What would a piece of paper shooting across a blurry television screen at the Eastman Kodak Co. Elmgrove plant have to do with teaching fifth-graders?

Answer: A lot, if you're School 25 teacher Sylvia Cooksey and you're learning how science is used in the work place.

For the last three weeks Cooksey and 24 other private and public school teachers have been studying ways to make their science classes more interesting to students as part of the Summer Science Institute for Teachers, offered by the City School District and Kodak.

The teachers have spent the first part of each week in the classroom learning new science teaching techniques. Thursdays and Fridays they have worked full time with a Kodak researcher, helping solve problems that arise in industry.

Cooksey teamed up with Jon Kriegel, who works in the paper handling section of Kodak's Copy Products Division.

The pair videotaped pieces of paper as they were spit out of a motorized roller, graphing how much the paper edges drooped as they shot by. The results were compared to a mathematical model developed at the University of Rochester.

If the model is accurate, the information could help solve the problem of paper jams in copiers, Kriegel said.

fifth-graders "probably couldn't care less about droop," she said the experience has taught her a valuable lesson.

"No matter how much Jon would explain to me what he was doing about the droop, it wouldn't make sense until I saw it," she said.

"My teaching technique will definitely change to more hands-on," said Cooksey, who has taught fifth grade at School 25 for two years. In the past, Cooksey said, she's taught out of the book and done experiments herself.

Typically, she said, elementary school teachers tend to put reading and math above science, Cooksey said.

"I was a little afraid of teaching science, it's not one of my strong areas," she said.

That is the case with many teachers, said Helen Oosterveen, who taught the classroom part of the course and teaches in the Science, Computer, Technology Magnet at School 2.

"We are pushing more that they do more hands-on activities with their children," she said. "The tendency is to use the book."

Unless children use actual materials, she said, "the words they're using, like circuit, make no sense."

The summer program is part of the Kodak 21st Century Learning Challenge, in which more than 700 Kodak employees work with schools, pupils and teachers to foster interest in science.

This is the first year Kodak has participated in the teachers' summer science training.

Kriegel has visited School 25, Copier Products Division, and is a mentor to a pupil from the school.

News of the the pressures of Japanese competition and the superiority of their technical training prompted Kriegel to try to help improve science education here, he said.

"We're losing the battle of superiority," he said.

In the future Kodak hopes to use the program to help train a cadre of 200 to 300 "science specialist teachers," said Shirley Orrego, who works with the Kodak 21st Century Learning Challenge.

"We want to get people who really feel confident with teaching science," she said. "If we want to improve on students' education, the only way to do that is through the teachers."

> *"We want to get people who really feel confident with teaching science. If we want to improve on students' education, the only way to do that is through the teachers."*
>
> **Shirley Orrego**
> *Works with the Kodak 21st Century Learning Challenge*

Madeline Cartwright



MADELINE CARTWRIGHT's first challenge as principal of the James G. Blaine Public School came the night after she arrived. Someone broke into the elementary school—a scarred, three-story brick building in a decaying North Philadelphia neighborhood—and stole a microphone, film-strip projectors, record players and basketballs.

The next morning she went down to the street corner and talked to the young men there: "I'm the new principal," she said, "and somebody broke into my school last night. How am I going to look, first day on the job, if I have to tell the superintendent somebody broke in? If you want to use something in that building, let me know." Then she gave them a list of what had been stolen.

The next day, all the goods were returned. "And they have never broken into this building since," Cartwright says.

She points to a group of young men playing basketball on the school grounds. "They borrow stuff and bring it back," she says. "I tell them and my students: 'You may never own property anywhere else, but this school is yours.' "

Cartwright, 53, a forceful woman with a do-it-now philosophy, came to Blaine in 1979. She had grown up in Coatesville, Pa., 37 miles from

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Brings Hope to Class

"There are things you can do!" she tells her inner-city students—and then she proves it

Condensed from
"CHILDHOOD'S FUTURE"
RICHARD LOUV

Philadelphia, and in the projects of Pittsburgh's poor Hill District. Her father held jobs as a steelworker and hospital attendant; her mother worked as a domestic. As she tells it, "Everybody went to church, and some of us went to college."

Cartwright graduated from West Chester State Teachers College and received a Master's degree from Antioch University. In 1965 she married Earl Cartwright, a teacher in the Philadelphia schools. Their daughter Jill is in her early 20s.

When she arrived at Blaine, Cartwright was determined to make a difference to the children of the neighborhood, who grow up in abject poverty. Many live in abandoned, burned-out buildings. On their way to school they pass crack houses and young men selling dope on the corners. Many have seen violent crimes committed.

Cartwright decided that her school would become the heart of the neighborhood. As long as that heart beat cleanly, she believed, the body around it had a chance.

She began with small changes. After reading about a New Jersey principal who improved attendance 15 percent by simply answering the phone, she started doing the same.

When the telephone rings, she picks it up and says, "Good morning, this is the Blaine School, this is Madeline Cartwright." Sometimes the caller hangs up. If the phone rings again two minutes later, she answers the same way. If the caller hangs up again, she says on the third try, "Good morning, this is Mrs. Cartwright. If you're going to take off today, you have to talk to me. So either talk to me now or come to school, simple as that." Blaine's attendance rate is now a remarkable 93 percent.

The emphasis on attendance applies to teachers as well. As Cartwright told her staff, "This school is the only thing these kids can depend on. As old as I am, you haven't had any disease I haven't had, so you come to school, no matter what."

She meant it. When a teacher

broke her leg and wanted six weeks off, Cartwright told her, "You have just one broken leg, and you want to stay home? Guys came back from Vietnam with no legs and worked every day. I'll come get you, put you in a wheelchair and bring you to class."

When she rolled the teacher down the hall, word went through the school that the new principal was crazy. "Best thing I ever did," says Cartwright.

She keeps students and teachers on their toes with unannounced visits to classrooms. Sometimes she takes the opportunity to teach the class herself. She says there are two types of principals—"office" and "classroom"—and she is hardly ever in her office.

Her strategies have made a difference. Blaine, which is almost exclusively black, breaks the stereotype of the inner-city school. Though 90 percent of the families receive some form of public assistance, and despite its outward disrepair, Blaine is a clean, scrubbed island—a safe zone in a violent world.

Cartwright remembers what it was like growing up amid poverty, and sometimes, she says, she thinks about Jane.

"Jane was a girl next door," she explains. "She didn't have a mother, and she had a lot of disadvantages, many more than I had.

"When she was 12 years old, Jane was six feet tall. One day in class, the principal said to her, 'Jane, why haven't you been to school in two weeks?' She replied, 'I don't have no shoes.'

"The principal said: 'You could have borrowed my shoes. Your feet are as big as mine!' And the kids just laughed, falling out of their chairs. But I didn't laugh; I saw that Jane was crying. I wondered how that man could have said that to her."

Cartwright's eyes flashed fire: "That principal inspired me. I tell myself that the Janes in *my* school are going to get help, not ridicule. I'm telling you, there are things you can do!"

OVER THE YEARS, one of Cartwright's most important accomplishments was getting parents involved in the school. She did this by enlisting the students to recruit their own mothers and fathers. Once the parents meet the principal, it is hard to resist her arm-twisting—or her warmth.

At her first parents' meeting, the Philadelphia *Inquirer* reported, "parents were spellbound and teachers dumbfounded by the size of the crowd, the first sign that things were changing."

Cartwright recalls, "I told them I came from the same circumstances they came from, and that I was there to help them take their kids as far as they could go. The sky is the limit.

"When I came, this place was black as soot," she continues. "I asked the parents, 'How can you let your kids go to school in a place like this?' "

PREGNANCY CATEGORY X: Estrogens should not be used during pregnancy. See **CONTRAINDICATIONS** and Boxed Warning.

NURSING MOTHERS: As a general principle, the administration of any drug to nursing mothers should be done only when clearly necessary since many drugs are excreted in human milk.

ADVERSE REACTIONS: The following have been reported with estrogenic therapy: changes in vaginal bleeding pattern and abnormal withdrawal bleeding or flow, breakthrough bleeding, spotting, increase in size of uterine fibromyomata, vaginal candidiasis, change in amount of cervical secretion; tenderness or enlargement of breasts; nausea, vomiting, abdominal cramps, bloating, cholestatic jaundice; chloasma or melasma that may persist when drug is discontinued, erythema multiforme, erythema nodosum, hemorrhagic eruption, loss of scalp hair, hirsutism; steepening of corneal curvature, intolerance to contact lenses; headache, migraine, dizziness, mental depression, chorea; increase or decrease in weight; reduced carbohydrate tolerance; aggravation of porphyria; edema; changes in libido.

ACUTE OVERDOSAGE: May cause nausea and vomiting.

DOSAGE AND ADMINISTRATION:

PREMARIN® Brand of conjugated estrogens tablets, USP

1. *Given cyclically for short-term use only.* For treatment of moderate-to-severe vasomotor symptoms, atrophic vaginitis, or atrophic urethritis associated with the menopause (0.3 mg to 1.25 mg or more daily). The lowest dose that will control symptoms should be chosen and medication should be discontinued as promptly as possible. Administration should be cyclic (eg, three weeks on and one week off). Attempts to discontinue or taper medication should be made at three- to six-month intervals.

2. *Given cyclically:* Hypoestrogenism. Osteoporosis.

Hypoestrogenism due to: Female hypogonadism—2.5 mg to 7.5 mg daily in divided doses for 20 days followed by 10 day rest period. If bleeding does not occur by the end of this period, the same dosage schedule is repeated. Female castration or primary ovarian failure—1.25 mg daily, cyclically. Adjust upward or downward according to response of the patient. For maintenance, adjust dosage to lowest level that will provide effective control.

Osteoporosis—0.625 mg daily. Administration should be cyclic (eg, three weeks on and one week off).

PREMARIN® Brand of conjugated estrogens Vaginal Cream

Given cyclically for short-term use only. For treatment of atrophic vaginitis or kraurosis vulvae.

The lowest dose that will control symptoms should be chosen and medication should be discontinued as promptly as possible.

Attempts to discontinue or taper medication should be made at three- to six-month intervals.

Usual dosage range: 2 g to 4 g daily, intravaginally, depending on the severity of the condition.

Patients with an intact uterus who are treated with either PREMARIN Tablets or Vaginal Cream should be monitored for signs of endometrial cancer and appropriate measures taken to rule out malignancy in the event of persistent or recurring abnormal vaginal bleeding.

Revised August 21, 1989

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"You must think you're in the suburbs," one parent challenged.

"The dirt in the suburbs is the same as the dirt in North Philadelphia," Cartwright replied. "And the same detergents work here. We're going to clean this building this summer. Raise your hands if I can depend on you."

Eighteen parents showed up to clean the building. "You don't accept anything less than what is right because you live in North Philadelphia," she says.

Now the walls are freshly painted a bright yellow. Parents help line up the children in the schoolyard, supervise the hallways and volunteer in the classrooms. They decorate the school, prepare food and bring in used clothes.

Cartwright explains, "With the right parents involved, you have a better school, because teachers know the eye of the community is on them."

She encourages the children to come to her with their troubles. She believes her involvement in their lives helps prevent abuse of the children. "If I see that a child is unkempt, I'll call his mother and ask, 'Why is this child dirty?' I'm not going to let it go," she says. "Parents know that these kids tell me everything. If they tell me they've been hurt, I'll tell their parents, 'This child looks abused to me, and I'm going to call the child-abuse hot line. When they come, you'll know I sent them.' "

Not long after she arrived, Cart-

wright bought a washer and dryer for the school, and the head of a Philadelphia chemical company volunteered to supply her with free soap powder. Each morning, she and her staff wash many of the children's clothing. "My kids look good," Cartwright says.

A few pupils, usually the children of dope dealers, come to school wearing $200 bomber jackets, designer jeans and gold chains. Cartwright washes their clothes too—in the same load with the other kids' ragged clothing. "Just because they have fancy clothes doesn't mean their parents know how to wash them," she says.

Drugs are a part of almost all her kids' lives, Cartwright explains. "Out on the streets, kids ten, 12, 15 sell drugs. The pushers use children as runners because you don't need bail to get them out. The mother can get them. But I won't let a youngster deal drugs in this building."

Knowing what they're up against, she never gives up on her children. If one isn't coming to school, she'll go into his home to find out why.

One time she and a friend went to retrieve a student who had stopped coming to class. "The place was more squalid than anything I could ever imagine," she recalls. "The kitchen was a hot plate sitting on a drain board. There was no refrigerator, no running water in the kitchen and no electricity. There were dirty dishes, food caked in piles and an overflowing toilet."

Cartwright and her friend scrubbed the floors, fixed the toilet and took all the dirty clothes and bed sheets back to the school to wash them. They brought food for dinner from the cafeteria. "That afternoon, the mother came home to a clean house and clean children," she says.

It is this commitment to her students that has brought Cartwright increasing recognition. The Merrill Lynch & Co. Foundation, for example, has selected 25 of her students for college scholarships.

LAST FALL, after years of problem-solving at Blaine, Madeline Cartwright was given an even more difficult job. In September 1990, Philadelphia school officials reassigned her as principal of Fitz-Simons Middle School, seven blocks from Blaine.

Middle-school students are naturally tougher and less manageable, and the transition, Cartwright says, has been "hard, very hard." Still, she expresses confidence that she'll be able to repeat her successes at Blaine. Her immediate goal is to rally parental involvement, which at the outset was nearly nonexistent.

Meanwhile, she tells her staff, at times overwhelmed by the odds, "Don't tell me what you can't do. If there is a problem, there is a solution. I'm telling you, there are things you can do!" ❀❀❀❀❀

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

February 28, 1992

MEMORANDUM FOR: Jane Leonard
Associate Director - Public Liaison

FROM: Department of Education
Office of the Secretary

SUBJECT: Department of Education Contacts

Leslye Arsht
Director of Communications and
Counsellor to the Secretary
401-3046

Access to Secretary Alexander; comments on presidential statements, speeches, backgrounders; content of messages, long-term planning.

John Crisp
Special Assistant for AMERICA 2000
401-3389

AMERICA 2000 events, planning, phone calls, and related talking points for the President and Mrs. Bush.

Etta Fielek
Director of Public Affairs
401-3026

For press relations and news releases

Michael Heise
Deputy Chief of Staff
401-3000

Deputy Chief of Staff for Secretary Alexander's and Deputy Secretary Kearns' schedules.

Scott Hamilton
Deputy to the Director of Communications
401-3040

For assistance when any of the above cannot be reached.

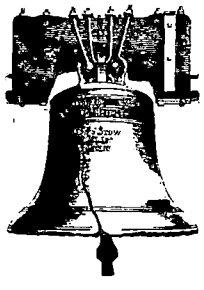
1989

AMERICAN EDUCATION WEEK RESOURCE GUIDE

How to Plan and Promote American Education Week in Your Community



LEARNING & LIBERTY



OUR ROOTS, OUR FUTURE

nea

AMERICAN EDUCATION WEEK

LEARNING & LIBERTY

OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989

nea
NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036-3290 • (202) 833-4000

Dear AEW Planner:

The 68th annual observance of **American Education Week** will be November 12-18, 1989. The National Education Association and the 11 other organizations that cosponsor the Week have selected "Learning and Liberty: Our Roots, Our Future" as the nationwide theme.

NEA has prepared this 1989 AEW resource guide expressly for use by local Associations. In response to suggestions from Association leaders who used last year's resource guide, we've included many new ideas for local AEW projects and activities.

You'll also find in these pages sample news releases and public service announcements, as well as clip art designed for easy reproduction on AEW materials.

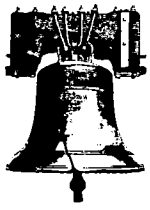
Each November, **American Education Week** offers a perfect opportunity to renew and expand community support for public education. The 1989 AEW theme lends itself naturally to local observances celebrating the historic links between public education and our nation's freedoms.

We hope you'll start the planning process early, to ensure that the 68th annual **American Education Week** is the most successful ever.

NEA Communications
May 1989

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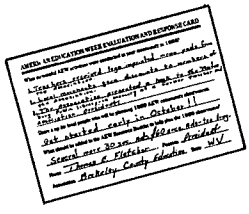
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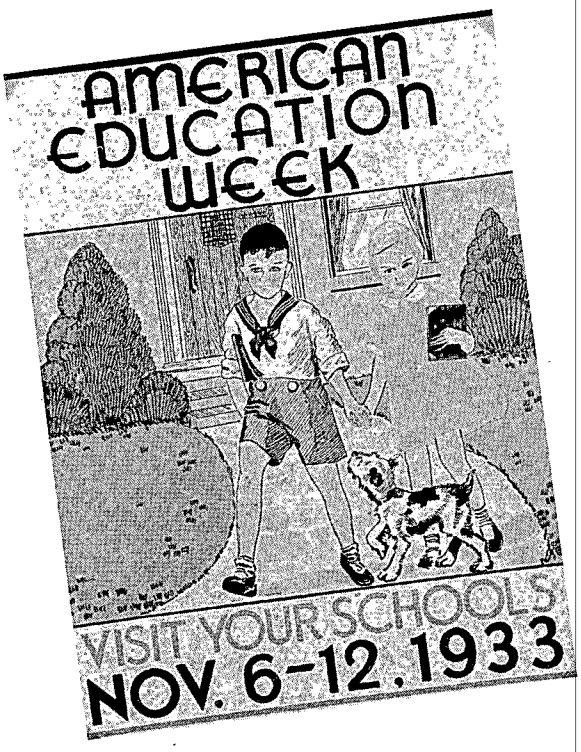


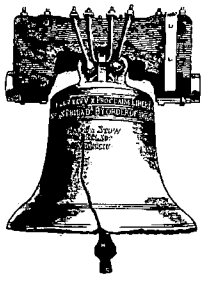
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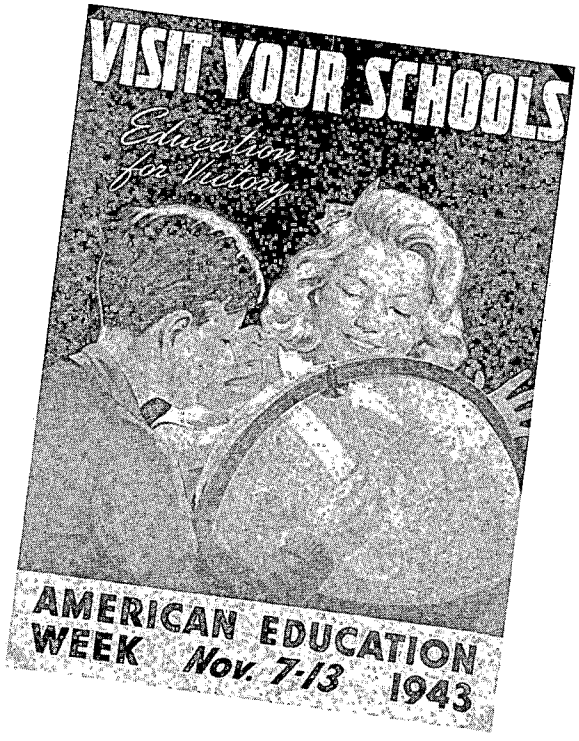


Tips for AEW Planners
inside back cover

Background on American Education Week







The 1989 American Education Week observance marks the 68th consecutive year that the National Education Association has been a sponsor of American Education Week.

In the aftermath of World War I, representatives of the NEA, the American Legion, and the U.S. Office of Education met in 1919 to discuss the launching of a campaign to solicit public support for a new emphasis on education. Draft boards had discovered that about 25 percent of draftees were illiterate and some 29 percent were physically unfit.

The NEA and American Legion conventions both adopted resolutions calling for cooperative efforts to raise public awareness of the importance of education for the nation's well-being.

Delegates to the 1921 NEA Representative Assembly in Des Moines, Iowa, approved a resolution that said "an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting those needs."

The first American Education Week was held December 4-10, 1921, with NEA and the American Legion as the cosponsors. In 1922 the U.S. Office of Education became an AEW cosponsor.

Today the U.S. Department of Education and 11 national organizations are cosponsors of American Education Week: NEA, the National PTA, the American Legion, the American Association of School Administrators, the National School Boards Association, the American Federation of Teachers, the Council of Chief State School Officers, the National School Public Relations Association, the National Association of State Boards of Education, the National Association of Elementary School Principals, and the National Association of Secondary School Principals.

OUR ROOTS, OUR FUTURE

AEW Themes From 1929 to 1989

1929
"Education for Worthy Home Membership"

1930
"The Wise Use of Leisure, the Enrichment of Human Life, and Adult Education"

1931
"What the Schools Are Helping America to Achieve"

1932
"The Schools and the Nation's Founders"

1933
"Meeting the Emergency in Education"

1934
"Educating for Tomorrow"

1935
"The School and Democracy"

1936
"Our American Schools at Work"

1937
"Education and Our National Life"

1938
"Education for Tomorrow's America"

1939
"Education for the American Way of Life"

1940
"Education for the Common Defense"

1941
"Education for a Strong America"

1942
"Education for Free Men"

1943
"Education for Victory"

1944
"Education for New Tasks"

1945
"Education to Promote the General Welfare"

1946
"Education for the Atomic Age"

1947
"The Schools Are Yours"

1948
"Strengthening the Foundations of Freedom"

1949
"Making Democracy Work"

1950
"Government Of, By, and For the People"

1951
"Unite for Freedom"

1952
"Children in Today's World"

1953
"Good Schools Are YOUR Responsibility"

1954
(Repeated 1953 theme)

1955
"Schools—YOUR Investment in America"

1956
"Schools for a Strong America"

1957
"An Educated People Moves Freedom Forward"

1958
"Report Card U.S.A."

1959
"Praise and Appraise Your Schools"

1960
"Strengthen Schools for the 60's"

1961
"Your Schools: Time for a Progress Report"

1962
"Education Meets the Challenge of Change"

1963
"Education Strengthens the Nation"

1964
"Education Pays Dividends"

1965
"Invest in Learning"

1966
"Education Adds Up"

1967
"How Good Are Your Schools?"

1968
"America Has a Good Thing Going—Its Schools"

1969
"Better Education—Your Job"

1970
"Shape Schools for the 70's"

1971
"Help Schools Bridge the Gap"

1972
"Make Education Top Priority"

1973
"Get Involved"

1974
"Stay Involved"

1975
"Our Future Is in Our Schools"

1976
"The Schools Are Yours, Help Take Care of Them"

1977
"Working Together for Education"

1978
"Education Can Turn Things Around"

1979
"Teach All the Children"

1980
"Education in the 80's—Preparation for the Future"

1981
"American Education and You: Partners in Our Children's Future"

1982
"A Strong Nation Needs Strong Schools"

1983
(Repeated 1982 theme)

1984
"Educational Excellence: Our Nation's Strongest Defense"

1985
"America's Schools: The Subject Is Excellence"

1986
"School and Community: United for Excellence"

1987
"We The People ... Building Schools Together"

1988
"America's Schools: Invest in Your Future"

1989
"Learning and Liberty: Our Roots, Our Future"

Sample News Release To Announce Signing of AEW Proclamation

AEA

Anywhere Education Association
200 South Main Street, Anywhere, USA 12345

For Immediate Release
November 3, 1989

For Further Information:
Mary Jones, 234-5678

Mayor Proclaims American Education Week

ANYWHERE—Mayor Pat Baker has signed a proclamation officially declaring November 12-18 as American Education Week in Anywhere.

Theme for the 1989 observance is "Learning and Liberty: Our Roots, Our Future."

The proclamation noted that "our citizens recognize the historic link between education and a strong, free nation." The public schools, according to the proclamation, "have enabled generations of American families to build upon the lessons of the past to achieve the dreams of tomorrow."

Mayor Baker urged all citizens to take time during American Education Week to "reaffirm their commitment to our public schools and to recognize the critical role that learning plays in the preservation of liberty."

Taking part in the proclamation signing ceremony, held _____ (date) _____ at _____ (location) _____, were Mary Jones, president of the Anywhere Education Association (AEA), and _____ (names, titles, organizational affiliations of other participants) _____.

Jones, president of the 000-member education employee organization, said American Education Week will be celebrated at the district level as well as in individual school buildings.

The week-long observance is promoted annually across the country by affiliates of the National Education Association (NEA). The NEA has been an American Education Week sponsor since the first observance of the week in 1921.

OUR ROOTS, OUR FUTURE

Sample News Release To Announce Local Activities

AEA
Anywhere Education Association
200 South Main Street, Anywhere, USA 12345

For Further Information:
Mary Jones, 234-5678

For Immediate Release
November 3, 1989

Schools Plan American Education Week Observance

ANYWHERE—American Education Week will be observed in schools throughout the community November 12-18. Theme for the week-long celebration will be "Learning and Liberty: Our Roots, Our Future."

Mary Jones, president of the Anywhere Education Association (AEA), said the celebration will feature a wide variety of school building and community activities.

"Many of the programs will focus on learning as a foundation for liberty," Jones said. "The link between public education and our freedoms is a solid one, forged in the earliest years of this country."

American Education Week encourages citizens in communities across America to "reaffirm support for the mission of their public schools," Jones said.

The Week has been an annual event since 1921, when it was established by the National Education Association (NEA) and the American Legion. Several other national organizations have recently signed on as cosponsors.

NEA affiliates around the nation will observe "National Educational Support Personnel Day" on Wednesday, November 15, paying special honors to school secretaries, teacher aides, maintenance workers, food service employees, bus drivers, and other support staff.

Local activities scheduled for American Education Week include:

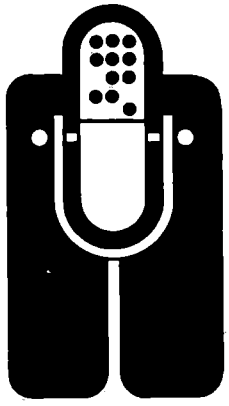
- _____
- _____
- _____
- _____

Plans for the local observance have been developed by _____ (names of cooperating organizations) _____.

Sample Public Service Announcements

Most radio stations air free public service announcements (PSAs) as a community service. Some stations record their own, based on material provided by community groups. Others allow groups to submit prerecorded PSAs. Many stations will help community representatives record PSAs using recording facilities at the station.

Contact the public affairs director at the radio station(s) of your choice *well in advance* of American Education Week to determine the station's interest in participating in AEW observances through the scheduling of PSAs.



On this page and the next are sample PSA scripts you can use as is, or adapt to your community.

If you act early, you may purchase a tape of two pre-recorded radio PSAs for American Education Week, with your local Association tag line added. Cost is $17 for the master tape and $3 for each copy.

To order, write to 1989 AEW Radio Spots, NEA Communications, 1201 Sixteenth St., N.W., Washington, DC 20036. Enclose a check, and specify number of copies and exact local tag line you want recorded. Orders must be received by September 15, 1989, to allow time for production.

'MY ROOTS' *(30 seconds)*

This announcement is appropriate for a parent or community leader.

This is _____.
My roots in this community run deep. So do my dreams for our community's future. That's why I urge you to support our public schools. The schools prepared my generation well—and I want the same thing for today's kids.

November 12th through the 18th is American Education Week. It's a good time to think about what public education has done for our community. And it's a great time to reaffirm our support for our schools.

This message is brought to you by this station and the _____ Association.

'TEAM AT WORK' *(30 seconds)*

This message is appropriate for an Association leader.

From early morning to late at night, they're hard at work as part of a special team—a team our public schools couldn't do without.

The team members answer phone calls... drive school buses... keep our buildings clean... prepare lunches... assist teachers in the classroom... and do a thousand and one other things most of us don't even know about.

They're the school support team. Wednesday, November 15th, is National Educational Support Personnel Day.

It's a great time to say thanks for a job well done!

This message was brought to you by this station and the _____ Association.

'ALL DIFFERENT' *(30 seconds)*

This PSA is appropriate for a student.

My name is _____, and I'm a student at _____ School.

There are _____ of us in this community who are going to school each day to get an education. And we're all different.

Some are math wizards... some understand science problems in only a few seconds... some work hard each day to become readers... some can paint a picture that looks real.

But school is for everyone. And we appreciate the ways our community has supported public education. American Education Week is a good time to say thanks.

This message brought to you by this station and the _____ Association.

OUR ROOTS, OUR FUTURE

'LIBERTY' *(30 seconds)*

This PSA is appropriate for a community leader.

This is _____.
As Americans, we love liberty. We know that our freedom has cost a high price.

Our public schools have been the foundation for helping each new generation cherish that freedom.

But our schools need our support. We must become partners with our schools to make sure this generation is ready for the future.

American Education Week, November 12th through the 18th, is a time to think about our part in providing a school system that can help this generation of students be the best Americans yet.

This message was brought to you by this station and the _____ Association.

'CLASSROOM' *(30 seconds)*

This announcement is appropriate for a variety of individuals.

It's been a long time since most of us attended a public school.

A lot has changed since then. But one thing remains the same.

Public schools are still helping Americans use lessons from the past to meet the challenges of today and to make dreams come true tomorrow.

Public schools use lessons from our history to open gateways to the future. And that's something worth celebrating during American Education Week, November 12th through the 18th.

This message is brought to you by this station and the _____ Association.

'A SPECIAL WEEK' *(30 seconds)*

This message is appropriate for a teacher to read on stations popular with students.

If you're a public school student, there's a week set aside each year just for you.

No, it's not a surprise vacation. It's a time when you're in school, going about the job of learning.

American Education Week, November 12th through the 18th, is a time for parents and teachers—for everybody—to say how important you are to the lifeblood of our community.

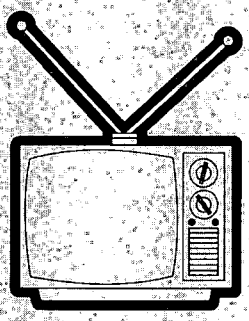
We care about each of you. We care about your future. And we're proud to have you in our classrooms. It's THE place to be.

This message was brought to you by this station and the _____ Association.

1989 AEW TV Spots Available from NEA Video Library

A 30-second broadcast-quality television spot (public service announcement) on American Education Week will be available to local Associations from the NEA Video Library in fall 1989.

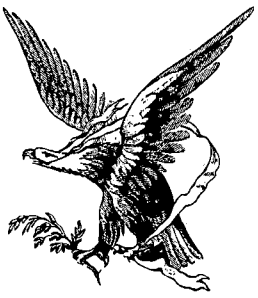
This PSA can't be tailored to identify your local Association by name, but it will close with a generic tag line ("a message from your local education Association and the NEA"). Cost will be $15 per videotape (3/4-inch format). Order from the NEA Video Library, Mercedes Distribution Center, 62 Imlay St., Brooklyn, NY 11231.



Already available from the NEA Video Library are four new 30-second TV spots saluting bus drivers, food service employees, and other school support personnel. These PSAs can be aired not only around National ESP Day (November 15, 1989) but any time during the year. Cost is $40 for a 3/4-inch tape including all four spots, in both English and Spanish versions.

Ideas for Local AEW Activity

Association leaders from all corners of the nation shared their American Education Week successes with NEA following the 1988 observance. Here are many of the projects they reported. Feel free to adapt these ideas for your own local's use in 1989.



LOCAL ASSOCIATIONS SALUTED EDUCATORS

► A different group (school board/ administrators, substitute teachers, support staff, teachers, and the community) was honored each day during AEW with a personal message, a thank you on radio and cable TV, and a newspaper article (Two Rivers, Wisconsin), or with special posters, certificates, and tokens of appreciation (McCool Junction, Nebraska, and elsewhere).

► One local gave teachers a different surprise each day during AEW: bumper stickers, donuts, mints, mugs filled with pens and candy, and a breakfast. (Westville, Illinois)

► A "Who's Who" bulletin board featured staff baby pictures. (Forbes Road, Pennsylvania)

► Each teacher received a logo-imprinted memo pad from the Association. (Berkeley County, West Virginia)

► A small sign thanking each teacher for doing a great job was hung outside each classroom. (Verndale, Minnesota)

► Each school staff member was given a polished apple. Inserted in the top was a tiny flag bearing the recipient's name and the name of the local Association. (Bloomfield, New Mexico)

► One local Association designed a doorhanger for each teacher's classroom door, reading "Do Not Disturb/Our Future at Work." (Fort Wayne, Indiana)

► On the Monday morning of AEW, a helium balloon was waiting for each teacher and support staffer. The balloon carried a message of appreciation and a delicious apple, courtesy of the local Association. (Edgeley, North Dakota)

► Several locals used tracings of teachers' and support staffers' hands to create "Hand in Hand We Can Make a Difference" posters or banners for school halls. (Two Rivers, Wisconsin; Dallas, Texas; and elsewhere)

CELEBRATIONS INVOLVED WHOLE COMMUNITIES

► Forty community members went "Back to School" to spend a day on the teacher's side of the desk, teaching. Each then received a "diploma" at a special reception where they shared coments about their day. (Waterloo, New York)

► The local Association, the Home School Club, and the American Legion cosponsored a community reception in the high school cafeteria to kick off AEW. (Holdingford, Minnesota)

► AEW banners, sometimes made by home economics classes, were strung across main streets. (Leavenworth, Kansas; Powell County, Kentucky; and elsewhere)

► On each day of AEW, four to six events were scheduled in the open walkways of a shopping mall, to demonstrate interesting and innovative school programs from preschool through adult education. (Longmont, Colorado)

► The Association presented a book to the local public library, in memory of a former teacher and Association president. (Berkeley County, West Virginia)

► Students' work was displayed at the mall all week. (Kansas City, Kansas)

► University students read to children at the mall. (Mitchell, South Dakota)

► Actual classrooms operated in shopping malls during AEW. (St. Vrain Valley, Colorado, and elsewhere)

► AEW coincided with Senior Citizens Week. Students invited their grandparents to lunch and talked to them about their lives, including the games they remembered from childhood. (Kent, Washington)

NEWS MEDIA PLAYED KEY ROLE

► One newspaper interviewed prominent citizens, asking them about their favorite teacher. (Cherokee County, South Carolina)

► One newspaper published a guest editorial by the local Association president during AEW. (Peru, Indiana)

► One newspaper ran a page featuring students' comments on "Why I Like School," along with a group photo of faculty and support personnel. (Glidden, Indiana)

► A weekly newspaper ran a full-page AEW promotion. The top of the page reproduced the AEW proclamation in full, along with a photo of the mayor signing the proclamation as four local Association presidents watched. The bottom of the page featured group photos of teachers at each of the county's four public schools. (Putnam County, Indiana)

► A cable television station aired a 30-minute show about the county's

OUR ROOTS, OUR FUTURE

teacher of the year during AEW—and repeated it during Teacher Appreciation Week in May. The 30-minute broadcast was prepared by the school district. (Fairfield County, South Carolina)

► Radio stations aired public service announcements recorded by speech classes. (Pocahontas, Arkansas)

► A cable TV station aired an Association video of classes in session, with a student-read script promoting American Education Week and inviting viewers to come visit the schools. (Northboro, Massachusetts)

BUSINESSES JOINED IN

► Businesses were invited to write letters to the editors of local newspapers, voicing appreciation to the schools. The letters were published during AEW. (Westminster, Colorado)

► Local food stores packed groceries in special AEW paper bags decorated and signed by elementary students. Customer reaction was great. (Powell County, Kentucky; Tallassee, Alabama; Waterloo; New York; and elsewhere)

► One local Association and its school district jointly printed an AEW placemat for use by about 30 restaurants during the week. The placemat featured a map of the district showing unidentified school locations, along with a list of schools, each with a comment pointing up one outstanding feature. Customers waiting to be served could pass time by matching schools with their locations—and absorb a lot of facts about the school system at the same time. (Mounds View, Minnesota)

► Elementary students colored AEW placemats for distribution to restaurants, senior centers, and retirement homes. (Lakeland, Idaho; Williamsfield, Illinois; and elsewhere)

► A local florist gave every school staff member a bud vase containing a fresh flower, greenery, and a chocolate mint. (Dallas, Texas)

BIG IDEAS FROM SMALL LOCALS

► Each morning during AEW teachers found a different surprise in their mailboxes, such as a "top banana" from the student council or a "great American chocolate bar for a great American educator." (David City, Nebraska)

► The local Association gave each student an AEW pencil. (Owatonna, Minnesota, and elsewhere)

► One day during AEW, all elementary students wore paper badges pinned or taped to their shirts reading "I'm investing in my *future*! I'm getting an *education*!" (McKenzie, Tennessee)

► A 15-minute period was set aside each day during AEW for silent reading. (Sloan, Iowa)

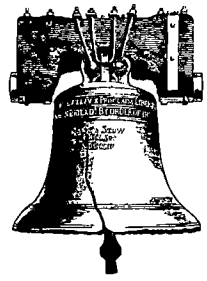
► A local newspaper carried a two-page AEW spread with photos of graduates of the local high school dating back to 1929. The Association invited all retired teachers and support personnel to an AEW social. (Tallassee, Alabama)

► Association members sent a floral arrangement to their school's first principal, retired and living in another city. (Dallas, Texas)

► For a special AEW "test," teachers each wrote three statements about themselves and asked students to decide which were true and which were false. (Davis County, Iowa)

► In celebration of AEW, all teachers' diplomas were displayed in the glass case in the school's main hallway. Diplomas were grouped by college and drew much student interest and comment. (David City, Nebraska)

More AEW Ideas To Try



► Contact local newspaper or TV reporters and give them leads to innovative teaching units or outstanding teachers in your schools, for featuring during American Education Week.

► Survey Association members or students on any topic of community interest; announce your findings during AEW, either at a news conference or via a news release.

► Make special efforts to reach out to single, non-English-speaking, and other 'nontraditional' parents who tend not to participate in school activities. Think of special ways to make them feel invited and welcome.

► Schedule your high school's 'college night' to fall within American Education Week.

► Geography Awareness Week is the same week as AEW. Consider staging a 'geography bee' to boost students' geography awareness.

► Reach out to the leaders of other community groups. Civic organizations, service clubs, minority organizations, church groups—there's no limit to the number of potential partners in a community-wide celebration of AEW.

► Stage a special athletic event during American Education Week—maybe a run or other activity where participants collect 'pledges,' with the proceeds going to a scholarship to be awarded by your local Association.

► Don't exclude higher education. If there's a community college in your area, write or phone the academic dean there and suggest possible joint activities.

► Name a Parent of the Year, honoring the mother or father who's done the most for your school in the past year.

► Suggest that local grocery stores pre-print an AEW message on grocery receipts issued during American Education Week.

► Encourage a local business or bank or utility to enclose an AEW message when it mails October or early November statements. The message might take the form of a preprinted postcard on which people can send a few words of thanks to their favorite teacher.

1989 AEW THEME CREATES SPECIAL OPPORTUNITIES

This year's American Education Week theme suggests many possible projects based on the idea of learning and liberty as our nation's roots and future.

► If your school doesn't have a 'flag of learning and liberty' to fly, contact the National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209 to find out how to get one. Some 50,000 U.S. schools are now flying this colorful flag, along with their U.S. and state flags.

► Start a school 'hall of fame,' with past and present photos of graduates who have gone on to fame and fortune. Invite well-known graduates to visit classrooms or speak to a student assembly during AEW.

► Encourage art, English, social studies, and other teachers to create informal teaching units during AEW on the concept of 'liberty'—and the various symbols used to connote it (Statue of Liberty, torch, Liberty Bell, bald eagle, etc.).

Still More AEW Ideas To Try



► If there's a "future teachers" club in your high school, work with its adviser early to plan AEW activities.

► If you have a college of education nearby, see if there is an NEA Student chapter on campus that could work with you on joint AEW activities.

► Remind news media representatives that the first high school graduates of the next century are already in the primary grades. Suggest that a roving reporter interview some of the class of 2000 or 2001 for their predictions about what schools of the future will look like.

► Publicize in area newspapers (and through bulletin boards, store window signs, and personal contacts) a search for the oldest living graduate of your school or district. Honor that graduate during AEW. You might also want to find, and salute, the oldest living teacher.

► If there are families who have sent three or more generations to the same school, find and publicize them during AEW.

► Locate an old school bell and ring it each morning during American Education Week.

► Propose that your public library create a special AEW display of books about the history and future of public education.

► Create a photo exhibit for a shopping mall, tracing the history of public schools in your community from the earliest one-room school to today's consolidated high school.

► If a local historical society or other group has desks, slates, inkwells, *McGuffey's Readers*, report cards, diplomas, or other artifacts from the earliest schools in your community, consider setting up a display during AEW and inviting the public.

► Have students explore their own "roots" —the cultural heritage their ancestors brought from other lands, whether those ancestors were one or 10 generations back. Celebrate students' diverse roots with a school or neighborhood fair during AEW, demonstrating food, crafts, folklore, and costumes from as many different ethnic traditions as possible.

► Stage a 'history bee' with questions focusing on your community's history.

► Start a tradition of planting a tree on school grounds each AEW, for future generations to enjoy.

OUR ROOTS, OUR FUTURE

November 15: National ESP Day

Wednesday, November 15, will mark the third annual observance of National Educational Support Personnel Day.

ESP Day was created by mandate of delegates to the 1987 NEA Representative Assembly, who called for a special day during American Education Week to recognize the invaluable contributions made by school support employees.

Falling right in the middle of American Education Week, ESP Day can be a highpoint of activity.

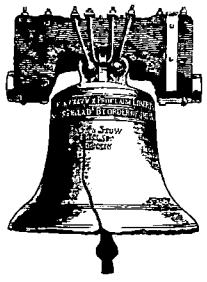
Last year many local Associations created a variety of activities to honor support personnel. Here's a sampling:

► State, county, and city officials, as well as school board members and school administrators, worked in support positions on ESP Day. (Dothan, Alabama)

► Each support staffer received a certificate of appreciation. (Green Bay, Wisconsin)

► One local held a special breakfast for all support personnel on ESP Day. (Etowah, Tennessee)

► Another local invited all support staff to an ESP Day chili supper. (Williamsfield, Illinois)





► High school students all signed a poster and banner thanking support staff. (Sloan, Iowa)

► A sign in each school building declared "ESP Are Extra Special People." (Leavenworth, Kansas)

► Students designed T-shirts related to the AEW theme—and wore them on ESP Day, when they each took a support person to lunch in the cafeteria. (Conneaut, Ohio)

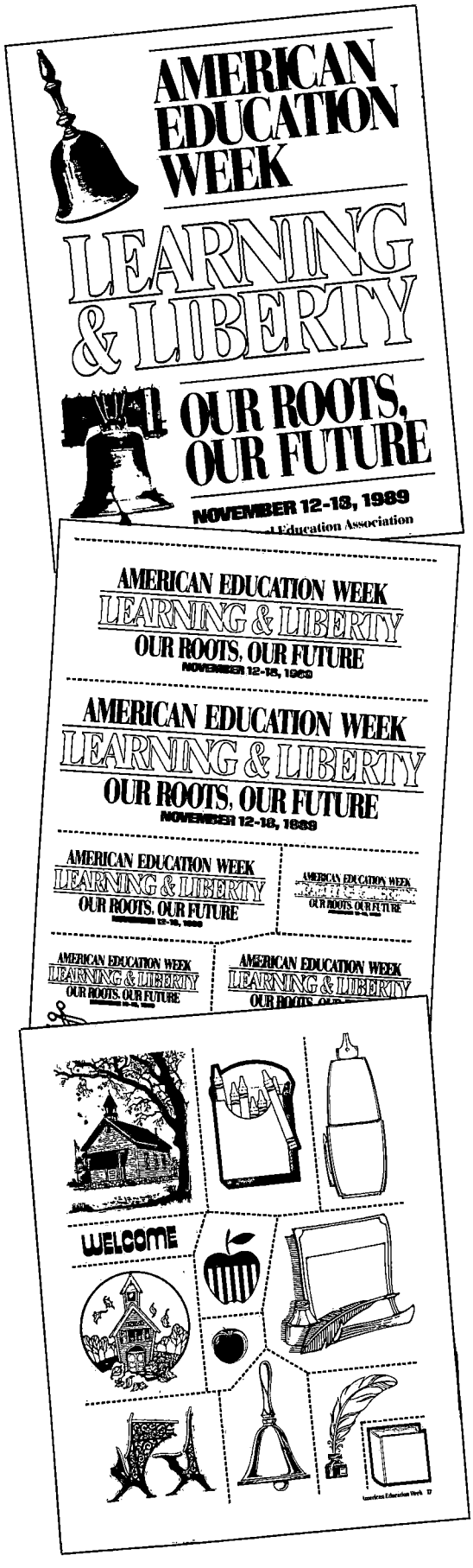
► Support personnel each received a roll of Life Savers® candies with a note of appreciation headlined "You're a Life Saver." (dozens of locals)

► One local gave a stadium cup, in school colors, to each bus driver, security officer, and crossing guard. The outside of the cup included the recipient's name and the name of the school. The cup was filled with peppermints and a note saying "You're worth a mint." (Dallas, Texas)

► Teachers and administrators delivered boutonnieres in the school colors to all support personnel and held a reception in honor of ESP. (St. Petersburg, Florida)



LEARNING & LIBERTY



Camera-Ready Artwork To Promote American Education Week

The remaining pages in this booklet are printed on one side only, to facilitate clipping. The artwork is designed for good reproduction no matter what printing process you choose.

PAGE 13

Full-page AEW flyer.

PAGE 15

AEW theme, dates, and artwork in several different sizes.

PAGES 17-21

Miscellaneous clip art for use on newsletters, flyers, placemats, invitations, badges, bookmarks, balloons, banners, etc.

PAGE 23

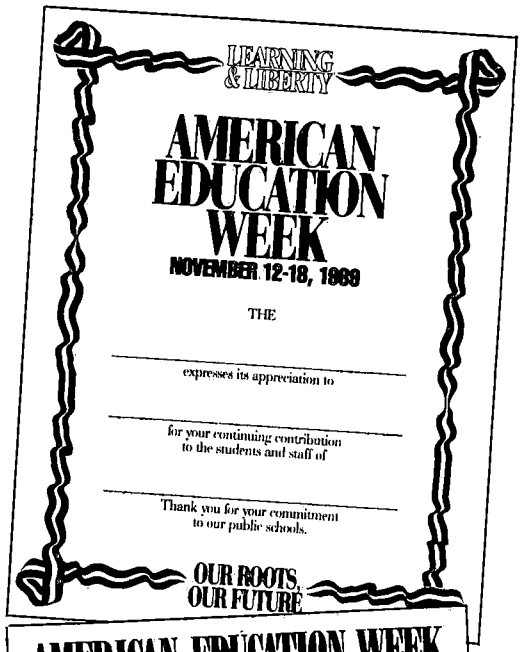
Artwork for a certificate you can print and then personalize with individual names.

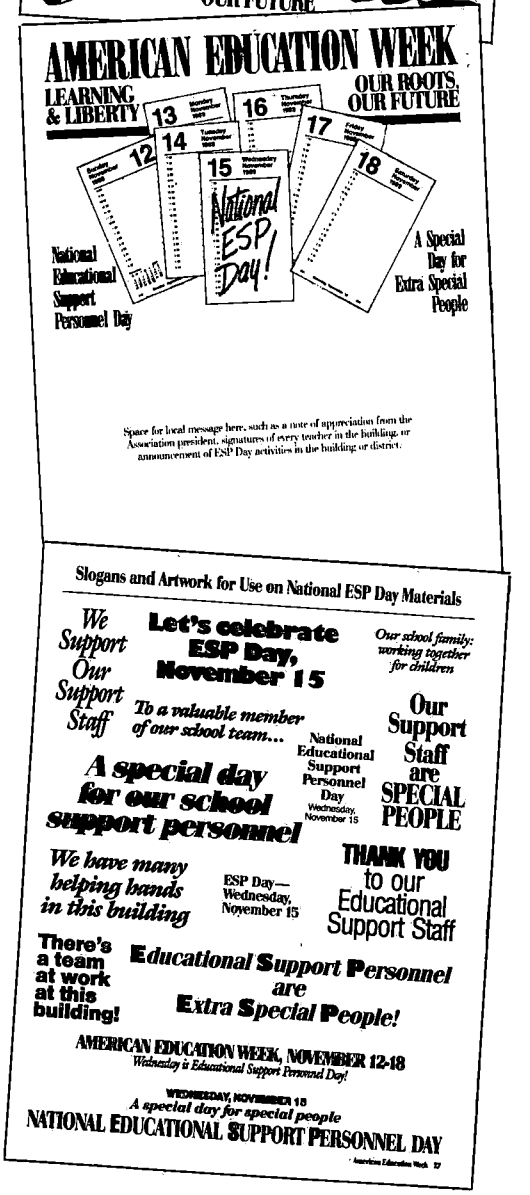
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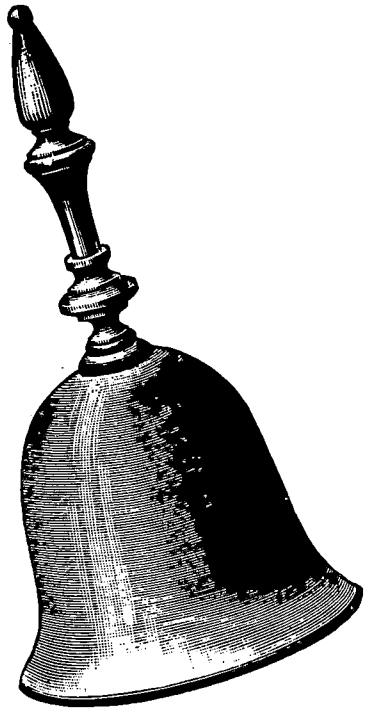
Artwork for a flyer or poster announcing National ESP Day. Add your localized message where indicated. A 17" x 22" color version of this poster will appear in an October 1989 issue of the weekly *NEA NOW* newsletter.

PAGE 27

Camera-ready slogans and clip art for use on ESP Day materials.

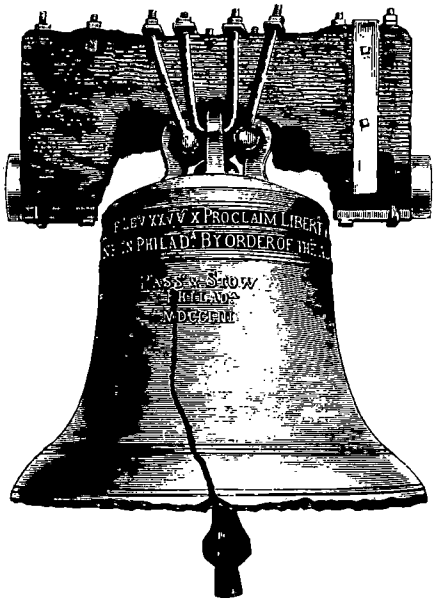






AMERICAN EDUCATION WEEK

LEARNING & LIBERTY



OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989

nea National Education Association

AMERICAN EDUCATION WEEK

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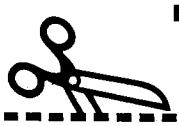
NOVEMBER 12-18, 1989

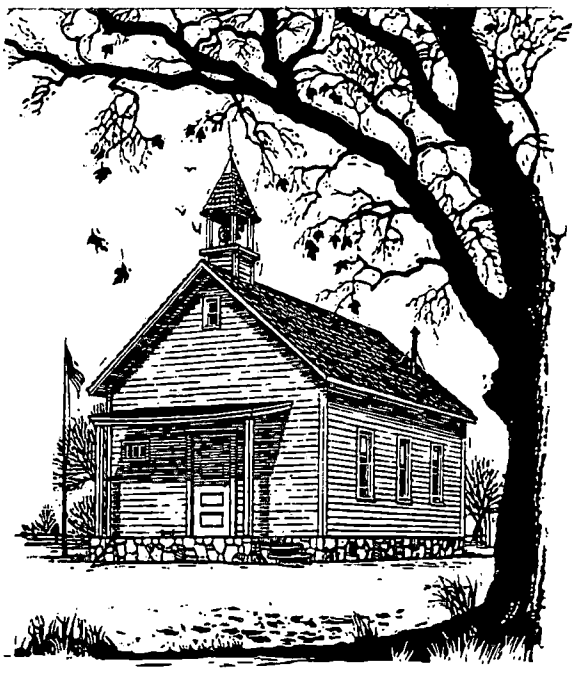
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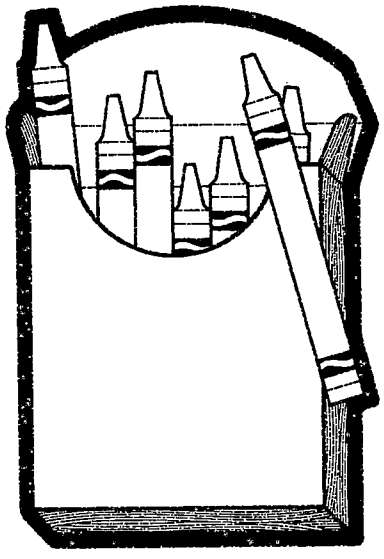
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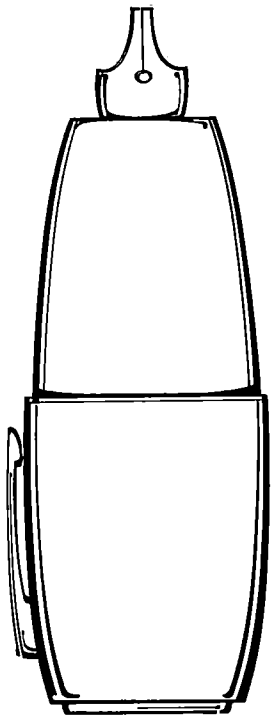
OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989



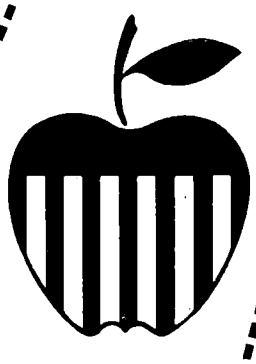


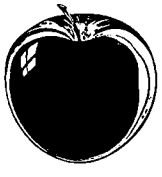


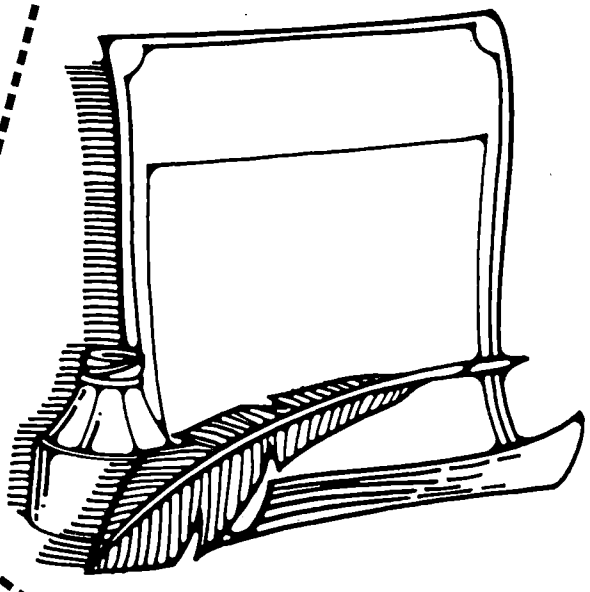


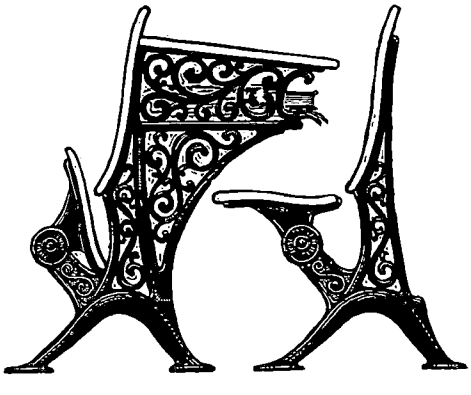
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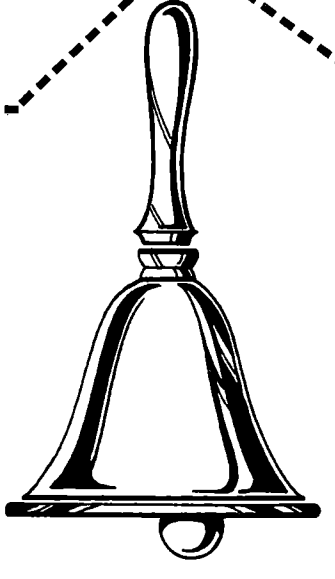


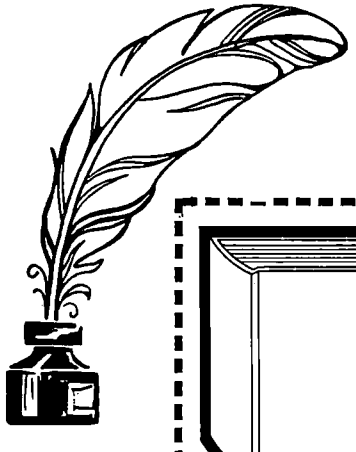


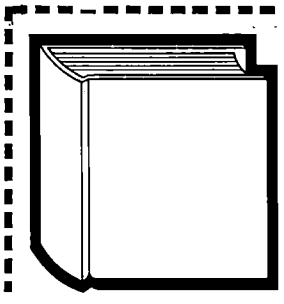


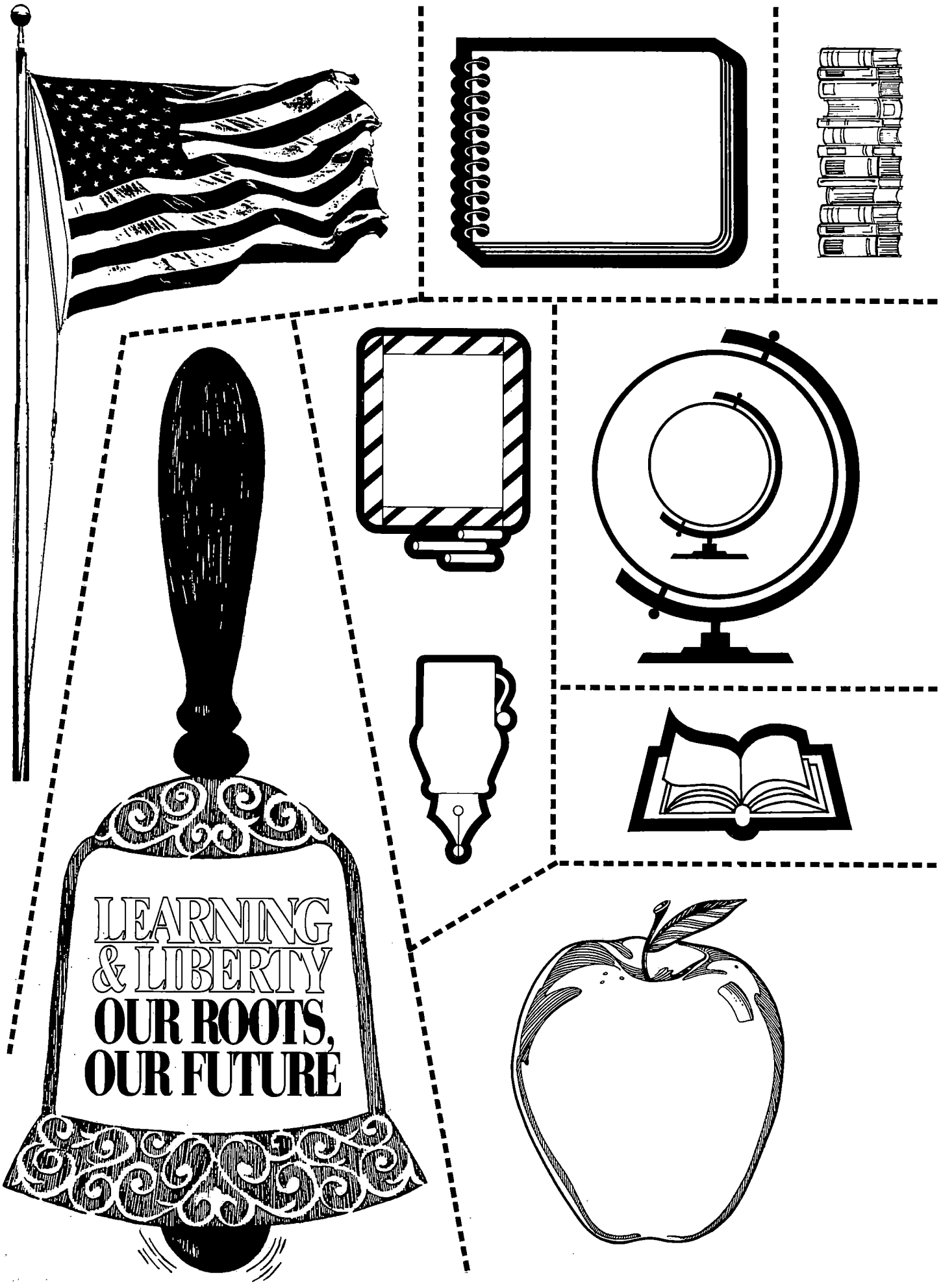


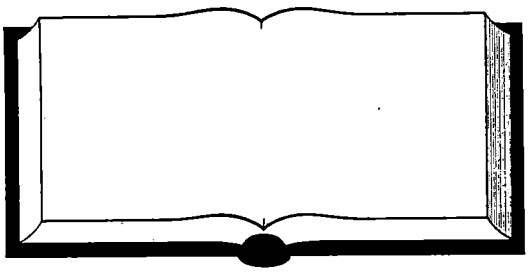


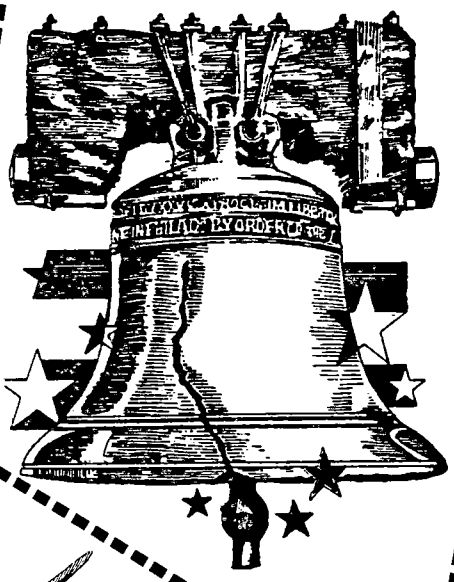


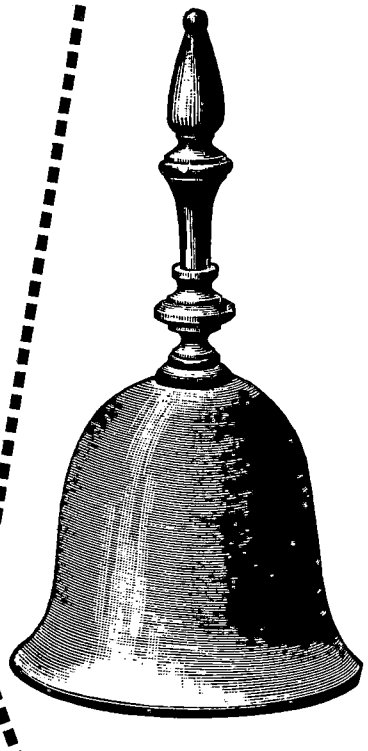


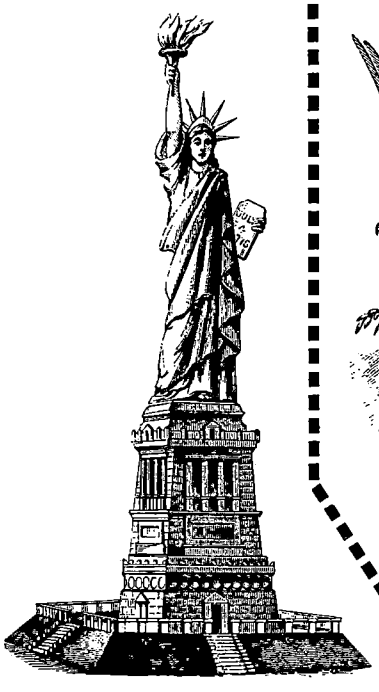


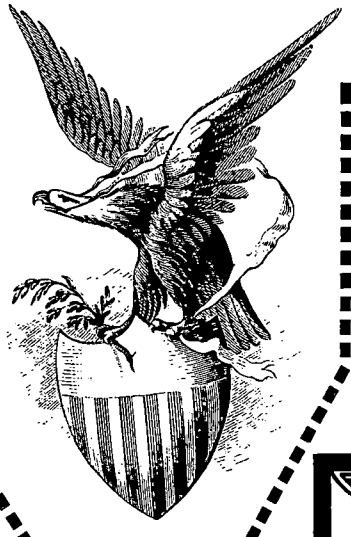

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OUR ROOTS,
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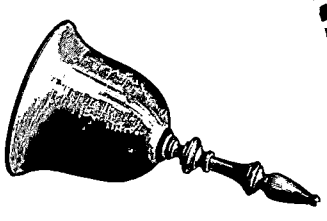


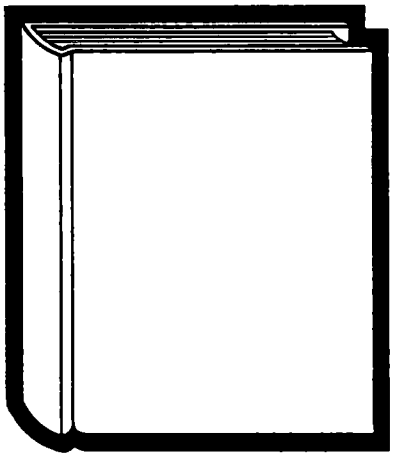


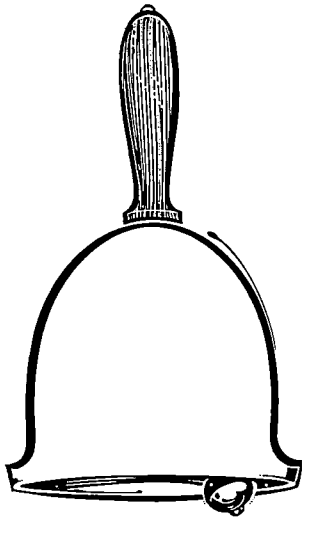


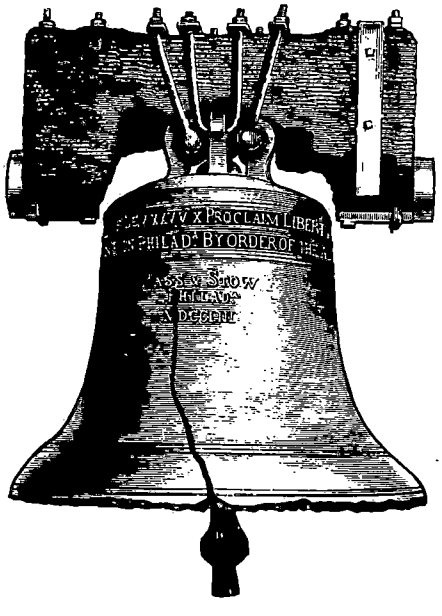


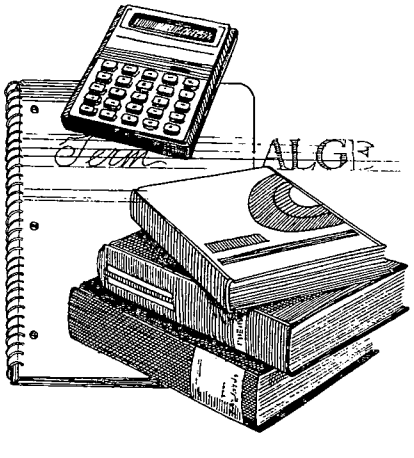


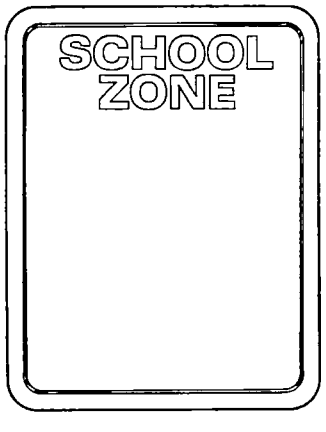











SCHOOL
ZONE

LEARNING & LIBERTY

AMERICAN EDUCATION WEEK

NOVEMBER 12-18, 1989

THE

_____

expresses its appreciation to

_____

for your continuing contribution
to the students and staff of

_____

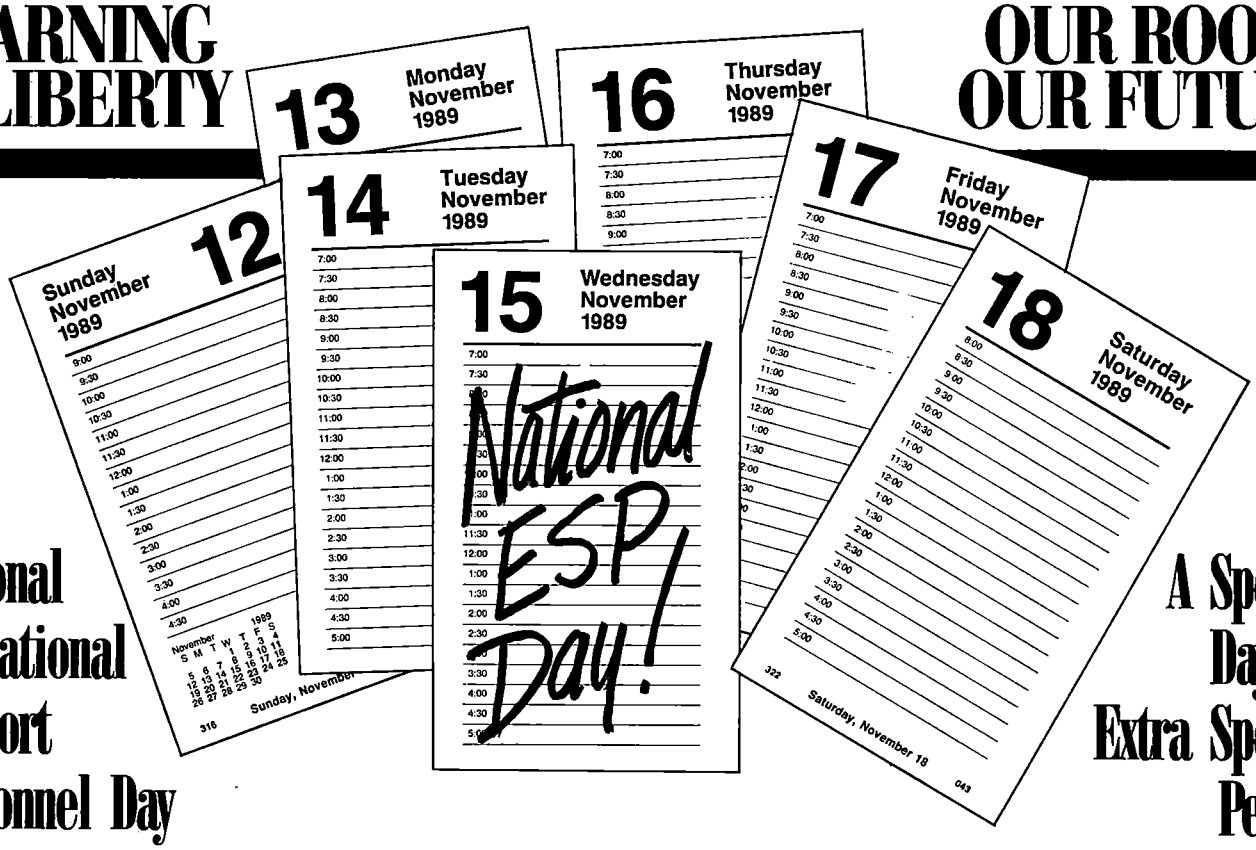
Thank you for your commitment
to our public schools.

OUR ROOTS, OUR FUTURE

AMERICAN EDUCATION WEEK

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OUR ROOTS, OUR FUTURE



National Educational Support Personnel Day

A Special Day for Extra Special People

Space for local message here, such as a note of appreciation from the Association president, signatures of every teacher in the building, or announcement of ESP Day activities in the building or district.

Slogans and Artwork for Use on National ESP Day Materials

We Support Our Support Staff

Let's celebrate ESP Day, November 15

Our school family: working together for children

To a valuable member of our school team...

National Educational Support Personnel Day
Wednesday, November 15

Our Support Staff are SPECIAL PEOPLE

A special day for our school support personnel

We have many helping hands in this building

ESP Day—Wednesday, November 15

THANK YOU to our Educational Support Staff

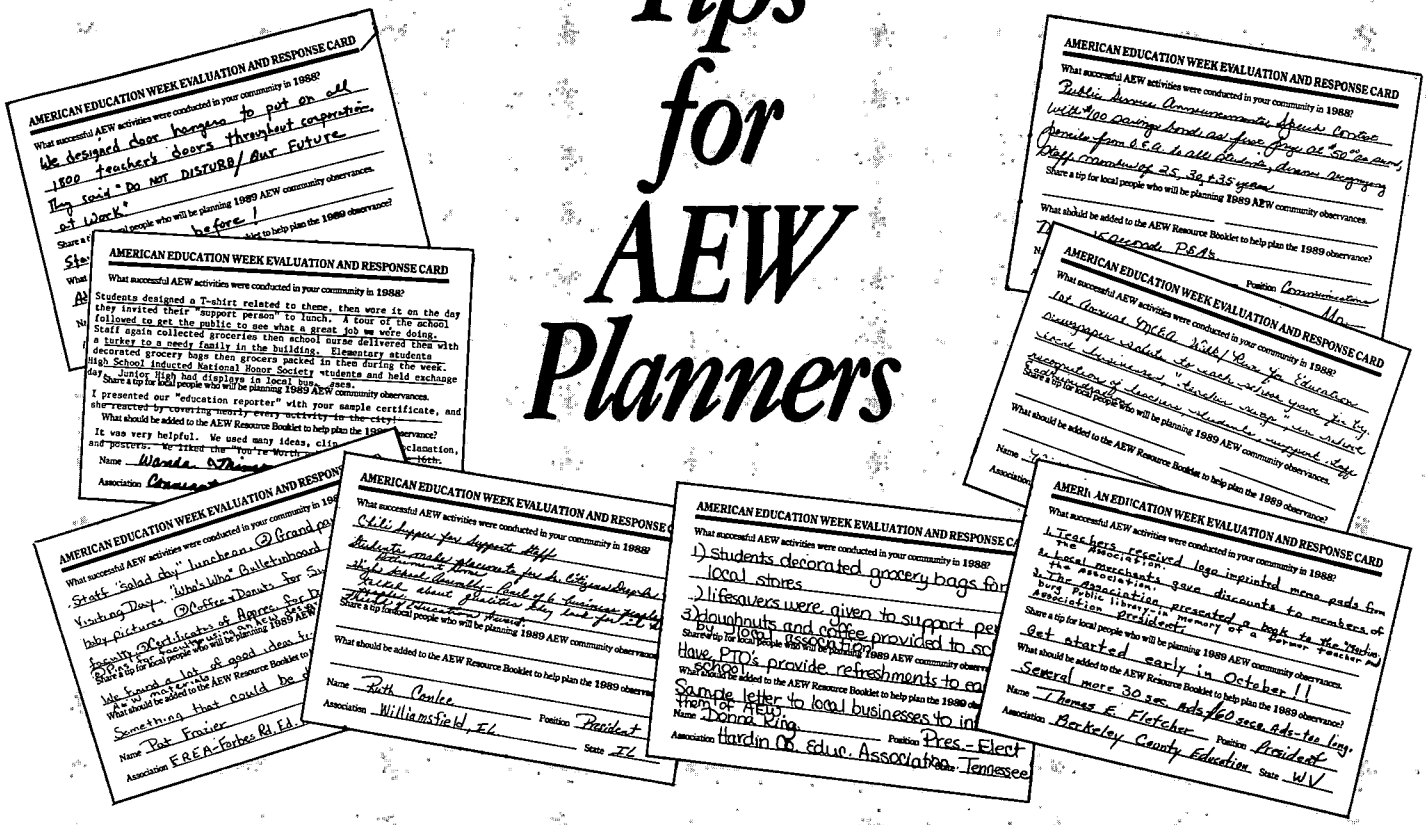
There's a team at work at this building!

Educational Support Personnel are Extra Special People!

AMERICAN EDUCATION WEEK, NOVEMBER 12-18
Wednesday is Educational Support Personnel Day!

WEDNESDAY, NOVEMBER 15
A special day for special people
NATIONAL EDUCATIONAL SUPPORT PERSONNEL DAY

Tips for AEW Planners



Last year's American Education Week kit invited 1988 AEW veterans to "share a tip" for those planning 1989 observances. Here, verbatim, are some of those tips.

► "Work in advance with news media for coverage." (St. Vrain Valley, Colorado)

► "Placemats are 'easy' and fun." (Westminster, Colorado)

► "Start slowly and add to the celebration each year." (Kent, Washington)

► "Plan early and know what your budget limit is." (Davis County, Iowa)

► "Plan ahead and involve many people." (Greensboro, North Carolina)

► "Get AEW information out to Association reps—as early as possible." (Muscatine, Iowa)

► "Get students and their parents personally involved." (Campbellsville, Kentucky)

► "Involve school, home, and community." (Holdingford, Minnesota)

► "Contact local businesses for assistance in purchasing an apple for every school employee." (Moss Point, Mississippi)

► "Get all Association members involved." (Tallassee, Alabama)

► "Find an electric sign to use for publicizing AEW." (Lakeville, Minnesota)

► "Remember your administrators." (Cook, Georgia)

► "Plan ahead!" (Chelsea, Oklahoma)

► "Notify the community way in advance." (Lawnside, New Jersey)

► "Get started early in October!" (Berkeley County, West Virginia)

► "Start preparations in late September for AEW 'back to school' program (where community members spend a day as teachers). It's worth the time and energy!" (Waterloo, New York)

► "Start in the spring!" (Sioux Falls, South Dakota)

► "Start the year before!" (Fort Wayne, Indiana)

Once the 1989 AEW observance is over, please take a moment to complete the postcard that's inserted in this booklet. Your notes, suggestions, and comments will help NEA Communications make next year's AEW kit even better.

And if you come up with a particularly original button, notecard, placemat, or other AEW item that defies brief description, please send a sample to NEA Communications—along with copies of any news media coverage of your community's AEW activities.

Mail all materials to:

AMERICAN EDUCATION WEEK

NEA Communications
1201 Sixteenth St., N.W.
Washington, DC 20036-3290

for teachers and parents to complete, assessing students on such difficult-to-measure characteristics as communications skill and musical aptitude. She includes a culture-specific checklist, which rates young Yup'ik on a scale of one to five on their respect of tribal elders, their storytelling ability, and so on. Other districts now have potentially gifted kids take standardized "creativity tests," or submit work samples, or rate themselves on a questionnaire. These new screening processes do include a more diverse group of kids, but only by reducing the identification process from its already dubious objective basis to pure psychological guesswork.

But whether your program includes 3 percent of the student body or 20, if it denies a kid the chance to participate it's still exclusive. And excluding children on the basis of their perceived ability, even when done with the best of intentions, can wind up doing a lot of harm. Kids (as well as adults) have a well-known tendency to work up or down to expectations, even when they are not made explicit—a phenomenon psychologist Robert Rosenthal calls the Pygmalion effect. (In a 1960 experiment, Rosenthal provided teachers in a California public school with falsified aptitude test records for some of their students; at the end of the year he found that the kids had performed up to their falsely predicted levels.) By siphoning off the brightest kids, or merely by telling a teacher who they are, GATE can wind up contributing to lowered expectations for the non-gifted, which can translate directly into lower performance.

GATE backers counter that the gifted need higher expectations to complement their higher abilities. This point was made for me most eloquently by the kids at a Center for the Highly Gifted that I visited in Fairfax County, Virginia. I watched as fourth-graders puzzled out SAT-type word-analogies (BEE is to APIARY as BIRD is to _____), and fifth-graders used a discussion of maps to launch into articulate accounts of their own varied travel histories, with the teacher at the front interposing questions only to keep the effusive class focused and thinking critically. Later, in informal discussion, the children radiated self-confidence; they talked about how bored they were at their old schools, where they never had homework, and how challenging the center seemed by comparison. One girl told me of her frustration in a non-GATE fourth-grade class where some of the kids "couldn't even read the word 'water.'" (I'll vouch for this child's giftedness: when, during her IQ test, she was asked the similarity between a pound and a yard, she replied, "You can keep a dog in both.") Should bright kids like her be returned to the educational morass to appease some do-gooder's idea of equal educational opportunity?

This question, a common refrain among gifted educators, underscores one of the less inspiring reasons for the popularity of gifted programs, especially in and around the cities: they come to represent the last line of defense against the flight of the middle class to the private schools. Although some administrators deny it, critics of GATE contend that parents increasingly demand differentiated education as the price for their continued participation in the public education system. For whatever reason, the number of GATE programs has increased dramatically in the past five to ten years (although some of this increase has been mitigated—at least temporarily—by recession-induced cuts).

The most disheartening aspect of the GATE philosophy is the contention of some administrators that, by identifying the gifted, educators are not only rescuing the brightest kids from an unresponsive system, but somehow saving all the others from the stress and frustration of an overly challenging education. The truth is that much of what passes for good gifted education—the individual attention, the emphasis on critical thinking, the encouragement of creative potential, the high expectations, the exciting enrichment experiences—is really just good education, period (as many GATE administrators, including Manwill, are perfectly willing to admit). Through their very success, gifted and talented programs have inadvertently exposed one of the most insidious problems of public education: the fact that we expect too little from all our kids. •

The case against Jonathan Kozol.

SAVAGE EQUALITIES

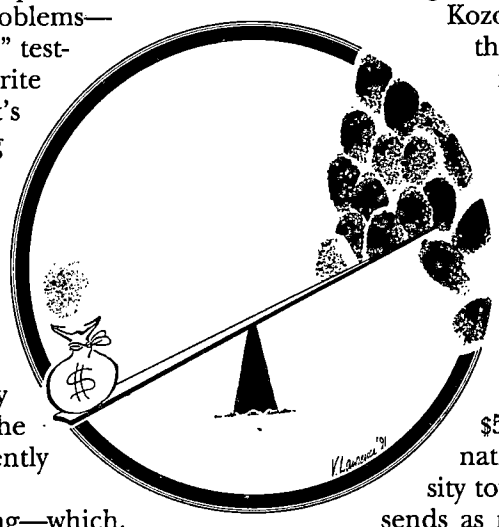
By Peter Schrag

It's almost twenty-five years since the publication of Jonathan Kozol's *Death at an Early Age*, which recounted his eight months as a teacher in a rundown Boston ghetto school. Kozol was fired by the then notorious Boston School Committee for reading Langston Hughes's poem "Ballad of a Landlord" to his fourth-grade class—not part of the syllabus, the school committee said—and instantly became a major voice in the movement for school equity and integration of the late 1960s and early 1970s.

Kozol has never strayed far from that theme and has now returned to it with a book called *Savage Inequalities* that's gotten a respectful, even glowing, reception. Just before it came out, *Publishers Weekly* carried an unprecedented open letter on its cover, where it has never run anything but advertising, to tell George Bush to read this "startling and disturbing" new book.

ities has made Kozol once again the most visible left-wing critic of American education and the star witness in a movement, now spreading to more than a dozen states—among them Alabama, Alaska, Idaho, Illinois, Indiana, Minnesota, Missouri, New Hampshire, North Dakota, South Dakota, Tennessee—to get court orders to equalize per-pupil spending between public schools in rich and poor communities.

It's a moving book—about filthy schools where roofs leak and halls are flooded each time it rains, where three or four classes have to share a gym or cafeteria because there aren't enough rooms, where teachers have outdated textbooks or none at all. It's also a reminder that a lot of those kids really want to learn, aren't on drugs, and understand that this is a society that treats white suburban children a lot better than it treats black inner-city kids. Given the thin gruel that the Bush administration has served up to deal with the nation's horrendous school problems—roughly equal parts school "choice," testing, and that old conservative favorite "more money's not the answer"—it's not surprising that Kozol is getting attention.



The rationale of the equalizers is simple: unequal spending among schools denies children equal protection of the laws. A poor community with a weak tax base simply can't spend as much on each child's education as a wealthy one, even if it raises rates to the breaking point, and that's patently unfair.

But is equalization of all spending—which, in addition to increasing the spending in poor districts, means capping the spending of affluent or motivated districts—really the solution? Consider California, the only major state where equalization has been thoroughly tried. (Texas and New Jersey are now starting down the same path but haven't gotten beyond the political acrimony and administrative chaos to be fair tests.) The results have been a wondrous illustration of the law of unintended consequences.

The most obvious of those consequences is that equalization sharply reduced local incentives to raise school taxes. After the California Supreme Court ruled, in *Serrano* v. *Priest* (1976), that the old funding system was unconstitutional, the legislature agreed to bring per-pupil spending in virtually all of the state's districts to within $100 (later revised to $200) of the state average. It proposed to do that not by requiring the rich districts to spend less, something that would have been academically unseemly and politically impossible, but by directing additional state money to the poor districts. Yet since the funding formula also reduced state funding one dollar for each dollar that districts might have raised in additional local property taxes, it eliminated much of the rationale and motivation for local efforts to improve the schools. (The exceptions to the formula were a few oil-rich districts that get no state aid.)

School equalization might have taken decades to achieve had it not been for the fortuitous passage of Proposition 13 in 1978. By slashing and capping local property tax revenues, Prop 13 shifted the burden of school funding to state income and sales taxes, which made equalization a lot easier to realize. But because of 13, and perhaps because of *Serrano* as well, the state's spending on schools has also slipped precipitately—from sixth or seventh in the nation to twenty-fifth or twenty-sixth. California now spends less per child than any other major industrial state, and less than the national average. As one state education official said recently, it is much harder to motivate people to pay more taxes for education when they can't see the results right down the street.

Kozol has a lot of numbers dramatizing the inequities in spending between, for example, Camden and Princeton, New Jersey; Chicago and suburban New Trier High School; and New York City and suburban Manhasset (Long Island). But he doesn't point out that the $7,299 New York City spent on each child in 1989-90 was nearly double what most of the fanciest California suburbs got to spend that same year. California now spends roughly $5,100 a year per student. The national average is $5,500. The university town of Davis, where I live, and which sends as many of its graduates to college as New Trier, would kill to get $6,000 per student, let alone $7,000.

With the power to appropriate funds having shifted from local boards to the state government, it is no longer possible to know who is responsible for the financial problems of the local schools—the board that allocates the funds and overspends or mismanages them or the governor and legislature that fail to pony up enough to begin with. The same goes for responsibility for the construction of new schools, now so incomprehensibly divided between state and local agencies that almost no one understands the system.

Moreover, since school boards no longer have anything to do with setting tax rates, the interest of local business groups and taxpayer organizations in the schools—or in running people for the board—has sharply declined, leaving more and more districts in the control of the only well-financed group that's really interested in school affairs: the teachers' union. The Los Angeles school board, which runs the largest system in the state, is now controlled by people who got the lion's share of their election campaign support from UTLA, the United Teachers of Los Angeles. As fiscal control moves to the state, the moderate citi-

zens' groups that once were the backbone of local government and local schools are less and less involved.

It shouldn't be surprising, then, that the union-dominated Los Angeles board awarded huge raises to its teachers three years ago—the average increase was roughly 27 percent over three years—and is now in deep financial trouble. And though it stands out in its generosity to employees, it's hardly alone. Two other large districts, Oakland and Richmond, are in such financial trouble from general mismanagement that they were taken over by state-appointed trustees; two dozen others teeter on the verge of bankruptcy. One-third of all the state's districts, according to state Controller Gray Davis, are spending more money than they take in.

Many of those problems are attributable to the state's generally dismal fiscal situation, but not all of them. District after district has been overly generous in setting pay scales, counting on state appropriations it didn't get. Most of the extra money that was supposed to go toward improving the inner-city schools also went directly into increasing teacher and administrative salaries even while programs have been cut to the bone. No state in the country has as large a gap between what it pays its school employees and what it spends on everything else. California is fifth in the nation in teachers' salaries and dead last—meaning worst— in class size: many classes are now running well over thirty children, even in elementary schools. We also have leaky roofs and rotting buildings, but we have them in the suburbs as well as in the inner cities.

Kozol says, correctly, that poor children are trapped in awful inner-city schools, while the middle class has choices. But he refuses to give poor children the chance to escape to better public schools, through choice. He's also too simplistic in blaming the comparatively poor performance of our schools on money alone. No country has ever done, or even tried, what this country is now trying: to take such a diverse population of children—20 percent of them from below the poverty level, many of them speaking little English, many from one-parent or no-parent families (all problems George Bush's education "program" ignores)—and educate each child at least through the twelfth grade for a high-tech culture. Under the circumstances, our schools are doing better than one might expect—as well at least as we did two decades ago. And given also what we've learned about the schools' external problems—poverty, broken families, teenage pregnancies, drugs, lack of health care, lack of child care—the first place to spend (and equalize) new money on children may not be in the K-12 school program, but on broader social problems.

Although Kozol acknowledges that equalization has been problematic in California, his support for the idea remains undiminished. Of course, Proposition 13 and fiscal mismanagement exacerbated the problems here. But the fact remains that equalization—any way you formulate it—tends to destroy local accountability and erode the supports and sense of mission that make strong schools possible.

PETER SCHRAG is editorial page editor at *The Sacramento Bee.*

Could you pass the Japanese SAT?

FLUNKED

By Albert Shanker

We've had eight years of reports and studies telling us that U.S. education is in terrible shape. Now we have a bunch of revisionists saying that our kids are doing as well as they ever did (though they beg the question of whether that was good enough). They claim that the international comparisons putting U.S. students at the bottom of the pack are inaccurate and unfair. And some say that most kids are doing well; it's only disadvantaged children that we have to worry about.

It's true there is some good news about American education. Scores on commercial tests and on the National Assessment of Educational Progress are about where they were twenty or thirty years ago, and math and science scores are even up a bit. SAT scores, especially on the verbal section, have declined over the past twenty years, but that's partly because more students from the bottom half of their classes—the kinds of kids who never attempted the SAT before—are now taking it. We've made dramatic progress in narrowing the achievement gap between white and minority students. Our high schools are graduating a higher percentage and a more diverse group of students than ever before. And American students enter college in unparalleled numbers—more than 50 percent of high school graduates go on to postsecondary school.

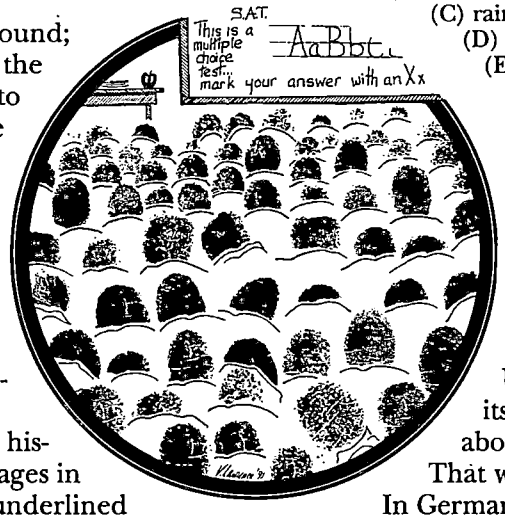
But can we be satisfied with performing as well as we did twenty or thirty years ago—or even a bit better? Would you be impressed if a car dealer tried to sell you a new American car by telling you it was just as good as the ones being made twenty or thirty years ago—when what you really wanted was a new Toyota? The point is, how well you're doing depends on your standards and on how well your competition is doing.

So what are our standards relative to our competition? One way to answer this question is to compare the tests that students from other nations have to take to get into college with the tests our students take. What do students taking the French *baccalauréat* or the German

Abitur have to know? How does that compare with what the SAT or the ACT asks of American students? "National Tests: What Other Countries Expect Their Students to Know," put out by the National Endowment for the Humanities, presents samples of school-leaving and college-entrance tests from other countries and allows us to compare the standards and expectations they have for their best students with ours.

The big difference is that our standard college-entrance exams do not call on students to demonstrate what they have learned in school. In fact, the exams pride themselves on being divorced from the curriculum. Taking rigorous math and English courses helps in doing well because SAT and ACT questions concentrate on math and verbal skills, but the pretense, at least, is that the exams test "aptitude" rather than achievement. They are not asking students, "Have you mastered what you were taught in school?" but, "Are you smart enough to cut it at Harvard?"

Other nations' exams turn this around; they are based on the curriculum the students have studied, and they try to find out how much students have learned and how well they can use it. Of course, aptitude is not irrelevant if you're asked to write a four-hour essay on "By the fact that we live in the present, are we better able to understand it?"—as French students were on the philosophy section of a recent *bac*—but achievement is what counts.



Consider Japan's one-hour world history exam. Students read short passages in which there are a number of underlined phrases; then they are questioned about the phrases. The test, like ours, is multiple choice, but the passages offer no clues. Getting the right answers requires precise and detailed knowledge about, for example, criticisms of trade liberalization between England and France in the late eighteenth century. There's no chance of getting by with a combination of vague general knowledge and inspired guesswork.

French students show their grasp of subject matter by writing lengthy essays in subjects such as history and geography, French and philosophy. One of the questions in a four-hour history/geography exam asks students to spend two hours discussing "The Evolution of Domestic Policy in the Soviet Union from 1953 to Today." Or students could choose to write about the development of the American presidency since 1945, or European resistance to the Nazis between 1939 and 1945.

German students take written and oral exams in four subjects that must cover three broad categories—languages, literature, and the arts; social sciences; and math, natural sciences, and technology. A sample question from the three-and-a-half-hour general history exam dealing with "The Weimar Republic and National Socialism" asks students to do such things as "describe the political conflicts that took place at the national level between the proclamation of the republic and the opening of the constitutional assembly" and to "determine political convictions" from an excerpt of a speech that is included.

And what are American students asked to do? Here's one typical question from an SAT exam:

> Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters ...
> SOPHOMORIC: (A) charitable (B) profound (C) accidental (D) histrionic (E) straightforward

Here's another:

> Choose the word or set of words that, when inserted in the sequence, *best* fits the meaning of the sentence as a whole ...
> The summer's _____ drought has brought about a _____ shedding of leaves
> (A) torrid ... nonexistent
> (B) inconsequential ... disastrous
> (C) rainy ... colorful
> (D) severe ... premature
> (E) unusual ... traditional

Americans often dismiss contrasts like these by talking about elitism. They say that only a tiny percentage of Japanese, French, and German students take the rigorous exams required for college or meet the high standards set for them. And they say that, whereas the United States is committed to all of its students, other countries care only about educating the top few percent. That was true in the past, but it isn't now. In Germany 30 percent of the *total* cohort pass the *Abitur*. In France 67 percent of all 15- to 16-year-olds were enrolled in college-track secondary schools in 1990; 50 percent of them took the *bac* and 38.5 percent passed. In 1982, the last date for which I have figures, 36 percent of Japanese students passed the college-entrance exam; the number now is probably higher. And all of these countries do a better job of educating their non-college-bound students than we do.

If anything, it is our system that is elitist. Because our tests are divorced from curriculum, they favor kids who come from well-educated families or from families that can afford to enroll their children in commercial test-skills courses. Rather than helping to level the playing field, our tests make the contest harder for disadvantaged youngsters.

They also send a particular message. In saying, "We're not going to test you on what you have learned; we'll test you on your aptitude," we've told our children that knowledge doesn't count; that working hard so you can learn something doesn't count; that school doesn't count. We cannot solve this problem merely by changing our exams or even raising our standards and improving our curriculum—though all of this is necessary. Why do students studying for the *bac* or the *Abitur* work hard in school? And why, when they get home from school,

Washington Post Nov 25, 1991 D5

Applying Yourself

By Sonya Strange
Fort Lauderdale Sun-Sentinel

Harley Etienne is still a senior in high school, but college is already costing him money.

Etienne plans to apply to 11 colleges. Applications alone will cost about $350. His top choice, Morehouse in Atlanta, will cost $35. The most expensive application fee is Cornell's, at $55.

Etienne is trying to find ways to keep down the cost. Virginia Tech has already agreed to waive its $10 application fee and he plans to ask Cornell to waive its fee by writing a letter explaining his financial need.

"Some schools cost around $55 or even $65 to apply. That's a little silly," says Etienne, who started a separate bank account to save for the application fees.

Cost is just one factor to consider when preparing college applications. Another important consideration is the deadline. Some schools have rolling admissions, which means applications are reviewed as they are received and decisions are issued in a few weeks. These schools take applications until they are full. After that, you're out of luck.

Some schools have early-admissions programs that allow you to apply before general admission starts. The disadvantage is you are locked into that school if accepted and must withdraw all other applications.

After completing your application, make copies. Send copies to the schools and keep the originals. Be sure to send the application two weeks before the deadline, just in case. If you don't get a notice of receipt within a month, follow up with a phone call.

What colleges look for in applications:

■ Academic record—You should include the semester completed, your grade-point average and class rank.

If your academic performance improves after you apply, send a supplemental transcript. Most colleges require students to have four years of English, three years of math, three years of science, three years of social science, two years of one foreign language and four years of academic electives.

■ Letters of recommendation—Select people who have known you for at least a year. High school English, math, and science teachers who know your work, as well as guidance counselors, are good. Also, consider people you know through work, church, or volunteer organizations.

■ Essays—Many colleges require an essay, usually two to three typewritten pages. Discuss your interests, goals, achievements and educational or career aims. An essay can be used to make up for a weak academic record. Point out factors that will balance out your weaknesses: leadership positions, community service, sports.

Sonya Strange is a high school senior in Fort Lauderdale.

The Old College Try

By Alex Sanz
Fort Lauderdale Sun-Sentinel

Ask a high school student about choosing a college and you likely will have one uptight teenager.

The pressure is on. But students should decide for themselves which colleges are best for them. They need to find out what colleges match their needs, desires and aspirations. Reading, talking or thinking about colleges does not replace the road test.

"Unless you visit, you're not going to know where to apply because it's hard to get a good picture of a college when all you have to go on is reputation, mail and the record of the football team," says Fort Lauderdale High School senior Ron Green, who spent last spring break touring college campuses.

"I think parents should bring their kids early in high school so that they can see where they want to go and then be able to work toward getting in," he says.

The campus visit gives students insight into the college lifestyle, academic challenges, student body and available amenities. Students should always ask the question: "What would it be like for me to go to college here?"

Student Adam Lawrence, who combined weekend trips visiting college friends with tours of campuses, agrees: "It's important to visit a college," he says. "You don't want to wind up in a place you don't like for four years."

Some suggestions from the College Board Campus Visits and College Interviews:

■ Selecting colleges to visit—Students must evaluate their academic record, analyze their needs and desires, and research colleges before selecting those they wish to visit.

■ When to go—Juniors and seniors should explore colleges when things are buzzing—during the school week when classes are meeting, students are studying, and student activities are in high gear.

Schedule visits so not too many days of high school are missed. Juniors: Consider using spring vacation for college visits. Make certain the colleges are in session.

Late summer and early September before senior year begins are convenient times to visit since many colleges begin fall semester as early as mid-August.

Make your visits before applications are due (generally from January through March of your senior year).

You may postpone visits until after you have received acceptances. But you may have only two weeks—from April 15, when many decision notices arrive, to May 1, the reply date for most colleges—to make your decision.

■ If you can't visit—Get a current catalogue for the college. Attend college fairs and speak to college representatives.

Alex Sanz is a high school student in Fort Lauderdale.

Washington Post, Nov. 25, 1991, D5

Education

Multiple-Choice

Student-Consumers In the Academic Marketplace

By Colman McCarthy
Washington Post Staff Writer

When visiting colleges occasionally to speak at student assemblies, I begin the Q&A period with a question of my own: How many of you have ever had a course taught by a professor you thought was boring, lazy and incompetent? Every hand shoots up.

Next question: How many ever stood up in class to tell those profs of your views and that you weren't getting your money's worth. No hands go up.

This is the student-as-consumer issue. It is rarely discussed in the reports on academic reform, and wouldn't be much on the agenda at all without U.S. News & World Report's annual public service on "the best buys in four-year colleges." The Sept. 30 issue gives over 25 pages to a shoppers' guide. Only Consumers Union on microwave ovens could have been more thorough.

This is the season when high school seniors begin creeping into the academic marketplace, equipped more with hunches than facts. Instead of best buys, they have mostly wishful buys.

How many 17- and 18-year-olds have any more than a groping guess that four or five years at one school will satisfy them as much as a stretch at another? One person can feel academically and socially lost at a small private liberal arts school while another thrives at a state multiversity where a road map is needed to find classes. Should a college be avoided because it has a high crime rate, or a president who slavers for research grants, or a low freshman retention rate, or too few PhDs on the faculty. Or too many?

To help figure that out, U.S. News provides five charts, ranging from ratings for the 25 "top" national universities to 25 "cream of the crop" liberal-arts colleges, plus 294 "best of the rest." Last year's survey was much the same, except that Vanderbilt is now among the top and Rochester is not.

What's left unstated is that with 14 million students in 3,000 colleges choices are made more on feelings than information. First, there are feelings about money. Except for buying a house or ordering tickets to a Broadway show, no outlay of money is likely to be higher than for college. I teach part-time at both a large state university, which is high in the U.S. News rankings, and a private university which is among the top 25. The private school, Georgetown, costs roughly three times as much as the public, the University of Maryland. But Georgetown, as a private school, is twice as selective in its acceptances, has nearly three times as low a student-faculty ratio and about double the number of students in the top 10 percent of their class academically.

Which is the shrewder consumer choice? I would tremble to judge. At each school, I've had students who graduated fully enriched, both intellectually and spiritually, and who will be alumni forever grateful for their undergraduate experience. At each school, too, I've had students who felt as if they were mere slabs of cheese being processed at Velveeta U. Maybe it was the school's fault, or it could have been the student's. Some aren't ready for college at 18 or 19, and need a year or two of working to clear their heads. Earning some money for college will give them an edge in Economics 101.

About the surest way to increase the chances of choosing well is the standard marketplace tactic, product testing. This is the campus visit that allows student-consumers to examine, at least in passing, what the college-seller is offering. Impressionable buyers will be subsumed by the trappings—strong or weak—of the seller, while the astute will look for what matters: professors who are stimulating in class and available after, administrators who see the students as allies to be served, not nuisances to be avoided, and an intellectual climate that alerts the young to look at society's problems and their campus as the place to start solving them.

Questions & Answers

These being the high holy days of licking stamps on manila envelopes to college admissions offices, I asked a few questions of the 64 students I teach at Bethesda-Chevy Chase High School, the University of Maryland and Georgetown University Law Center.

The answers supply a before, during and after college perspective.

I asked the Bethesda-Chevy Chase students—their combined choices totaled more than 60 schools—if "you think it will make a large difference educationally, socially and spiritually that you go to your first choice, as against your second, third, fourth or

last choice?" To the Maryland and Georgetown Law students: "Was it making, or had it made, a difference where you went to school?"

Some BCC responses:

■ "I try to tell myself that there is no one 'magic' school for me. If I do not get into my first choice, I'll probably feel badly about being rejected but I'm sure I won't be less happy when it comes to attending my second or third choice in the fall."

■ "Spiritually, yes, because I won't be happy at my fourth or last choice. I think socially I can slug it out at any college. Educationally, I think my first couple of choices (universities of Wisconsin, Virginia and North Carolina at Chapel Hill) are better in this field."

■ "My first choice [Smith, then Earlham, Macalester, Haverford, St. Mary's College of Maryland, Mt. Holyoke] can make a large difference in my life educationally, socially and spiritually. Smith can give me women-bonding, women-learning and women-growing. By that, I mean that I can learn better with women, not that I can't learn with men. Going to a coed college would provide me with a very different atmosphere than Smith. I really believe that Smith would give me a more productive one."

■ "I really don't have a first, second or third choice in schools. I'll just be happy to get into one."

None of the students from this Maryland high school listed the University of Maryland among his or her choices, neither first nor last. For my Maryland students, only a few had had it at the top of their list. For many, it was third or fourth. They had these thoughts on whether Maryland made a difference:

■ "Since I came to Maryland [the last of four choices] and a choice made largely by financial considerations, I have decided that I would make the best of it. In retrospect, I believe I made a fine choice. In fact, it may have been a happy accident that I did come to the university. For one, I have been exposed to things I know I would not have been exposed to at the other schools, specifically in ideas of agriculture. . . . I'm not sure that it makes a difference where you go to college. When Dad tried to tell me this, I was skeptical but now I'm afraid that I am tending toward the same conclusion. What you do with your time at the institution of your choice is the most important thing."

■ "I've met some of my closest friends here, people that I know I can rely on no matter what. It's hard to believe what my life would be like without these friends. I'm lucky to have found them here."

■ "I don't think any school can actually change a person. Rather, I think Maryland has brought out things in me which might have not been brought out at a smaller, elite school. I think I'd learn in different directions on different issues were I at a different place. But I'd still be me."

From Georgetown law:

■ A graduate of the University of Oklahoma—"Going to a very large, diverse university gave me an opportunity to get to know people that I would never have encountered at a small, expensive, more academically rigorous college."

■ A Yale graduate—"It made a world of difference. The education was fantastic in terms of the institution and professors, but the most important aspect was my peers. Students who were bright and eager to learn didn't pelt each other with label's of 'geek,' but instead challenged each other and still had time to play hard, too. Seeing a place so cohesive—where everyone was liberal—made me question and reevaluate my own liberal ideals more so than if I'd gone to a middle-of-the-road school."

■ A graduate of Oberlin—"I was exposed to people and ideas that I never would have encountered elsewhere. . . . I fell in love with the school when I visited. I only visited, however, as an excuse to visit my best friend who lived in Akron."

And what advice do the sages in second- and third-year law have for the future sages at Bethesda-Chevy Chase High School?

■ "Do not choose by what school has 'the best reputation.' None of my friends who went to Harvard are totally satisfied with their choice."

■ "Don't limit yourself to Northeastern private schools."

■ "Go somewhere where there are externships or opportunities to get some practical experiences."

■ "Don't go somewhere because of a single department or teacher. Your interests and priorities will almost certainly change during your college years."

■ "Work a year before you go to college so you can appreciate the four years and utilize the fine resources of the school."

■ "Don't shoulder so much debt that you have few choices about the kind of work you'll do when you graduate."

■ "Try to get the money from your parents up front."

Finally, from Mark Twain: "Never let your schooling interfere with your education."

Are school systems likely to get academically skilled teachers with an aggressive affirmative action policy? At the moment, they are not. Very recent data are unavailable, but the past rates on teacher competency tests in 1982-83 told a quite dismal story. In Alabama, for instance, 86 percent of whites and only 43 percent of blacks scored above the cutoff point. In Arizona the figures were 73 and 24 percent; in California, 76 and 26 percent. The worst was Louisiana: 78 versus 15 percent.

Those results are actually not too surprising. A large racial gap shows up in SAT and ACT scores as well. And those are scores for all college-bound students, a group that includes many high-performing youngsters who will not choose to teach. In fact, the relatively poor performance of black students on teachers' exams is due in part to declining interest in the profession. In 1977 black college graduates were 1.4 times as likely as white students to earn a degree in education; by 1989 that situation had been reversed. Critics of national exams attribute that decline to the reliance on competency tests to determine who shall teach; such tests are discriminatory, it's charged. But even if true, that would surely be only a partial explanation. Equally important has to be the pull of law, medicine, and business—the prestigious professions.

The notion that kids need adults with whom they can identify is obviously not totally wrong; black children have to know that they too can succeed. And black teachers may often bring a special sensitivity to a predominantly black classroom. But matching colors—students' and teachers'—can only do so much. Despite all the moaning, it's not that hard to educate kids—advantaged and disadvantaged, black and white. A lot of schools are doing it. More can make it happen. But teachers expected to educate kids must themselves be well educated. National exams test needed skills. Skilled teachers, skilled kids.

ABIGAIL THERNSTROM is the author of *Whose Votes Count? Affirmative Action and Minority Voting Rights* (Harvard University Press, 1987).

My year at New York's P.S. 98.

SCENES FROM THE CLASS STRUGGLE

By Sara Mosle

I.

New York City had a teacher shortage last fall, but finding it wasn't easy. On the Wednesday after Labor Day, a few days before classes were to begin, I still didn't have a job. A "charter" member of a new program called Teach for America, I sat, with diminishing hopes, in the placement office of School District Six at 181st Street and Broadway in Upper Manhattan. Along the cramped corridors, children whimpered softly or screamed at the top of their lungs. Women chattered nervously among themselves in several languages. The atmosphere was like the emergency room of a hospital. People sounded as though they were in pain.

Teach for America, founded in 1989 by Princeton grad Wendy Kopp, and modeled on the Peace Corps, recruits recent college graduates to teach for two years in areas with chronic teacher shortages. TFA doesn't circumvent the normal process for becoming a public school teacher; it simply makes it a little more rational. It arranged for me to take the National Teacher's Exam, had me fingerprinted, and provided two months of summer training. Once I set foot in the placement office, however, I was on my own.

Here was the apparent system for evaluating applications in New York City: whoever sat directly in front of the personnel director got a position. For nearly two days I had been the next in line. Behind me in single file were more than a dozen other people, also waiting. The personnel director seemed unconcerned about our relative qualifications. There was no list of applicants, no list of vacancies. Principals were supposed to call and let the office know of openings, but many don't. They simply try to fill positions themselves. No one had moved for hours. Only the clock had moved, the big hand lapping the little hand: 10:30, 12:00, 1:45, 3:00. Word crept back to us that thirty or so more people were waiting in the library. No one was going to risk losing her place in line to tell them, but they didn't have a prayer.

Phones were ringing incessantly. Eventually the sec-

SARA MOSLE, a former assistant literary editor of TNR, writes a weekly column for *Newsday*'s Sunday book section.

retaries just took the receivers off the hook. (I thought, "But how will the principals call?") On the wall hung a poster with the cartoon character "Cathy": "Let's take control of situations before they take control of us." Every once in a while, someone would burst in: "You can't believe the school I've just been to! Excrement on the front steps!" Or, "Can't you offer me something else? My commute will take two hours!" The woman was almost in tears. And I was envious of these people. At least they had jobs.

Suddenly the personnel director saw me, as if for the first time. "We should find you a school." "Yes," I said. She pulled me close: "Can you handle really tough kids?" I nodded, numbly. She looked skeptical. "Go to P.S. 98, at 212th and Broadway."

II.

Friends used to ask, "Is it—*dangerous*?" Convincing them otherwise wasn't easy. When I first walked through the doors at P.S. 98, an elementary school in a largely Dominican neighborhood at the northern tip of Manhattan, I thought, "Please, please, please hire me here." The walls were brightly painted and adorned with student artwork. "That's Harlem!" one friend exclaimed. "No," I said, "that's Inwood, above Washington Heights." The obliviousness went both ways. For the kids in my fourth-grade class, Harlem was *down*town. When several students came to my apartment one weekend, we walked out of the subway at Columbus Circle, easily the most unimpressive spot on the Upper West Side, and their jaws simply dropped: "Wo-o-W!" They couldn't believe all the tall buildings. "Aren't there any Spanish-speaking people here?" one kid asked. "No," another answered: "Only Americans."

Inner-city is a bit of a misnomer. Outer-city would be more like it. What immediately strikes you upon exiting the subway station at 207th Street is the space. Most of the buildings in the neighborhood are less than seven stories tall. The Cloisters look down on the bustling markets on Dyckman Street. A few blocks north the Hudson spills into the East River. At the end of the broad cross streets, you can catch glimpses of the Bronx up on a hill. People you've never seen before call from the corner: "Hey, Teacher!" The bodega owner gives you a special deal on the popsicles you buy for your students. The pizza man throws in an extra pie for the class party. Everyone knows you. After all, you're teaching their kids.

In a recent article *The New York Times* cited as an example of the plight of Soviet schools in the crumbling economy a Moscow junior high—School 716—that "works a double shift to accommodate its 1,000 students." We're in no position to criticize. The same was true of my school in New York. With nearly 1,600 students in grades K through fourth, P.S. 98 is one of the most overcrowded elementary schools in one of the most overcrowded districts in the New York public school system. To accommodate all of its students, the school had two full "sessions" of third and fourth grade every day. Kids on the "a.m. session" began classes at 7:00 a.m. and went straight until noon—no breaks, no recess, for most classes not even gym. At 12:00 the kids went to lunch and were then dismissed for the day. Working parents couldn't pick up their children. Eight-, 9-, 10-year-olds would simply wander the streets. P.S. 98 had no place to house them before or after class. Teachers were instructed to escort their students off school grounds.

My kids were on the "p.m. session." They arrived for lunch at 11:30, although many skipped it. At noon I led them up five flights of stairs into the room the a.m. teacher had just vacated. Their school day went straight from 12:15 until 5:30. The a.m. and p.m. teachers passed each other on the staircase. It was like the changing of the guard. Technically, kids were in school for the same number of hours as those on "regular" session, but those hours were far less productive. I don't have a five-and-a-half-hour attention span, so how could a 10-year-old?

Split session was also a nightmare for the teacher. I could never get into my classroom alone. (The a.m. teacher was there in the mornings. The custodians shut the building behind me as I left at 5:30.) I took to hauling my supplies—teacher manuals, papers, markers—to and from school in a suitcase so that I could plan and prepare lessons at home.

The only difference between School 716 in Moscow and P.S. 98 in New York is that in Russia, classes are smaller. At School 716 the limit is thirty students per class. At P.S. 98 classes were right at the legal ceiling, thirty-two. Every additional kid after twenty or so is like a point on the Richter scale. It's ten times worse.

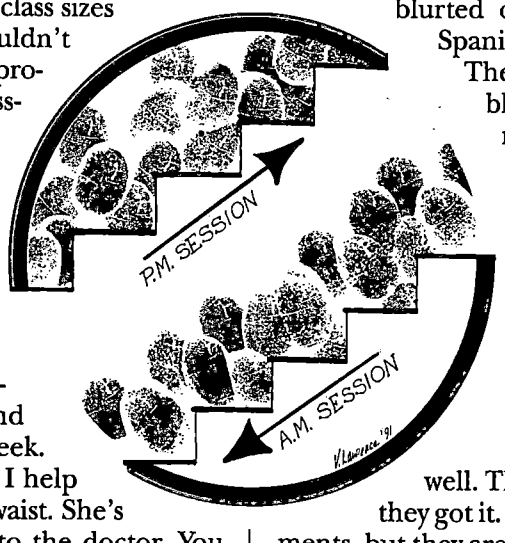
The mystery is why classes in New York City are so big. With nearly 1 million schoolchildren and 65,000 teachers, the ratio ought to be closer to 15-to-1, that in many private schools. But many of those 65,000 teachers—often those with the most experience and earning the highest salaries—hold "out-of-classroom" positions. These are the plum assignments: "resource" teachers who offer individual instruction in reading or math, physical education instructors, or "clusters," who roam from room to room, providing classroom teachers with a daily "preparation period," or "prep," by taking over their classes for forty-five minutes.

"Preps" were great for teachers, but they were mostly a waste of time for the kids. Lessons were often poorly planned—irrelevant, or redundant. What's more, for p.m. teachers, they wasted the first, most precious hours of the day. That's because "resource" and "cluster" teachers were on "regular session." Their day ended at 3 o'clock. Just as your day was beginning, another teacher would come to give you a prep, or to take a handful of kids to "resource room." While those students were gone, you couldn't teach any new material to the remaining three-fourths of your class. So you'd review. You'd do this three times a week. Add to that the endless stream of required "practice tests" dur-

ing the months-long testing season in the spring and it was a wonder if you taught much of anything before 4 o'clock—except during "Golden Hour," the schoolwide reading period and one oasis of learning at the beginning of each day. Here was a typical afternoon schedule in April:

12:00 to 12:15 Hustle kids upstairs.
12:15 to 1:25: "Golden Hour."
1:25 to 2:10: Math teacher takes out handful of students for "resource room"; review with rest of class.
2:10 to 2:50: Prep teacher takes over class.
2:50 to 3:30: Practice reading test. Tests were to be administered by 3:00. Already, I'd be running late.

By this point, the kids were getting restless. They'd been in school for more than three hours. You had yet to introduce a single new lesson in math, science, or social studies. You'd cram these into the remaining two hours of the day. Of course, if every teacher actually taught a class of his or her own, class sizes would be smaller. The school wouldn't need resource people or clusters to provide individual attention. The classroom teacher could do that herself.



As it was, it was nearly impossible to offer individual attention. At no point was this more evident than during the first few moments of class. As you'd walk in, you'd give your kids until you counted to five to get their bookbags unpacked, their workbooks out, and their pencils ready: *One.* Natoya is scowling and in tears, for the third time this week. Sixto is trapped in his parka. Could I help him unzip it? *Two.* Yadira is at your waist. She's tiny, like a little angel. She's been to the doctor. You want to listen, but you also want her to sit down. ("I like the way Johary is ready. I like the way Julia is ready.") *Three.* Jose U.—Jose U. because you have three Joses in your class—is handing you his math homework. No, you don't want this now. ("Maggie is ready. Arleni is ready.") What happened to all your colored chalk? *Four.* You're wrestling a billowing bedspread of chart paper to the ground. The math coordinator pokes her head in. No, you haven't given the math test yet. ("Michael, let's get going. Jose C., Jose W.—*all* the Joses—sit down!") Suddenly there's a commotion in the corner. You march up, hands on hips: "What's going on here?" Oh my God. Yamile has just swallowed a button.

Moments like these used to terrify me. You'd imagine your face like a mug shot on the cover of one of the tabloids: TOT DIES. WHERE WAS TEACHER? The school didn't have an infirmary, or even a nurse. I'd scrawl a note to Richard Spero, the assistant principal and my immediate supervisor. He was the only person in the school who'd detect the note of panic and take it seriously. That's why he was such a good assistant principal. But some days Richard wasn't on duty. (Principals took turns covering the afternoon shift.) So you'd send a note to the office asking who was on duty and the office wouldn't know. Or the supervisor would never show up. Or she'd show up an hour later. One day one of my students discovered a bug in his half-eaten snack and threw up. I sent for a mop and pail. They never arrived. What was so unnerving was not any particular crisis, but the sense of being all alone. In the afternoons the only people in the building were the classes on the p.m. session, up on the fourth and fifth floors. You'd poke your head into the hallway and it would be deserted. I used to imagine my screams cascading down the cavernous stairwells and never hitting bottom.

I suppose this sounds like discipline was a problem. It wasn't. If my students became rowdy, I had usually given them good reason to be. During one math lesson on word problems, I kept asking: "How many jelly beans, then, would Arleni have in toto?" Or, "How many suckers, then, did Wendy buy in toto?" The kids kept snickering. What was so funny? Finally Jeffrey blurted out: "But Miss Mosle ... 'toto' in Spanish means a woman's—*you know!*" The kids were in hysterics. Could you blame them? In the middle of their math lesson, their monolingual teacher had said to them over and over again in perfect Dominican slang: "pussy ... pussy ... pussy."

III.

Born in 1981 or so, the real heirs of the Reagan revolution, my students used to yell if a lesson was going well. They'd actually shout, "I got it!" when they got it. I won't wax nostalgic about such moments, but they are everything that people say they are. My students *wanted* to learn long division, how to make an electrical circuit, particularly tough vocabulary words, anything that they considered "hard." Once early in the year, I gave a short lesson on the term "non sequitur" after several had been uttered in the middle of a lesson. Afterward, my kids became non-sequitur police. Not one escaped their attention. They used the words for the rest of the year. Nearly all of the kids in my class were well behaved, funny, smart. Why does this come as a surprise?

In an article about children of violence in the June 1990 *Atlantic,* Karl Zinmeister remarks about the students at one inner-city school in D.C.: "Given that they were in the gifted class, one can assume that they were from more privileged backgrounds than most of their classmates." You can? Students from more privileged backgrounds may, on average, *perform* better, but that tells you nothing about any particular kid. And there is no correlation between "privilege" and "gifts"—that is, intelligence. Intelligence is stubborn. It survives in the inner city as it does in Beirut. But I think the assumption is a fairly common one. The biggest problem at P.S. 98 had nothing to do with violence or drugs. It had to do with expectations. Because the kids at P.S. 98

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came from an impoverished background, expectations for them were low.

Take the class play. Every class at P.S. 98 had to put on a play. For some teachers, this amounted to little more than herding the kids onstage and having them dance to canned music. When my turn came, my mentor teacher, Vera Kohn, said: "They'll write their own." I remember thinking, "They will?" A master teacher with more than a decade of experience at P.S. 98, Vera was part of a citywide mentoring program designed to assist teachers through their initial year in the system. Vera observed and presented lessons, led me through a deluge of incomprehensible paperwork, offered invaluable advice. Her expectations were never too low.

Using a Beverly Cleary novel that we were reading, my class wrote advertising jingles for products they invented: the "turboburger" and the "protectoshield stinkmobile." ("It stinks when someone tries to steal it!") They composed rap songs about the perils of smoking. They painted elaborate props. When I showed the videotape to a friend, he said: "You know, most people wouldn't think these kids could do this."

The play's success made me feel like Jaime Escalante for a couple of days. But I wasn't a great teacher. Vera was a great teacher. I was OK. But there were some teachers at P.S. 98—teachers with five, ten, fifteen years of experience in the system—who were not OK. I don't mean that they weren't creative. I mean they were awful—which is why complaints about TFAers' relative inexperience or weak commitment are so hard to take seriously.

During my preps, I'd often sit at my desk at the back of the room. One teacher who took over my class began: "I'm not going to start until you're quiet." But the class *was* quiet. (Maybe one student was whispering.) Of course, after twenty minutes of saying this over and over again, the class really wasn't quiet. She never began the lesson. Forty-five minutes later she told my class as she left: "I'm disappointed in you." During the Gulf war, the same teacher presented a lesson in which she asked my kids to pretend that they were prisoners of war *and were being tortured.* What was it like? Another instructor became sidetracked by a discussion of left- and right-handers. "If you write with your left hand, you're gonna die young! Gotta change *quick!* Or you'll be *dead* before you know it!" Tears welled up in Jose C.'s eyes. He whispered to me from where he was sitting: "But Miss Mosle, I don't know *how* to write with my right hand ..."

Another teacher said nothing. On one side of the board he wrote the five food groups. On the other, the steps for writing a book report. There were no books. No instructions. No explanations for the juxtaposition. He just cynically filled the board in case a principal walked in. One kid asked of no one in particular: "Are we supposed to copy this down?" By the end of the lesson, the kids were taunting him: "You're *Bad*man." "You're a *bad* teacher." Yet they couldn't even provoke him. One teacher writing a letter to the Board of Education about the neglect of black history in the curriculum pointed to a picture of a man in a book and asked me, mispronouncing his name, if he was still alive. It was Thurgood Marshall. (He was still a Supreme Court justice at the time.) But at least this person genuinely cared about her students. She wasn't a bad teacher. A few, however, were simply hateful, screaming, "You're stupid!" at the kids.

Every teacher has bad days—days when you are less prepared, when you lose your temper, when you flub your lines. But there were some teachers at the school who were notorious for their incompetence, for their contempt for the children. All but one of them are still there.

In the New York City public school system every teacher is supposed to undergo a formal, unannounced observation twice a year. Mark Shapiro, the principal, usually conducted second observations for first-year teachers. I was observed once, by Richard, in October. At the end of the year I received a rating sheet, which had more than a dozen categories on which I was supposed to be marked. The sheet was blank. At the bottom of the page was one box in which the letter "S" had been typed: Satisfactory. That's as good as it gets. There are only two ratings: Satisfactory, Unsatisfactory. You can see, though, why no one bothers to rate teachers more carefully. Principals can't hire and fire by merit anyway. Even an unsatisfactory rating won't get you fired.

Only two people at P.S. 98 really knew if I was a good teacher: Richard and Vera, who spent at least a few moments in my classroom almost every day. I doubt I exchanged fifteen words with Mark the whole year. He had no idea if I could teach. It's as though he wasn't even there. Richard, on the other hand, was always there: to back you up on a discipline matter, to intervene with a parent, to raise your standards, to suggest a new approach. Richard wasn't superhuman, just aggressively competent. He and Vera would listen to you bellyache about all the impossible conditions—they might even agree—but then they'd say, "Yes, but *you* can still improve ..." And then they'd show you how: How to teach a science lesson using cooperative learning. How to break down long division into four simple steps your students could understand. How to set up an incentive system in your classroom. A week later they'd ask you, "How'd it go?"

Two mundane things would have made life easier at P.S. 98. One was access to a Xerox machine. I often spent $40 of my own money each week on photocopies alone. Another was access to a translator. All of my students spoke English, but many of their parents did not, and I don't speak Spanish. Consequently, writing notes home or calling parents was more difficult. In Los Angeles, where I student-taught, schools with large Hispanic populations were required to provide translators for their staff. Sixteen-hundred Spanish-speaking kids at P.S. 98—and

not one official translator. Oh, you could get around the language barrier. During the day I'd bug other teachers or Millie, one of the school's secretaries: "Just one little call?" But you could do this only so much. After school another parent might translate, but your subtle exhortations about the importance of homework would be reduced to two words. Or the kids would translate. I'd say, "Erllica is disrupting my class." Erllica would say something to her father. Her father would nod and smile. Vera said, "Never let kids translate!" But sometimes there wasn't a choice. Even at the two annual teacher-parent conferences, translators were in short supply. What was the point of meeting with a kid's parents if you couldn't communicate with them?

When I asked one teacher how he managed to call his kids' parents, he confided, "I don't." Never? I couldn't believe it. He knew it was wrong, but he just shrugged. It's shameful to admit, but nearly all the parents I got to know well spoke at least some English. I had contact with the others, but not as much. Even one full-time translator would have helped.

IV.

Inwood is a working-class neighborhood. The vast majority of my kids' parents worked—often more than one job. They worked in bodegas, they worked at the local beauty parlor, they worked in factories or sweatshops, they made beds at fancy downtown hotels, a few were taking classes at CUNY. But that doesn't mean my kids' parents were making "working-class" wages. They were all poor.

Nearly all the kids at P.S. 98 qualified for the free lunch program. You'd read their lunch forms and wonder how their families did it: there'd be four kids and one parent making $150 week, $175 a week, never more. Sharing their tiny two-room apartment somewhere might be an elderly grandfather just in from Santo Domingo. Compared with relatives in the Dominican Republic, to whom they were often sending money, my kids' parents were rich. They could afford to be generous.

In one lesson on "How to write a business letter," I had my kids write to their landlords to request repairs. The complaints were all the same: "My bathtub has gotten old and I can't take a bath because it has broken to little pieces. Could you fix it?" "We don't have no water and the ceiling is caving in." "We don't have het [heat] in my Building. We are cold at night." "Whenever the rain fall it leaks.... It has caused us a lot of inconvenience."

Families often made up in neatness for what they lacked in wealth. One Saturday afternoon I went to Eligio's "house." He was my "star of the month," and I was taking him to lunch. Eligio shared his apartment with his mother, who was disabled, and with a sister and an uncle. The uncle wasn't there. He was working. "He's *always* working," Eligio said. His mother gestured me inside. The apartment was one room, about twelve feet by fifteen feet. The walls were painted a pretty sky blue. Dividing the room in half was a purple chiffon curtain. Tiny china devotional objects were neatly arranged, like acolytes, around a portrait of Jesus. There was a chair and a sofa covered in plastic. They had fancy faux-Louis XIV legs.

Asked to describe their home lives, my kids would say, "Boring." It was a complaint I heard over and over again. Apartments were too small for playing, and many parents would not let their children out on the streets. Kids seldom saw one another after school. Parents were working, or a newborn was garnering all the attention. One evening this September, one of my ex-students called. It was her birthday. No one had remembered. She was 10 years old.

Trapped in their apartments with nothing to do, my students would watch TV—for hours. Ask my kids to name someone they admire and they would name someone on TV. Not an actor or actress, but a *character.* What did they want to be when they grew up? On TV. It sounded like a place one might move to, like Chicago. Have them draw a scene from history and all the figures would look like Bart Simpson. Bart on the *Mayflower.* Bart on the "underground railroad." Ask them to imagine something scary and you'd get the plot to *Child's Play 3.* When I asked my students to describe a talent they had, "My talent," wrote one, "is TV." There was no point mentioning this to parents. They were watching it too.

Like parents, my students used to worry about me. At the beginning of the year, they would ask: "Are you married, Miss Mosle?" Then, "When are you going to get married?" By the end of the year they were getting discouraged: "Won't you *ever* get married?" One day one student exclaimed: "She can't get married. She's not pregnant yet."

About half the kids in my class came from single-parent homes, which is also to say that half did not. But one hardly ever saw "the single parent" at P.S. 98. You saw the extended family, or you saw no one at all. Write a note home because Jorge wasn't doing his homework and the next day the entire family might be outside your door: the grave father, the smart older brother, who was there to translate, the baby sister in tow, the infant in swaddling clothes. Or it might be a grandmother and grandson. Others, you'd write a zillion notes home and you'd never see anyone. A few wouldn't even show up at the two annual parent-teacher conferences—until the school threatened to report them to social services.

But talking with a parent didn't always mean that things at home were OK. Midyear, I began to suspect that one of my smartest students, whom I'll call Juan, was involved in the drug trade. He wore lots of gold and fancy clothes. After school he hung out with guys twice his age. One December night one of them pulled out a wad of money. It was several inches thick. So Richard, Vera, and I invited the mother in. Oh, she understood our concerns. She understood them all too well. She was a blizzard of words. "A smoke screen,"

Richard judged: "The family is involved." Then Juan wrote his "tag," a graffiti signature often associated with gangs, on the bathroom wall. Another meeting. Very reasonable. Another flurry of words. But as we all stood up to go, Juan's mother suddenly leaned over to Juan. She was right in his face. She was whispering: "I'm gonna *fuck* with you, Juan. I'm gonna *fuck* with you. You hear me? I'm gonna *fuck* with you. You *fuck* up and I'm gonna *fuck* with you." Each "fuck" was like a little slap. Juan stared straight ahead. One day during a vocabulary game, I was giving clues to a word. (The word was "margarine.") First clue: "It's something that you use every day." Juan's hand shot up: "An excuse?"

Most of my kids' parents, however, were decent, hard-working people simply struggling to get by. They were concerned about their children's future and about their own. One night, just before the Gulf war began, I noticed Maggie's father lingering after dismissal. It was dark and had begun to sleet. The parking lot where we were standing looked lacquered. Could he ask me a question? He had family members in the Gulf. He had been listening to the radio, and President Bush had used a word he hadn't understood. He pulled out a little piece of paper on which he had written the word. Did I know what it meant? The word was "chastisement."

V.

Teaching is a lonely profession. Some days I'd approach P.S. 98 like a prisoner returning from a weekend furlough. By the end of the year I must have looked pretty disreputable: I couldn't get the chalk out of my clothes. I loved teaching and the kids, but there wasn't much solidarity at P.S. 98. Morale was low. My classroom was like a cell in solitary confinement. A small band of us would occasionally steal a few moments in Richard's office—exchanging teaching tips like cigarettes—before the p.m. session began. But days would pass in which I had virtually no contact with another adult.

Although I can imagine having taught in New York City without Teach for America or the summer training program, I cannot imagine having taught without the support of Richard and Vera. I was lucky. Among Teach for America teachers with whom I spoke, the greatest single complaint was not insufficient preparation, or "conditions," but lack of support in their schools. This is where ed schools go wrong: one needs far less preparation before one starts teaching and far more support after. Indeed, the only effective antidote to the 25 percent dropout rate among first-year teachers in New York City has been the mentoring program. It was eliminated last June.

For what it is, Teach for America has been a success. In its first year the program sent 489 teachers to six sites: New York, Los Angeles, Baton Rouge, New Orleans, and rural parts of North Carolina and Georgia. Although some recruits have dropped out, attrition rates have remained far below those of most of the beleaguered school districts where corps members were sent. Still, it's important to remember exactly what Teach for America is. There are roughly 2.3 million public school teachers in the United States—65,000 in New York City alone. Including this year's recruits, which have swelled TFA's ranks to nearly 1,200, the program will account for less than 0.06 percent of all public school teachers nationwide. (It would take 23,000 teachers just to raise that figure to 1 percent.) Teach for America isn't a point of light. It's a pinprick. Unless such programs become more than models, which the system at large is incapable of duplicating, they will always remain marginal.

TFA's experience in New York City has been sobering. After only one year, the program has abandoned New York because of the city's budget woes. (It sent only a handful of bilingual corps members to the city this fall.) The teacher shortage that I had been recruited to alleviate evaporated even before my first year had ended. Last December the city's budget crisis suddenly raised the ghastly specter of midyear layoffs. For nearly two months I taught under the assumption that I'd be among thousands axed on February 1. It was nothing personal. Layoffs accorded strictly with seniority—calculated, in some cases, to the day. Even after the city only narrowly avoided midyear layoffs, Mark Shapiro told me that he seriously doubted there would be a teaching position for me in the fall: "If I were you, I'd start looking for another job now." I was glad I did. P.S. 98 "excessed" more than a dozen teachers last June.

Over the summer the city encouraged more than 4,000 people—this time, its more experienced teachers and principals—to retire early to avoid additional layoffs. Incapable of retaining teachers on the basis of merit, the system is talent-blind, wielding budget cuts like a blunt instrument that hacks away at good and bad alike. The massive exodus threw schools into chaos this fall, as teachers, in an elaborate system called "bumping," jockeyed for remaining jobs. Those with the most seniority could "bump," or displace, teachers with less seniority who held coveted positions. Those in turn could "bump" other teachers. This went on in some schools for weeks after classes had begun. Until the dust had settled, principals weren't sure if they had openings in their schools or not. Consequently, at the very last moment (and sometimes after) schools had to scramble to rehire some of the same teachers they had laid off only a few months before.

Postscript: On Thursday, September 12, a day after classes had begun in New York City, Richard Spero called to say that a space had suddenly opened up for a first-grade teacher at P.S. 98. Could I take it? I'd have to start that day. I already had another job at this point. Even if I agreed to go back there was no guarantee that I wouldn't later be bumped. I had never been in a first-grade classroom. With the mentor program cut, Vera wouldn't be there. Richard wouldn't be my supervisor. I said no. •

THE NEW REPUBLIC

DECEMBER 16, 1991

SCHOOL HAZE

Back in April, when George Bush and Education Secretary Lamar Alexander unveiled their "America 2000" plan, most commentators wearily dismissed it as a political exercise. The plan celebrated the politically attractive but practically unrealistic idea of choice and made much noise about standards, but it failed to provide significant new funding for existing schools or new programs. The president, it seemed readily apparent, was seeking to "inoculate" himself against infection by yet another domestic issue about which he cared little but that made him vulnerable to Democratic criticism. Gary Orfield, an education professor at the University of Chicago, summed up the prevailing consensus when he said, "America 2000 is not a plan for American education but a plan for re-electing the president."

There are, to be sure, political motives at play. And the substantive aspects of "America 2000" are so buried in public relations gloss and euphemistic education-speak that it's easy to overlook them entirely. But the dismissal of the White House proposal has been far too glib, especially where it comes from those, like Senator Edward Kennedy, whose own reform alternatives range from stale to nonexistent. The president's plan is neither as wide-ranging nor as courageous as the one we'd like to see. It contains, however, some good ideas, which is more than can be said for its congressional opponents.

The strongest aspect of "America 2000" is its emphasis on standards and testing. Mr. Alexander wants to promulgate a set of national criteria for what students at various levels should know. He wants to assess their progress, and that of their schools, by means of a national achievement test in five "core" subjects. As a bow to those on the right who consider any national restrictions on the local protectorate of education anathema, these examinations would be officially "voluntary." In reality, however, they would become more or less required as colleges and employers came to rely upon them, as the plan suggests.

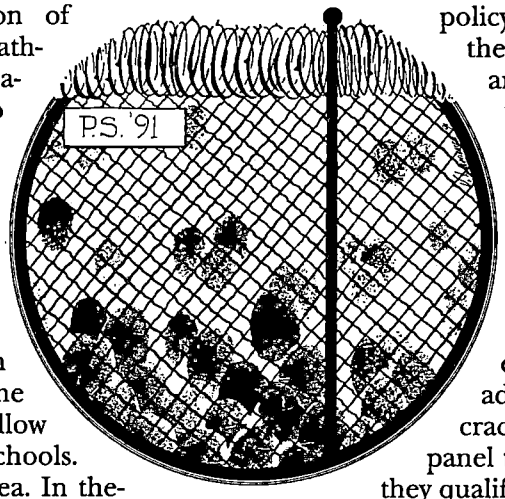
This is an appealing idea for several reasons. Objective national standards would serve as a counterweight to the low-cal curriculum that exists in many school districts. If high school seniors are going to be tested on geography, math, and history, classes based on self-esteem and "how to think" will accordingly evolve in a more substantive direction. Opponents of testing often draw the analogy that you don't make someone a better jumper by raising the hurdles. This sounds like common sense, but it's actually nonsense. So long as there aren't any insurmountable obstacles, people respond to incentives. Students learn in order to pass tests, because they want a high school diploma. Barbara Lerner, an educational assessment expert, has argued persuasively that minimum competency testing, which caught on in the late 1970s, is largely responsible for raising the literacy rate of black high school graduates from less than 20 percent in 1975 to nearly 100 percent today. This makes testing one of the few demonstrably effective reforms of the last quarter century.



Secretary Alexander's plan would also promote accountability by issuing report cards for schools,

school districts, and states. This too is a good idea; it would help wake up parents to the reality that it isn't just somebody else's school that is inadequate, but their own. It would instill competitive pressure throughout school systems. There is, unfortunately, one kind of testing that is missing from the plan: evaluation and recertification of teachers. The Department of Education's Diane Ravitch argues that you can't make demands on what teachers should know until you decide what their students should have to learn. In fact, demonstrably incompetent teachers are an enormous barrier to educational progress.

This omission is attributable to the still-firm grip of the teachers' unions and educational bureaucrats who reject anything that smacks of competency testing. Elsewhere, however, America 2000 is not without ideas for recruiting better teachers, and rewarding the good ones. The plan supports merit pay, which remains objectionable to the National Education Association, and alternate certification of teachers and principals, which is anathema to the nation's powerful education colleges. The educrats are also opposed to Mr. Alexander's idea of creating 535 experimental "New American Schools," a project for which the administration actually wants to provide new money and the Democrats in Congress don't.



Where the Bush plan falls short, in our opinion, is in its genuflection at the altar of voucher choice, the idea of allowing public money to follow students to private and parochial schools. Choice is a superficially alluring idea. In theory it applies market pressure to inadequate schools, forcing them to shape up, or close down. In practice, however, it's far from clear that school districts, which will always be far from free markets, will respond to this kind of pressure. It's far more likely to dilute even further the notion of universal public education, without allowing more modest reform ideas a chance to work. And once the public schools are gone, there will be little chance of convincing taxpayers to bring them back.

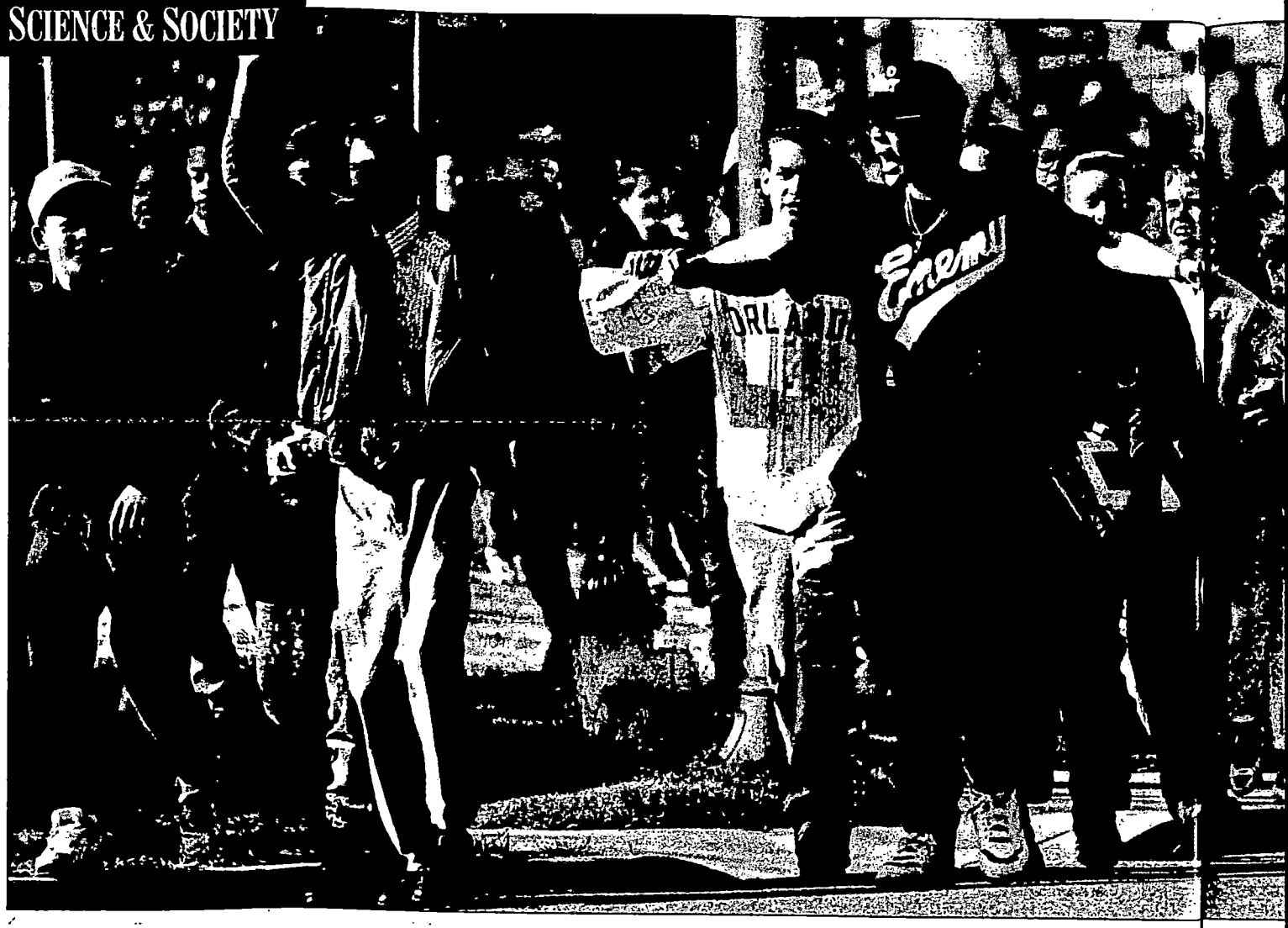
The response from congressional Democrats has been even more hollow than one might expect. Senator Kennedy, chairman of the Labor and Human Resources Committee, wants to nuke the whole plan. Mr. Kennedy opposes the idea of new experimental schools, national standards, testing, and almost everything else. The senator is, of course, in a double bind. He is both a captive of the educational establishment, which is more than happy with the status quo, and chagrined that the president might have seized the initiative on a long-held Democratic monopoly.

The one issue on which the congressional Democrats are clearly right is a familiar one. One of the president's stated goals is to have all children start school "ready to learn" by the year 2000, a goal only imaginable because of the success of the Head Start program. Yet despite promises to do so, Mr. Bush has not pushed for full funding for eligible 3-, 4-, and 5-year-olds.

But elsewhere, the Democrats are on weaker ground. Mr. Kennedy's version of the bill, which Mr. Bush has threatened to veto, would make federal funds available only in the form of block grants. Where Mr. Alexander wants to condition federal aid on meaningful reform, Mr. Kennedy wants to make it available for any sort of vague "restructuring" project a school district undertakes, including purely bureaucratic reorganization. There is a certain amount of irony here. Through the 1970s and '80s, it was always Republicans who insisted that education was a local rather than a federal concern and resisted efforts to provide funds only for specific programs. Ronald Reagan wanted to abolish the Department of Education. Now that the Republicans have latched on to specific reform ideas and have breathed a bit of life into federal education policy, it's the Democrats who insist that the department should be restrained and that federal dollars should flow unrestricted.

And of course Mr. Kennedy wants more unrestricted funds—$160 million more—despite the dismal lack of results generated by the massive hike of unfocused education spending during the 1980s. He would also siphon off more federal aid for administrative costs and add to the bloated education bureaucracy by creating a new federal advisory panel to review state reform plans to see if they qualify for funds. Reviewing such plans is, as Mr. Alexander asserts, properly the job of the Department of Education.

Perhaps the most worrying aspect of this entire debate, however, is not the shallowness of the Democratic response or the political opportunism of the administration's proposals, but the utilitarianism of both sides. We're for many of the reforms outlined—and in favor of more money for them than this administration is prepared to spend. But we're somewhat troubled by the rationale. The White House and congressional Democrats—along with any columnist or governor you care to mention—are fixated on the economic impact of education reform. We don't doubt, of course, that this is related to an important truth: that better education is essential to our economic competitiveness. And we don't doubt that this argument is important for marketing purposes, as the corporate types surrounding Secretary Alexander are surely pointing out. But in America, education has never been simply about economics. The case for better schools is rooted in the needs of our civil as well as our economic culture. It should be based not on the claims of consumers, but on the need for better citizens. And the urgency of reform these days springs primarily from the latter.



The Exodus

Many parents view the public schools as ineffective and dangerous, and are exploring other options before it's too late

COVER STORY

Last month, Florida's Commissioner of Education, Betty Castor, announced a proposal to have two private companies manage an entire public-school system. Beginning next fall, the companies would run everything from classrooms to cafeterias, receiving about $3,400 per student annually from the state. Castor's move was prompted by a stark reality. "We're not preparing students," she says. "We've got to pursue dramatic alternatives."

Florida's action is an extraordinary development in the school reform movement of the past decade, and it reflects a troubling new reality: The nation's faith in its public schools is fading fast. A steady stream of reports from the nation's classrooms about drugs, violence, bureaucratic bloat and ill-educated students is eroding public confidence in the American tradition of "common" schooling that reaches back to the early 19th century. In one unnerving harbinger, fully 85 percent of the parents polled by the *Houston Post* in September believed their kids were unsafe in that city's public schools. And despite a decade of effort to turn things around, there is a deepening perception that the entire enterprise of public education is foundering without any real hope of rescue, especially in the nation's cities.

There hasn't been a massive flight



LON SLEPICKA—PRINCE GEORGE'S JOURNAL

Schools in decline. *Bowie, Md., students protest cuts in public-education funding.*

from public education yet; over the past decade, nearly 90 percent of the nation's students attended public schools. But the number of private schools increased by nearly 30 percent during the 1980s, reaching 26,800, while the number of public schools declined 3 percent, to 83,200. The shift to private schools is being led in many cases by baby-boomer parents who are turning their backs on the public-education system in which they were raised. This year there are 5.3 million students attending at least 22 different types of private schools, ranging from arts-oriented Waldorf schools to conservative Christian academies. And more and more parents say they would opt for a private school if they could afford one.

Fighting words. Disenchantment with traditional public schools is also at the root of the Bush administration's recent proposal to build 535 "New American Schools." Next spring, the New American Schools Development Corp., the nonprofit organization that is running the five-year project, will grant up to 30 contracts to teams assigned to design schools that "break the mold." Just last week, President Bush called for a fundamental redefinition of "public" schools. "Whether a school is organized by privately financed educators or town councils or religious orders or denominations, any school that serves the public and is held accountable by the public authority provides public education," he said. Citing the precedent in student aid for higher education, he argued that the ills of public education cannot be corrected until "the dollar follows the scholar."

In calling for a radical reconception of public schooling, Bush underscored his commitment to the idea of increased parental "choice" in education. Launched in the early 1980s by conservative opponents of government-run schools, the choice movement originally foundered when Congress refused to adopt the Reagan administration's proposals for tuition tax credits and vouchers to help parents pay private-school tuition. But since the mid-1980s, policy makers across the ideological spectrum have promoted plans to increase parents' options within public education as a way of spurring improvements through competition. Minnesota was the first of several states to permit students to attend schools in other districts; a number of other school systems, including Community School District 4 in East Harlem, N.Y., and the Cambridge, Mass., system, have granted parents a greater selection of schools within their borders.

Now, public funding of private schools is back at the center of the choice debate. The Bush administration's America 2000 agenda includes several choice proposals that explicitly include private-school options. It would

allow disadvantaged students, for example, to use federal remedial education money to pay private-school tuition. While Congress isn't ready to buy into the Bush proposals wholeheartedly, the choice philosophy is gradually winning key support. Last month, for instance, the House Education and Labor Committee, chaired by William Ford—a liberal Democratic congressman from Michigan—passed a $700 million education bill that permits school systems to fund choice plans involving private schools.

Private-school-choice plans are also originating in the states. Last week, for example, the Pennsylvania state Senate passed a bill that would establish the nation's first statewide voucher program. Parents would receive up to $900 to spend in other public-school systems or at either religious or nonreligious private schools. A similar initiative is likely to be on the California ballot in 1992. In Milwaukee, a school voucher plan went into effect last year that provides low-income students with state grants of $2,500 to help pay tuition at nonsectarian private schools in the city. The fact that the legislation's sponsor, Assemblywoman Polly Williams, is a black Democrat and a former welfare recipient has helped broaden support for the policies beyond conservative ranks.

Basic questions. This tilt in support for private schools—and the rejection of the public schools that it represents—raises fundamental questions about the direction of American education. What private-school alternatives are available to students fleeing the public system? What kind of education would tax credits or vouchers buy? Which students would benefit from public funding of private education? What kind of accountability for quality and equity exists in the private-school world? What would happen to the ideal of "common" schools under a vastly expanded private-school system?

Following are portraits of five prominent or emerging parts of the private-school landscape: parochial schools, independent "prep" schools, "home" schools, Afrocentric academies and for-profit institutions. As the portraits suggest, there are many lessons that can be learned from a close look at private education in the United States today.

KEVIN HORAN FOR *USN&WR*



The new ethnicity. *Senior Latin students at Hales Franciscan High School in Chicago*

PAROCHIAL SCHOOLS

An evolving mission

At Hales Franciscan High School on Chicago's South Side, Father Lawrence, dressed in a friar's habit, leads his class through the day's Latin lesson. Seated in front of Father Lawrence are 18 seniors. Hardly any are Catholic; all are black.

TOTAL ENROLLMENT 2.5 MILLION

Established in the 19th century to educate the children of Catholic immigrants, the nation's Roman Catholic education system has offered an alternative to public schooling for generations of blue-collar families. Now, in response to shifting demographics, many of the nation's 8,600 Catholic elementary and secondary schools are adapting to a new mission. Like parochial schools sponsored by the Lutheran, Episcopal and Methodist churches, Catholic schools today are educating large numbers of inner-city minority students, many of whom are non-Catholic. Nationally, minority enrollment has risen from 11 percent to 23 percent of the Catholic-school population since 1970.

KEVIN HORAN FOR *USN&WR*



Rarity. *Lay teachers now predominate.*

Catholic educators have responded to their new challenge with considerable success. Overall, 95 percent of parochial students graduate from high school today (versus 85 percent in public education), and 83 percent of Catholic-school graduates attend college (compared with 52 percent of public-school graduates). At Chicago's Hales Franciscan, students need only a C average and average scores on basic-skills tests to be admitted. Yet 90 percent of the school's 300 students graduate and 90 percent of the graduates go to college.

The Catholic education system, the single largest nonpublic educational system in the nation, couldn't be grappling with its new mission at a worse time: Many big-city Catholic-school systems, devastated by shifting demographics,

are at the point of financial collapse. To meet the challenge, Catholic educators in the past year have mounted an ambitious national public-relations campaign to trumpet their successes. They have also thrown themselves into the thick of the political fight for public funding of private schools.

The main source of Catholic schools' success in the classroom is simple, researchers say: They stick to the basics rather than put a lot of money they don't have into fancy equipment, elective courses and extracurricular activities. They push kids to take tough courses like algebra and advanced English. They put a lot of emphasis on foreign languages and very little on vocational education.

Order and values. The days of knuckle-rapping nuns are largely over in Catholic schools, but dress codes and an emphasis on religion are still strong. Such qualities make a difference, according to researchers. "If a school says, 'Here's what we are, what we stand for,' kids almost always respond to it by working hard," says Paul Hill of the Rand Corp. "Catholic schools stand for something; public schools don't." "On paper, parochial students often aren't any better academically than public-school kids," adds JW Carmichael, a chemistry professor who heads a highly regarded premed program at Xavier University in New Orleans, a school that draws heavily on the city's large parochial school system. "But they are a lot more disciplined, a lot less likely to drop out."

Parochial-school systems have also been successful in paring down bureaucracy and handing over staffing and other matters to principals and teachers. The archdiocese of Washington, D.C., for instance, runs its 50,000-student school system with a central administration of just 17 people; by contrast, the District of Columbia public schools support their 81,000-student enrollment with a headquarters bureaucracy of 1,500. Not surprisingly, Catholic schools educate students less expensively than do public schools. They spend only about half as much per student, though their budgets are spared the at times heavy expense of enrolling large numbers of students with special needs, as public schools must. In some neighborhoods, the parochial schools also draw on more affluent families for their students.

But the flight of middle-class Catholics to the suburbs has left empty classrooms and a sea of red ink in the dioceses of industrial cities in the Northeast and Midwest, where the largest numbers of parochial schools are located. "Now we have students where there are no buildings and buildings where there are no students," laments Sister Lourdes Sheehan of the U.S. Catholic Conference. One measure of the crisis: The archdiocese of New York this year cut its subsidy to its 214 schools by 42 percent.

Vanishing clergy. With the decline of Catholic religious orders, the percentage of teachers in Catholic schools who are members of these orders has dropped from 90 percent in 1950 to 13 percent today. This, too, has hit Catholic-school coffers hard, since lay teachers demand higher salaries than their religious counterparts, many of whom have taken vows of poverty and receive only small stipends. As a result, many Catholic schools have had to hike their tuitions, which now average $1,000 for elementary schools and $2,500 at the secondary level. But in doing so, some have priced themselves out of reach of the working-class families they originally sought to serve.

The result has been a wave of cutbacks, mergers and closings. St. John Neumann High School in an Italian section of Philadelphia is typical of the survivors. An enrollment of 2,700 in the early 1970s has fallen by two thirds, and the school is struggling to stay open. Nationally, Catholic-school enrollment has plunged from 5.7 million in 1964 to 2.5 million today.

KEVIN HORAN FOR *USN&WR*



Increasingly, Catholic educators are fighting the trend. Their national public-relations campaign, launched this year by the National Catholic Educational Association and the United States Catholic Conference, has the theme "Discover Catholic Schools 1992" emblazoned on billboards, buttons, banners, bumper stickers, press releases, T-shirts and TV ads. Nearly 90 percent of the nation's 2,000 Catholic secondary schools have established fund-raising offices in recent years. Catholic educators have also taken to regularly bashing public education. Says Sister Catherine McNamee, president of the NCEA: "Instead of people throwing all this money at the public schools, they should throw a little money at private schools that work." Many Catholic elementary schools are adding after-school programs to attract working parents.

The Catholic-education community has also started lobbying aggressively for tuition vouchers and other policies that include public funding of both religious and nonreligious private schools. In 1990, the Catholic bishops voted overwhelmingly to earmark $2 million to establish a national office to help parent groups push state legislatures and the U.S. Congress to support private schooling. If the effort is successful in winning vouchers of the size of Milwaukee's, $2,500, it would open parochial schools to a wide range of public-school students. In the nation's inner cities, a voucher system could change the educational landscape dramatically.

"Hales Franciscan turns out decent students, and decent American citizens. Academics are very important, but I also wanted my son Craig to have some humanity. I knew he would get that at Hales; I knew he would get nurturing there. These kids look like men, but they're just 6-foot-tall boys, and Hales allows them to make mistakes. If you feel good about yourself, you're going to learn better. I went to a meeting with a math teacher at Craig's old school, and I discovered that his teacher didn't even know who Craig was. That could never happen at Hales."

TOM AND JENNIFER ROPER
PARENTS OF CRAIG ROPER

PREPARATORY SCHOOLS

Shaking off an elitist past

In 1937, the students of the Branson School in Marin County, north of San Francisco, picketed the opening of the Golden Gate Bridge: The school's headmistress feared that "undesirables" would cross the bridge into the school's pristine neighborhood. Today, as a highly respected coeducational day school, Branson sends buses into San Francisco and the East Bay area to pick up the increasing number of disadvantaged minority students who attend the school.

400,000

At Branson and nationwide, a new era is emerging for private college preparatory schools. Many of the nation's 1,500 prep schools—nonreligious private schools that attract top students with rigorous academic standards—are no longer the lily-white enclaves they once were. In 1990, members of minority groups represented 13 percent of the total prep-school enrollment of 400,000, up from 5 percent in 1970. At prestigious New England boarding schools, minority representation is even higher: 18 percent at Deerfield, 25 percent at Andover and Choate Rosemary Hall and 31 percent at Phillips Exeter.

LINDA L. CREIGHTON—USN&WR



Among the privileged. *Tricia Riley, of Waterloo, Iowa, in her Andover dormitory room*

Public partners. Prep schools are also not as sequestered from their public-school neighbors as they once were. In the past, the prototypical prep-school principal was an Episcopal priest or a squash-playing former Ivy League dean. But this year, Massachusetts's Milton Academy, founded in 1798, appointed as its 10th headmaster Edwin Fredie, the black principal of nearby Needham High School. In another striking departure, Peter Relic, the superintendent of schools in Charlotte, N.C., became head of the National Association of Independent Schools, an organization of 900 prep schools, with a mandate to build bridges to public education. Many prep schools are already doing so. Choate Rosemary Hall in Wallingford, Conn., for instance, where John F. Kennedy attended classes, is working with 13 urban Connecticut school systems to include 70 public-school students in its extensive summer-school program.

The drive toward diversity has not always been fueled by egalitarianism. A decline in the number of school-age children, rising tuitions and tough economic times have left many schools scrambling to fill seats. Increasingly, they are using "800" telephone numbers, videos, direct mail and other marketing gimmicks that would have been considered déclassé a decade ago. Phillips Academy—or Andover, as George Bush's alma mater is better known—is sending its admissions staff to 40 cities this year to beat the bushes for applicants; the Emma Willard School, a well-regarded girls' boarding school north of Albany, N.Y., this fall took the extraordinary step of advertising on the Op-Ed page of the *New York Times*.

> **"Like a lot of intelligent children, Tricia was socially underdeveloped. We thought living with other kids, having to get along would be good for her. At Andover, they have to face problems right there. They don't have a home to retreat to. Now she's 17 going on about 25 in many ways. I visited some of her classes. The students are all very, very intelligent. But the better the competition, the better you will do yourself."**
>
> THOMAS AND GAIL RILEY
> PARENTS OF TRICIA RILEY

The dearth of students forced a wave of mergers among single-sex schools during the 1970s and 1980s, and it has hurt standards at some institutions. A top school like Andover still gets nearly five applications per space, but it's the exception; many schools are no longer as selective as they once were. Even so, virtually 100 percent of prep-school graduates go on to four-year colleges.

The prep schools' strong record is partly attributable to the quality of students they draw. The schools also enjoy the advantage of being able to expel troublemakers and low achievers. But prep schools approach teaching much differently than many public schools do. "Dictates don't come down from on high,"

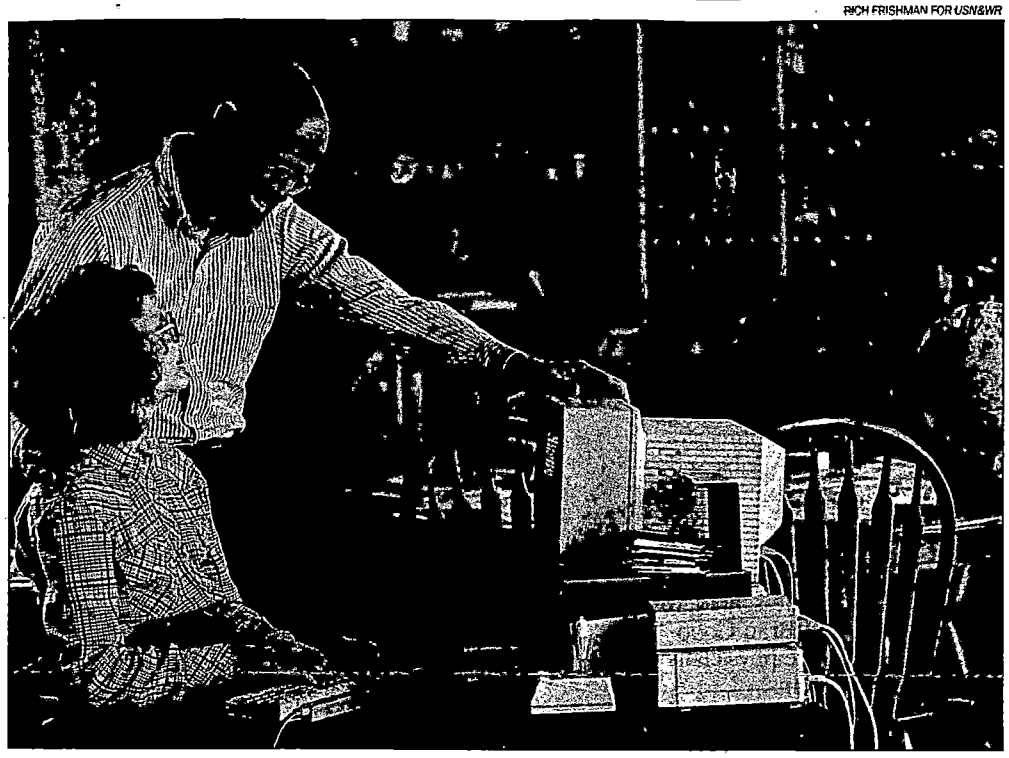
says Richard Fitzgerald, Branson's headmaster. "There's no school board, no superintendent." Teachers are handpicked at prep schools, not assigned from union seniority rolls, and the emphasis is on liberal-arts degrees rather than education-school training. They usually give their instructors much more control than public schools allow over what's taught in each course, and they limit bureaucracy by having teachers perform administrative duties and by having administrators teach. Often, faculty salaries are actually lower than in public schools. The average independent-school teacher with 15 years' experience earns about $29,000, compared with approximately $34,000 in public-school systems. But many prep-school teachers are attracted by the strength of the student body and by perquisites like sabbaticals.

Unity in learning. One reason prep schools have been fairly successful at unifying their increasingly diverse student bodies is their high degree of "internal integration," says Arthur Powell, an expert on both public and private schools. Because all students study the same demanding curriculum, says Powell, students of different backgrounds are much more likely to be in classes together than those in public schools, where black and Hispanic students are often tracked into less demanding courses.

For all their democratization, prep schools remain out of reach for the vast majority of parents. The average private-day-school tuition was $7,200 in 1990-91 and the average boarding-school tuition was $13,700, making either option affordable to only a tiny fraction of the nation's families. Andover's tuition this year is $16,060, up 10 percent from last year. It's no surprise, perhaps, that despite the rising ethnic diversity of many prep schools, a recent federal study found that fully 63 percent of nonreligious private schools enroll no black students and 80 percent enroll no Hispanics.

The gap is being bridged at some schools with increased scholarship money. Andover awarded $5.1 million in aid this year to 41 percent of its students, including 126 full scholarships. But rapidly rising tuitions threaten to price prep schools' new constituents out of the market – a trend that threatens not only prep schools' increasing diversity but also many of the schools themselves.

RICH FRISHMAN FOR *USN&WR*



"Putting our daughter into kindergarten would have been a waste. She was already reading sixth-grade books. We just fell into home schooling. Now, it's our lifestyle. We incorporate it into everyday life. We also are stronger as a family unit now. School is not an ideal environment for learning. You can't possibly reach every student, regardless of how gifted a teacher you are. It's easier teaching two kids than it is teaching 35."

ROGER AND KATHLEEN CREECH, PARENTS OF BECKY AND ANDREW CREECH

HOME SCHOOLING

Schooling in family values

Amy, Julie and Rachael Cooper start the school day in their living room with the Pledge of Allegiance and a prayer. Then the Friendsville, Md., girls, ages 11, 9, and 6, go to work on their day's assignments, prepared for them the night before by their mother.

TOTAL ENROLLMENT 300,000

The Coopers are part of a fast-growing movement in American education: home schooling. The number of students educated at home has swelled from 10,000 in 1970 to over 300,000 today, an increase that shows no sign of slackening. About 75 percent of home schoolers are conservative Christians who stress the Bible in their teachings and who lament what they see as a decline in traditional values in public schools. Still others believe that public schools don't set high enough academic standards. But all home schoolers seem to share a belief that education is integral to family life.

A dramatic decline in the legal barriers to home schooling has helped fuel the movement's recent surge. Spurred by an aggressive home-school lobby, no fewer than 34 states have passed measures since 1982 that have eased the way for home schooling, primarily by relaxing teacher-training and curriculum requirements.

Do-it-yourself classes. Approaches to home schooling vary greatly among participants. The average home-schooling family spends $400 to $500 a year per student, and many students spend hours slogging through basic-skills workbooks while their parents do little in the way of teaching. Many curriculum materials are supplied by religious publishers with strong points of view on many issues. The biology workbook of one widely used curriculum series, for instance, Accelerated Christian Education, repudi-

ates the concept of evolution.

High-school-level subjects present a difficult problem for many families. Although home-schooling parents are typically better educated and more affluent than the national average, few are qualified to teach their kids such courses as calculus, foreign languages and chemistry. Nor can many offer resources such as science labs. Many parents compensate by drawing on outside resources—local Boys and Girls Clubs and environmental organizations, for example. Children's choir, gymnastics and other group activities also help strengthen the social skills of home-schooled kids, say Irene and Brad Cooper, both of whom are physicians and devout Christians.

At its best, home schooling has many of the attributes that school reformers have sought for public schools, including more personal attention and more hands-on learning. "It's handicraft versus mass production," says Roger Creech, a public-school teacher who shares the instruction of both his 13-year-old daughter, Becky, and his 12-year-old son, Andrew, with his wife, Kathleen.

Eager learners. Studies suggest that home-schooled kids do as well as or better than their public-school peers on national standardized tests. Perhaps more important, anecdotal evidence suggests that many children schooled at home are independent and inquisitive learners. "They are often more mature," says Eleanor Hill, home-schooling liaison for the Lake Washington School District outside Seattle. An estimated 50 percent of home-schooled students attend college, about the same rate as their public-school counterparts.

While the National Education Association and other public-education groups oppose home schooling, many school systems have overcome the intense antagonism of a decade ago and are making peace with families who keep their kids at home. This is partly because a number of states now grant aid to school systems offering home-schooling services.

For their part, many home schoolers are wary of the new talk of vouchers and other public support for private education. "If government gives us money," says Michael Ferris, founder of the Home School Legal Defense Association, "they will want to call the shots." For home schoolers, education is first and foremost a family matter.

LINDA L. CREIGHTON—*USN&WR*



"Ivy Leaf has dedicated itself to teaching about the black experience. As a black man, that's important to me. It is important for my children to know from whence they came. I don't worry at all about Brendan and Lucien going to an all-black school. I think they are better prepared to face the white world. Ivy Leaf is not completely Afrocentric; it teaches about other things, too. The jelling of the two worlds is what is good for the kids."

LUCIEN AND LORETTA TATE CRUMP, PARENTS OF LUCIEN AND BRENDAN CRUMP

AFROCENTRIC SCHOOLS

Fighting a racist legacy

At Urban Day School in Milwaukee, a red, black and green African-American flag hangs alongside the Stars and Stripes in each classroom. In Newark, N.J., the 500 students at the Chad School begin each day by reciting the poem "A Pledge to African People." The two schools are among an increasing number of private institutions that are attempting to strengthen the education of black students by emphasizing African and African-American culture.

TOTAL ENROLLMENT: 50,000

There are about 350 "Afrocentric" academies nationwide, educating some 50,000 students. Critics have roundly attacked the idea of schooling blacks separately; they charge that the schools substitute racial pride for academic achievement and promote tribalism and racial resentment at the expense of a shared national heritage. "These kids are not Africans; they are Americans," argues former U.S. Secretary of Education William Bennett. "This is the country they need to know about."

Afrocentrism's extreme supporters do indeed advocate a curriculum taught wholly from a black perspective. And some claims advanced under the banner of Afrocentrism are both racist and factually suspect. One leading Afrocentrist document, the Portland Baseline Essays, argues that "black literature is manipulated and controlled by white editors and publishers" and that Africa is "the birthplace of mathematics and science."

Pride and success. But such stridence isn't representative of most private Afrocentric schools. In the main, their aim is greater self-esteem and higher test scores, not racial separatism. The schools are producing impressive results with inner-city minority students, many of whom had long records of failure in the public schools.

A typical example is the 244-student Ivy Leaf Middle School in Philadelphia, where kids sport neat green blazers and box haircuts. It's a small, no-frills academy with a $2,100 tuition and a parking-lot

playground—a school serving mostly blue-collar families in a residential neighborhood. The school's hallways and classrooms are festooned with maps of Africa and photographs of George Washington Carver and Rosa Parks. But Ivy Leaf is not attempting to rewrite history in a way that excludes white achievements or ignores black failings. The reading list for seventh-grade English class includes Booker T. Washington's "Up From Slavery" but also Kipling's "Captains Courageous." And eighth graders learn that in tribal Africa, blacks were frequently perpetrators rather than victims of slavery.

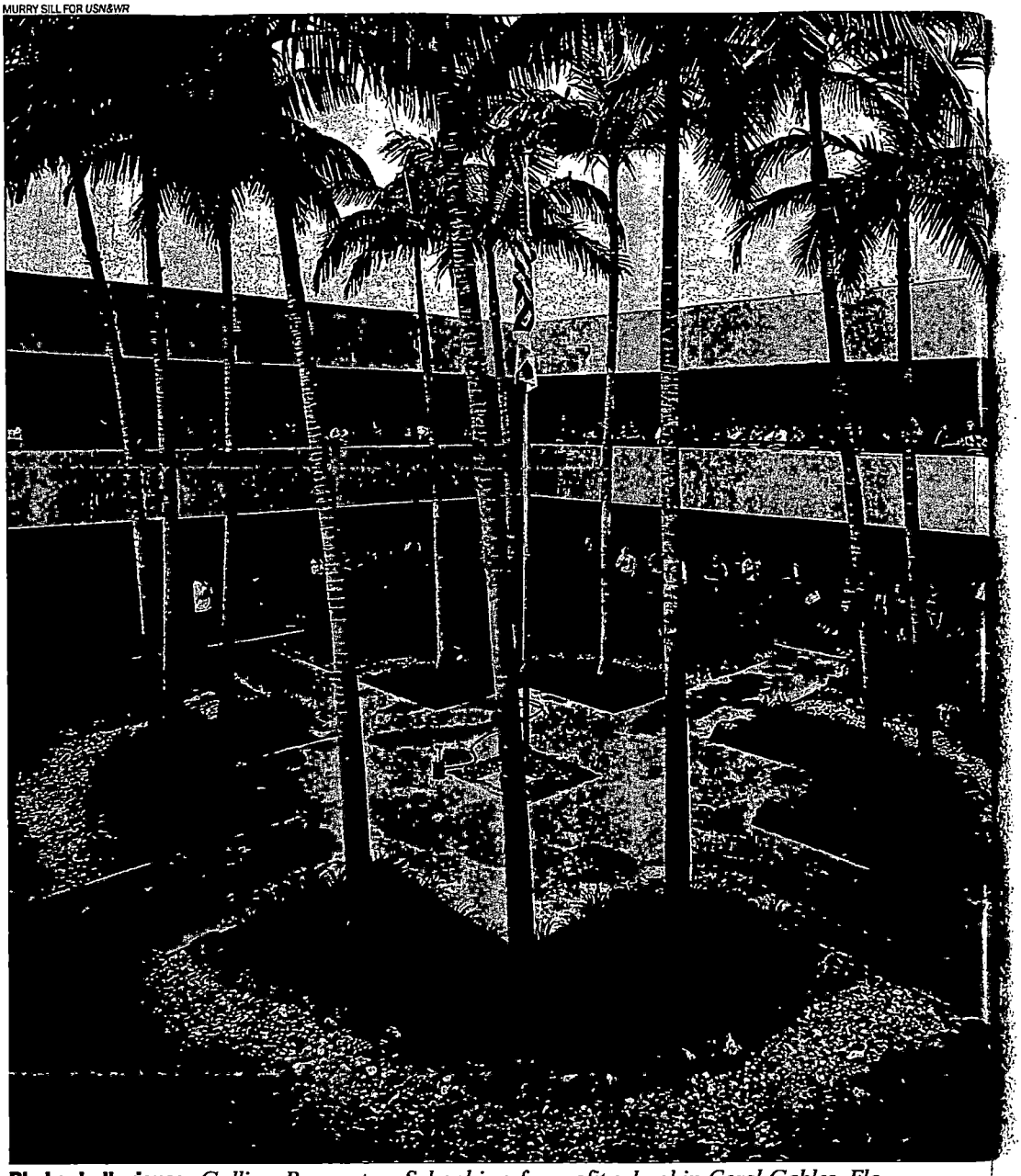
Nor is the emphasis on African and African-American culture at Ivy Leaf and other Afrocentric academies an end in itself. Rather, it is part of the schools' broader commitment to their African-American students: The schools are sympathetic, in the widest sense of the word, to the hurdles that their students face being black in a society with a legacy of racism. Such "sympathy" translates into caring and high expectations.

The Afrocentric strategy seems to be paying off academically. A recent study of 82 black private schools nationwide found that over 60 percent of the schools' students were scoring above national averages in reading and math. At Ivy Leaf, a majority of students go on to top parochial high schools or public magnet schools.

The creation of black academies reflects a major shift in thinking within the black community about integrated schools, a shift articulated by Wisconsin State Assemblywoman and choice advocate Polly Williams: "I'm for education, not integration." Critics warn that such rhetoric represents a return to the doctrine of separate but equal, that it violates the spirit of the U.S. Supreme Court's landmark 1954 *Brown v. Board of Education* decision.

But if the ideal remains fully integrated schools, the successes of Afrocentric academies in strengthening both the hearts and minds of students are tough to ignore. The public-school systems of Milwaukee and Detroit have taken notice. They opened their own experimental Afrocentric schools this fall.

MURRY SILL FOR *USN&WR*



Pledged allegiance. *Gulliver Preparatory School is a for-profit school in Coral Gables, Fla.*

FOR-PROFIT SCHOOLS

Investment in learning

Marian Krutulis doesn't have to get permission from a school board or trustees when she starts a new sex-education course or makes misbehaving students attend Saturday detention hall. At 600-student Gulliver Prep in Coral Gables, Fla., there is no bureaucratic red tape to cut. That's because Krutulis owns the high school, and she runs it her way—as a business.



Founded in 1977 as a college preparatory school, Gulliver is a rarity in American education that may soon become more common: a profit-making school with an emphasis on academics. Traditionally, for-profit schools have supplied primarily preschooling, after-school tutoring or vocational training. But as frustration with public institutions mounts, interest in academically oriented for-profit schools is rising. Consider:

■ Last month, Florida Commissioner of Education Betty Castor announced a proposal to have two private compa-

nies—Educational Alternatives Inc. (EAI) of Minneapolis and Johnson Controls World Services of Cape Canaveral, Fla.—run one of Florida's school systems, starting next fall. The venture, Castor says, represents "a melding of public responsibilities and private skills."

■ This fall, EAI became the nation's first for-profit enterprise to help run a public school. The company signed a five-year contract with the Dade County, Fla., school system to draft a curriculum and train teachers at South Pointe Elementary School, a newly built art deco-style building in a rundown Miami Beach neighborhood. President David Bennett, former superintendent of the St. Paul, Minn., public-school system, says EAI is also negotiating to operate between five and 10 of the elementary schools in Baltimore, Md.

■ Last spring, entrepreneur Chris Whittle announced that his Knoxville-based media company, Whittle Communications, will build a national network of 200 private, for-profit schools by 1996.

In the face of such initiatives, skeptics are questioning the effects of profiting on an enterprise like education. They worry first about the temptation of school owners with their eyes on the bottom line to cut corners, compromising academic quality in the process. And they worry more broadly about the vision of a vastly expanded for-profit system running public schools; they doubt whether the wide range of students that public schools enroll would be well-served under such a system.

Few frills. For-profit educators maintain that the profit motive is one of their greatest strengths. "We have to operate efficiently," says James Williams, headmaster at Gulliver, one of the nation's 200 or so for-profit schools. "Our budget is derived solely from tuition, and we can't price ourselves out of the market. So we put most of our resources into instruction and don't have a lot of frills."

School owners insist that the market makes them highly accountable to parents. "If we went up to 30 to 35 kids a class, we would make more money," admits Lois Gerber, owner of Bradenton Academy in Bradenton, Fla. "But parents choose the school for its small classes, so market forces keep profits down." Charles O'Malley, an education official in the Reagan and Bush administrations, adds: "When parents pay tuition, they have a direct investment in their kids' education. They pay more attention." Parents are indeed a priority at Gulliver, where annual tuition is $7,965. College counseling starts in the freshman year and culminates with Gulliver staff aggressively marketing the seniors and pursuing financial aid for students who need it. Last year, 92 percent of Gulliver's graduates attended four-year colleges.

For-profit schools do not pretend to do everything the public schools are required to do. "You have to choose which kids you want to serve," says Gerber of Bradenton. Although Gulliver does offer extra help to its students with mild-to-moderate learning disabilities, for instance, it comes with a price tag: $81 a week, on average. The General Accounting Office warned in 1988 that for-profit schools would probably not be the best place for students with more difficult needs: "It would be naive to believe that a private school system without regulation or oversight, other than market forces, would provide superior educational services for at-risk youth."

How much regulation? In running one of Florida's school systems, EAI and Johnson Controls will not have the luxury of choosing their students. And they will have to satisfy state and federal requirements concerning the education of the handicapped and many other special-needs students. The firms are betting that they can meet these responsibilities more cheaply than a public bureaucracy. What remains unclear is whether schools like Gulliver will be held to the full range of government education standards if they receive public money in the form of tuition, as President Bush is urging.

Skeptics say there are good reasons to proceed cautiously with for-profit schooling. They point to the recent history of fraud and abuse among proprietary trade and technical schools, where unsuspecting students have spent millions of dollars in federal student aid in exchange for worthless training. Education Secretary Lamar Alexander acknowledges that the trade-school mess is a bad precedent for profit-making schools, but he argues: "In increasing choice, we are going to have to tolerate some errors at the edges."

If the nascent for-profit school movement finds a prominent place in the Bush administration's redefinition of "public" schools, it will raise a fundamental question: What is the purpose of public education? Many argue that schooling is and should be essentially a private matter. But others have long argued that education also serves important public purposes: in particular, forging common bonds among one of the world's most pluralistic peoples. Would a public-school system that includes for-profit institutions and a wide range of other private schools serve the public interest in education? Or would such a public-education system lead to the fragmentation of society and the further segregation of the nation's students by race and class? Ultimately, the question is whether common schooling is necessary for the common good. ■



MURRY SILL FOR *USN&WR*

"Elizabeth was in a very large public junior high school, and she was not having an easy time of it. It was a question of sheer numbers as well as some rough girls. We wanted to get her away from that element; she was just drowning there. Gulliver concentrates on marketing kids for college. We fill out the applications, but then Gulliver takes them and includes them in the school's entire package on the student. It takes a lot of effort to consistently turn out leaders and satisfy parents. But when you're motivated by profit, you have to serve your customers."

ART GRAHAM AND JUDY MARKS
PARENTS OF LIZ GRAHAM

BY THOMAS TOCH WITH BETSY WAGNER, CONSTANCE JOHNSON, KUKULA GLASTRIS IN CHICAGO, ANNE MONCREIFF ARRARTE IN MIAMI, MISSY DANIEL IN BOSTON AND BUREAU REPORTS

PRO AND CON

Can public schools survive?

Paul Hill *argues that public schools must adopt private schools' simplicity and focus*

PRO **Should parents be permitted to spend public money on private education?**

Private schools, even in cities with very large numbers of them, educate only a very small fraction of the nation's students. You would still have to find public-school alternatives for the vast majority of students. That means you have to make the public schools work.

But unlike private schools, public schools are required to try to educate all students. Doesn't that make their job extraordinarily difficult?

Sure. But they can be vastly improved. The first lesson private schools teach is that schools need a clear mission and they need to be simple. That creates a greater sense of common purpose among students, teachers and administrators alike. It's a false assumption that because public schools are publicly funded they have to be all things to all people. Public-school authorities should create portfolios of schools, each with a different focus, in math and science, say, or vocational education.

Isn't the purpose of public schools to be all things to all students? Isn't that why public schools have to abide by laws and regulations protecting the rights of kids with special needs?

Yes. But public schools are so encrusted with rules and procedures that no one can work to his or her full potential. Schools have to be held accountable for how they treat kids. But that should mean what happens to students as a result of being in a particular school. Do they graduate? Do they do well at the next level of education? It shouldn't mean that local educators' every move is determined by far-off bureaucrats, as is the case now.

Wouldn't increased funding go a long way toward turning public education around?

There are school systems—Los Angeles, Miami, parts of New York—that are grossly overcrowded due to immigration. There are cities like Memphis where per-pupil spending is under $3,000 a year. These are places where more money is absolutely required. But there's no reason why school systems can't create the kind of simple, focused schools I'm talking about with the same amount of money we typically spend on the chaotic schools we've got now. ■

PAUL HILL IS A SENIOR RESEARCHER AT THE RAND CORP.

CHICK HARRITY—*USN&WR*



No neat rows. *Breaking the public school mold*

John Chubb *contends that public schools aren't ready to emulate the private schools*

CON **Can the lessons of private education be transferred to public schools?**

There's nothing inherently "private" about private schools' success—they have strong relationships with families, they're sharply focused on academics, they provide a professional environment for teachers and they're concerned with producing tangible results. Public schools ought to be able to do the same things. But public education is intensely bureaucratized and politicized. That drives a wedge between schools and families, creates a nonprofessional teaching environment, confuses the schools' objectives and cuts incentives and accountability for tangible results. As a result, it's practically impossible, at least in our big cities, for public schools to apply the lessons of private schools.

What's the solution?

The public schools' problems are rooted in the way public schools are governed—from the top down. They are designed to be responsive to political entities—school boards, state legislatures and the interest groups that influence them. By their nature, they steal vital authority away from schools. People work harder and smarter when they have autonomy, but teachers and principals in public education simply don't have very much autonomy. The alternative to the current political and bureaucratic system of public education is a market-driven system, one where individual schools are given lots of autonomy but are kept in check by permitting parents and students to choose freely among schools. Such a system would have a great deal of accountability in it, but an accountability that would motivate educators to work harder and smarter rather than to follow rules and regulations.

Why not simply let public schools compete with each other for students?

For a market system to work, there has to be a very strong element of competition. Schools have to be rewarded or punished based on their ability to enroll students. The problem with most public-school-choice plans is that bad schools are not permitted to close and good schools are really not permitted to enjoy the financial fruits of their success. Private schools have to be included in choice plans to guarantee that there's real competition. ■

JOHN CHUBB IS A SENIOR FELLOW AT THE BROOKINGS INSTITUTION.



EDUCATING AMERICA

Education's Entrepreneurs

Looking for risk-takers committed to improving schools? They may be the best place to invest your money and your time. You'll find these individuals in every district, trying new ideas, shaking up the status quo.

A curious thing is happening on the road to school reform. Leaders who once talked about "restructuring" are now talking revolt. Even President Bush, in launching *America 2000*, his plan to improve the nation's schools, declared: "There will be no renaissance without revolution."

When Louis V. Gerstner, chairman and CEO, RJR Nabisco, launched the company's $30 million initiative, *Next Century Schools*, he insisted the money go toward "arming the insurgents" and invited "guerrilla educators" and "china breakers" to apply for grants to "stand the system on its head."

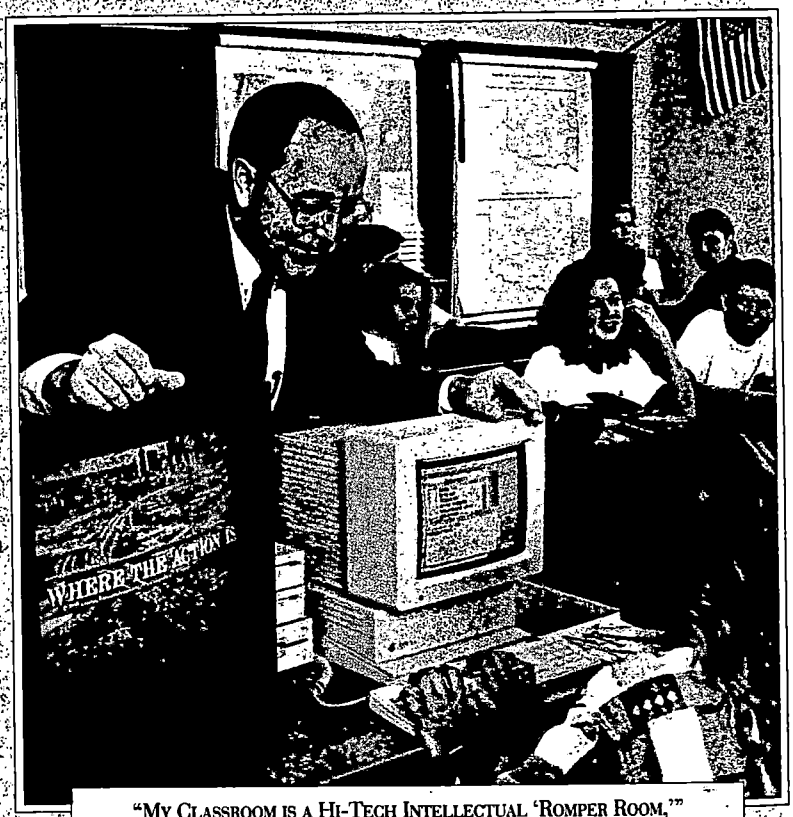
David Kearns, former chairman of Xerox and recently confirmed as Under Secretary of Education, in his book *Winning the Brain Race* salutes those educators who are "canny outlaws, system beaters . . . responsible rule benders."

Betting school reform on the rule-breakers begs the question: Are there enough risk-taking educators in school systems to pull off the revolution? Kearns concedes that school bureaucracies stack the deck against "creative, imaginative, entrepreneurial teachers." But every district and school has a handful or more of teachers who are reformers, too, and are as frustrated with the system as the people who get the headlines criticizing schools. Meet just a few of them.

"Looking for Risk-takers? We're Out Here"

Gary Gallagher, social studies teacher, West Junior High School, Ponca City, Oklahoma, says, "Not every educator is the uninspired robot some school critics make us out to be. Some of us aren't afraid to fail, to try new ideas. We're happy to connect with business and foundations that want to work with us." Such individuals may not be universally loved within school systems, says Gallagher. "I push for change, and change is painful."

His job, according to Gallagher, is "to provide each student with the very best educational opportunities I know how, and help



Bob Westmoreland

"My Classroom is a Hi-Tech Intellectual 'Romper Room,'" says Ponca City Teacher Gary Gallagher.

In This Special Report

- Education's Entrepreneurs
- CEOs Speak Out
- Teach For America
- A Report From The Trenches

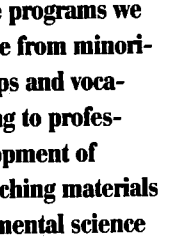
By Leanna Landsmann & Mary Harbaugh

CEOs Speak Out

Being a caring citizen is both a corporate and an individual concern. Through corporate cash donations and volunteer support, business can make significant contributions to improving the quality of life for all members of society. Education is the vehicle by which that goal is reached.

The need to enhance educational programs is so immediate that Toyota has targeted education as its primary philanthropic focus, with special emphasis on programs that encourage teaching and learning of mathematics and the sciences. The programs we support range from minority scholarships and vocational training to professional development of teachers, teaching materials and environmental science services. Business and society must be partners. By vigorously and consistently supporting education, business can help to improve our society for this and future generations.

YALE GIESZL
Senior Vice President
Finance and Administration
Toyota Motor Sales,
U.S.A., Inc.





JOE WHELAN, FORMER PRINCIPAL OF CLEVELAND'S CHAMBERS ELEMENTARY, ACCEPTING THE NATIONAL SCHOOL FOR EXCELLENCE BLUE RIBBON AWARD FROM PRESIDENT BUSH AND FIRST LADY BARBARA BUSH.

that student learn to take responsibility for seizing them." Gallagher never lets an opportunity to improve his teaching go unseized. A successful computer salesman before turning to teaching history, Gallagher has equipped his classroom – through grants and gifts – with computers, a VCR and other equipment "every classroom should have in the 1990s. My classroom is a hi-tech intellectual 'Romper Room' – it's got to be if I'm going to motivate kids to study civics."

Gallagher participated last spring in a test program of AT&T's *Voices that Count*, an interactive newspaper polling program that enables students to register their opinions via an 800 phone number on such issues as censorship and national youth service. "Students really got motivated," says Gallagher. So much so, that some want to present the Oklahoma state legislature with a proposal to make community service a high school graduation requirement. "We may succeed, we may fail – but the process will teach them more about government than an entire textbook."

"Let Me Try My Idea With the Kids Who Are Toughest to Motivate"

Few teachers would do what Darlene Chorney, a teacher at Oak Park and River Forest, Illinois, High School did. She noticed that some kids in her "We Make a Difference" Service Club, which involved students in community service projects, were succeeding in ways that they were not in their regular class work. What if these students had a whole curriculum that involved them in community service day-to-day? Would they stay in school? Would they study? She wrote a "service-learning curriculum," took it to school administrators and made a deal. " 'I'll take the kids most at risk of dropping out if you'll approve this for a year.' I got the approval and even though money's tight, we're getting small grants to pay for things like transportation to and from service sites. We can't let lack of will, lack of money, or lack of imagination stop us from helping students who – because of family problems – have been beaten down. This program will help kids learn that they are really good people. They have to learn that before they want to learn math or science."

Talk with Sister John Ann Proach, science department chair at Bishop Conwell High School in Levittown, Pennsylvania, and "insurgent" isn't the first word that comes to mind. But her awards and press clips attest to a commitment to one big goal of the school reform agenda: get more students, especially girls, to study more science. She and two colleagues got a grant from the GTE Foundation, with supporting funds from such companies as Raytheon division D.C. Heath, to create a year-long program

CEOs Speak Out

It is sadly ironic that the nation with the greatest infrastructure in the world, a country with the most libraries and computers, ranks near the bottom of Western nations in literacy. Even among high school and college students, communications skills are poor: Less than half of high school seniors read at levels able to carry out complex tasks; 80% have inadequate writing skills.

While debate will rage over the reasons, Smith Corona is committed to help: First, through sponsoring numerous scholastic writing contests as well as Academic All American programs that honor academic and athletic ability.

As an example, Smith Corona's laptop education program is being credited by teachers for improving writing skills, encouraging composition and making students better thinkers.

Because of our century of providing information processing technology in the service of writing and communications, Smith Corona has a unique perspective on the issue of literacy. Frankly, we believe that through investing in our youth, we are helping to develop a valuable skill – communications – that will only grow in value.

G. LEE THOMPSON
Chairman and CEO
Smith Corona

studying pollution levels in local waterways. The course shows students what a career in science might be like by integrating English, science, math and computers into "the work that a scientist does. The program helps girls see connections between subjects they're studying and careers they may pursue."

No Money for a Science Lab? "Sell" Bricks to Build It

In Fairmont, West Virginia, East Dale Elementary's "trophy case" is packed with awards for excellence, including the Department of Education's National School Recognition Program. Listen to Principal Janet Crescenzi and you'll know why. "We can't rest on our laurels. Many kids need so much help to succeed in school. We simply have to go the extra mile to provide it." And she does. The school needed a science lab but there was no money for construction. Solution: Crescenzi "sold" bricks, "like they do when building a hospital. People got acknowledged for their purchase. I sold them to individuals, to corporations – to people just passing through. Lots of people could afford a brick." She got Industrial Resources, a local company, to contribute the steel, engineering and labor.

Crescenzi's tenacious support for her teachers was a factor in the selection of East Dale as a Professional Development School by the Benedum Project, a West Virginia initiative to improve teacher training in the state.



MARISSA ROSOFF'S VISION OF COORDINATED STUDENT SERVICES RESULTED IN THE BURBANK OUTREACH CENTER.

"If You Operate a School, You've Got to Act Like a CEO"

During his tenure as principal at Chambers Elementary in Cleveland, Ohio, Joe Whelan's risk-taking philosophy turned an average school into a national model whose teachers are often invited to share their ideas with others around the country. Whelan's entrepreneurial energies have attracted local business leaders and national policymakers, including former Secretary of Education William Bennett, to his cause. "To improve Chambers, I needed support from the corporate community, but it wasn't going to walk in the door. So as the CEO of this school, I went to business CEOs to make my case. I joined the civic organizations they attend, went to the lunches and the ball games and got into the network. When we needed something, I could pick up the phone and ask. Because they knew me and my school, they had a context for their investment." Whelan recently joined the faculty of nearby John Carroll University to infuse some of his "maverick educator" ideas into the course work of future teachers in his classes. "We have to encourage the next generation of teachers to stop saying 'this idea won't work because they won't let us' and start saying 'this will work because I'll make it work.'", says Whelan.

Being told it couldn't be done was what made Marissa Rosoff decide to push ahead with her vision: the Burbank OutReach Center. Rosoff, child welfare and attendance specialist for the Burbank Unified School District, wanted to better coordinate the services of agencies dealing with youth and family problems. "The district had terrific

CEOs Speak Out

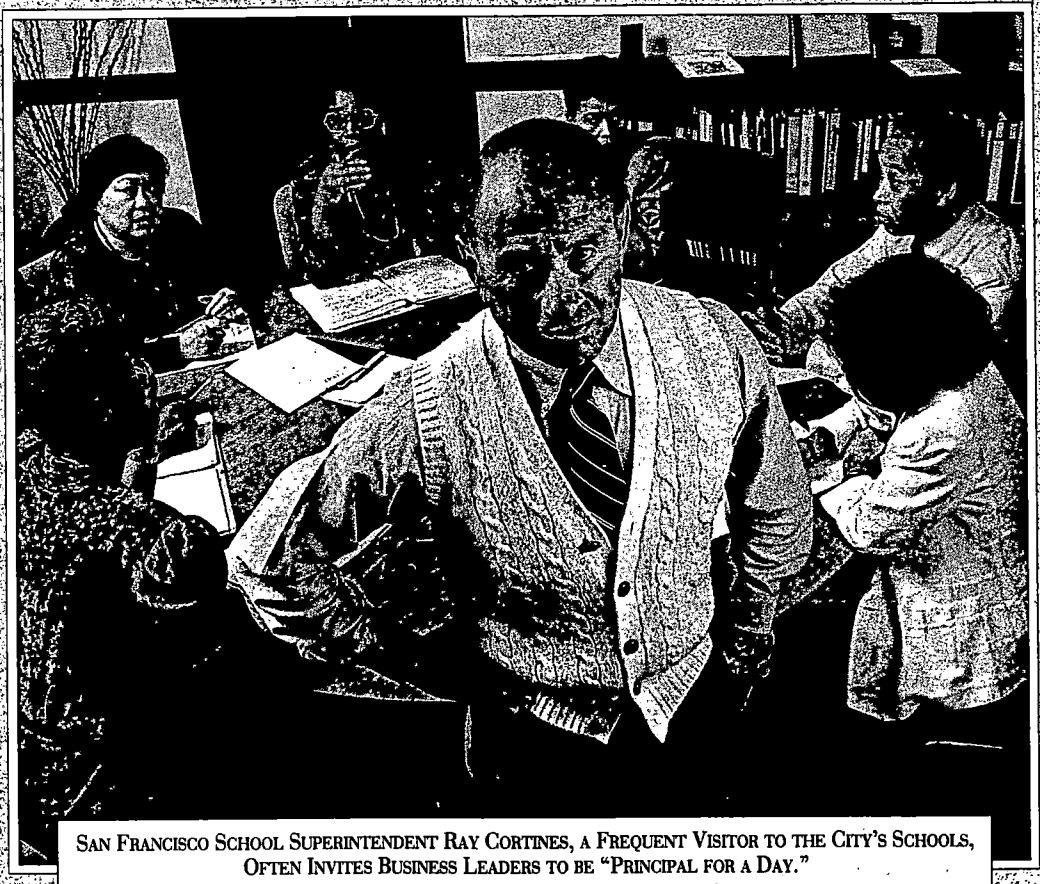
Everyone – business included – has responsibility for helping our children gain a quality education. We must help remove obstacles to educational excellence at all levels – empowering school districts, principals and teachers so they in turn can empower their students with the ability and desire to learn.

We must elevate the status of teaching in our society; encourage parental involvement; look for ways to make classes as interesting as possible; and give authority and accountability to individual schools and cut them free to perform within certain broad guidelines.

Business must join educators, parents, and government officials in helping our schools meet this challenge of change.

DONALD R. BEALL
Chairman and CEO
Rockwell International





SAN FRANCISCO SCHOOL SUPERINTENDENT RAY CORTINES, A FREQUENT VISITOR TO THE CITY'S SCHOOLS, OFTEN INVITES BUSINESS LEADERS TO BE "PRINCIPAL FOR A DAY."

relationships with the police department (which provided School Resource Officers) and other L.A. County agencies. But when there was a crisis, we'd spend half the day trying to track each other down."

Undeterred by tales of turf wars in bureaucracies, Rosoff pushed ahead with a plan to establish a center independent of the school district offices. It would house two school district child welfare and attendance specialists, a juvenile detective from the Burbank Police Force, and an L.A. County probation officer. "I took the plan first to the superintendent, then the Police Chief. They signed off on the concept. A school board member helped take it to the City Council."

The OutReach Center opened in April just under three years after Rosoff proposed it. "Think of it as an emergency room for families in crisis," says Rosoff. "When teachers identify a problem with a child, it doesn't take days to tackle it. The left hand now knows what the right hand is doing. Kids don't fall into the cracks." Rosoff says that the budget is "probably puny by corporate standards. Our annual operating budget, excluding salaries, is $10,000. And we get excited when somebody gives us a free batch of pencils or a roll of fax paper. I've been a teacher and a counselor in California schools for 20 years. I can't remember a time when resources were so scarce. Lots of school reformers say, 'Throwing money at the problem won't solve the education crisis.' I agree. But we haven't seen any money being 'thrown.' I invite those people to the OutReach Center to do a cost/benefit analysis. Partway into the morning's third child abuse case, I'll bet they'd better understand some of the roots of our education crisis and why it takes more than talk to solve it."

CEOs Become Principals for A Day in San Francisco

A few hundred miles to the north, Ray Cortines, superintendent of the financially strapped San Francisco Unified School District, has a terrific relationship with San Francisco business leaders, in part because he invites them to "spend a day in our shoes." His successful *Principal-for-a-Day* program brings in high-level business volunteers to run a school for the day. "It's an eye-opener," says Cortines, and "more effective at communicating the problems and opportunities facing the district than any speech I give."

CEOs Speak Out

Through socially progressive advertising and corporate sponsorships, Benetton has long been committed to the power of ideas to better the world. We believe that organizations that combine simple, good ideas and an entrepreneurial spirit – the elements which have enabled Benetton to grow in almost 100 countries – are the key to positive change.

With the same entrepreneurial spirit, *Teach For America* is putting a good idea to work. In our rural communities and inner cities, *Teach For America* brings the light of education to our children in the hope that in the future their morning coffee and ours will come with more enlightened news.

United Colors of Benetton is proud to support *Teach For America* and its founder Wendy Kopp through BENETTON ON TOUR, a multicultural fashion/performance benefit taking place in five cities this fall.

LUCIANO BENETTON
CEO
Benetton Group SpA



Indeed. Anthony Tiano, CEO of Station KQED, wrote to Cortines after his day on the job. "I came away feeling that we want to do more . . . and we should. I left the school with great confusion. How can this school, in the midst of [financial] crisis, still treat the students with such love and respect? The headlines don't cover it."

Cortines, recognized as one of the most successful big city superintendents in the United States, was recently asked by Lamar Alexander, Secretary of Education, to join the Department of Education to help sell the President's *America 2000* education strategy. With a year left on his contract in San Francisco, he declined. "The job would have been exciting and I could have brought the perspective of a practitioner to it. But I have a responsibility here to get through this financial crisis."

Cortines has been both popular and controversial in each district where he's been superintendent. He makes an open-door policy part of his managerial philosophy. "Anybody should be able to see me if they need to." His 12-hour-a-day schedule, which starts at 6:00 every morning, includes appointments with parents, teachers and other district employees who want to talk with him.

It was Cortines' "bring in your ideas" policy that encouraged Doris Dillon, an elementary school teacher in San Jose, to walk into his office when he was superintendent of that district eight years ago. "New teachers were coming into the district, but we didn't have a formal training program to welcome and support them during their first year," says Dillon. "I knew the statistics about how many teachers drop out after the first year. . . I went to Ray and said, 'We've got new teachers coming into the system, bringing new energy. We need a program that encourages them to stay in teaching, that pairs them with our best teachers.' I'd no more finished the sentence than Ray said, 'Great idea, Doris. And you'll do it. Tell me what you need and we'll find the money and the resources.' Eight years later it's still going. His willingness to invest in my ideas gave me confidence to push others forward, even after Ray left. He has made a mark here."



Todd France

TFA Recruit Jerry Petrus Helps Kids Live the Class Motto "Knowledge is Power" at I.S. 113 in Brooklyn, N.Y.

Teach For America Puts New Teachers in Places Others Won't Go

Twenty-four-year-old Wendy Kopp has never taught, but in less than a year she's made a mark on the nation's schools. Her program, *Teach For America*, recruits highly motivated graduates from the nation's top universities to teach in school districts suffering from persistent teacher shortages. It enters its second year as a $6.8 million organization, which has doubled in size from 500 to 1,000 new corps members.

Teach For America got a quick start a year ago, when Kopp turned her Princeton University thesis about a Peace Corps-style teaching corps into reality. The idea was to recruit bright, creative college grads who hadn't majored in education, train them in problem-solving and teaching basics, and place them for two years in some of America's neediest

CEOs Speak Out

Traditional American education systems produce far too few competent graduates to fill the new, more technologically influenced careers of today and tomorrow. Without qualified new entrants into our work force, America will become a country with the industrial capacity to progress, but without the vital human resources to carry it through.

ITT Corporation has recognized this problem and has developed a network of 41 ITT Technical Institutes – community-based, degree-level postsecondary schools located in 20 states. ITT Technical Institutes have emerged as innovators in education delivery methodologies, blending the best of academic and experiential applied learning systems to provide students with the analytical and practical skills most in demand by American employers. Programs of study include electronics engineering technology, computer-aided manufacturing and computer-aided drafting.

RENE R. CHAMPAGNE
President
ITT Educational Services, Inc.



urban and rural schools. Corporate contributions would pay for recruitment and training, and school districts would pay the corps members as provisional teachers.

"Word about *Teach For America* first hit college campuses in January of 1990," notes Kopp, "and we had generated 2,500 applications by April." That same year, the fledgling organization raised $2.5 million and placed 500 new corps members from 172 colleges and universities in schools in inner-city New York, Los Angeles and New Orleans, as well as in Baton Rouge and rural North Carolina and Georgia. Corps members went to neighborhoods that can crush the desire to learn. Most of these neighborhoods have schools with broken-down facilities, few supplies, disheartened staff and low expectations. Corps members went to these schools – and go again this fall – because they believe they can make a difference.

"Corps members went to good universities. Most came from educated homes. They're articulate, they're well-read," says Thomas Popkewitz, a professor of education at the University of Wisconsin in Madison, who is researching *Teach For America's* progress. "There's a tremendous disparity between the world they grew up in and the world they're confronting. They walk into classroom situations that can be so out-of-hand that the first issue is getting control. But that focus on control can become deadening, because education is about ideas.

"Corps members have to look as if they're traditional teachers to be accepted, but they also need to be innovative, because the situations they're placed in are not functioning," says Popkewitz. "So they walk a very fine line. To what extent can they be innovative when they've got to make sure the kids are sitting in their seats?"

What does happen when creative energy and high hopes come face-to-face with the reality of these schools? Less than some corps members had hoped, but more than many education-watchers had ever imagined.



JORGE BRITO LEFT A JOB AS ECONOMIST, BUREAU OF LABOR STATISTICS, TO JOIN TFA AS A FIFTH GRADE TEACHER AT MOTT HALL PUBLIC SCHOOL, NEW YORK CITY.

"Every Story I'd Heard Was True"

"It was a huge blow to find that students didn't respond to some lessons," admits corps member Erin Holifield, who teaches high school speech and drama in New Orleans. "I've had to come to terms with the fact that I have an awful lot to learn. The stories I'd heard about coming home in tears every day were true. We thought we'd be able to rise above the difficulties, but we couldn't always do it."

Yet by June, 450 of the original 500 corps members still remained, a higher percentage than that achieved in the regular ranks of first-year teachers. And dozens of corps members have clear evidence of their success – success remarkable by almost any standard. Erin Holifield's classes, for example, won 32 of 42 prizes – including all the top prizes – in the New Orleans Parish Speech Tournament. Holifield figures she made up in determination what she lacked in experience. "We volunteers left that first *Teach For America* summer institute overflowing with enthusiasm and energy," recalls Holifield. "I don't know if we were naive or really committed, but I threw myself head-

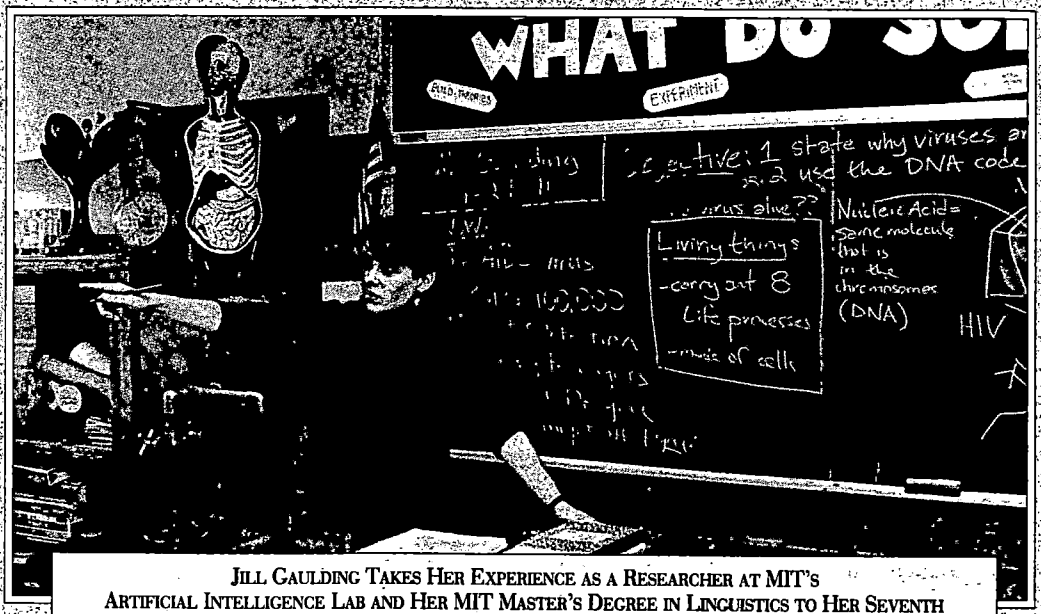
CEOs Speak Out

What I find most heartening about the recent initiatives in education reform is the recognition that it is time to move beyond incremental approaches to embrace fundamental change in the way we educate our children. The Bell Atlantic Charitable Foundation is helping break this new ground, by forming the lasting partnerships necessary to foster the skills that will be the foundation of the information economy.

But the most significant changes in our educational system will derive from technology itself; in the future, the infrastructure for learning will be built, not of bricks and mortar, but of fiber and photons. If the key to education reform is expanding "choice," information technologies will be able to expand a parent's or a student's *real* choices in a way that no physical reshuffling of resources could accomplish – making access to knowledge as universal as the impulse to learn.

RAYMOND W. SMITH
Chairman and CEO
Bell Atlantic Corporation





JILL GAULDING TAKES HER EXPERIENCE AS A RESEARCHER AT MIT'S ARTIFICIAL INTELLIGENCE LAB AND HER MIT MASTER'S DEGREE IN LINGUISTICS TO HER SEVENTH GRADE SCIENCE CLASSES AT I.S. 117, BROOKLYN, NEW YORK.

long into it. I think I felt compelled, because of the nature of *Teach For America*, to be enthusiastic and energetic, and I think that made a real difference."

Another corps member, Sarah Van Orman, who teaches biology in rural Georgia, was nominated by the school's students as teacher of the year. Jorge Brito, who teaches bilingual science and math in Spanish Harlem, organized a science fair. Baton Rouge teacher Lori Donoho, the only math teacher at her high school, coached volleyball, started a dance club, co-directed a fitness club and the school choir and served on the policy-making school advisory council. The list goes on and on, testimony to corps members' intelligence and drive.

Those 450 first-year corps members are now beginning their second year. Meanwhile, a new batch of 783 first-year recruits are entering classrooms in New York City, Newark, Los Angeles, New Orleans, Baton Rouge, Miami, Oakland and Houston, and in rural areas in Arkansas, Texas, Louisiana, Georgia and North Carolina. In every case, the districts have persistent teacher shortages and cope by using alternative certification for people without teaching credentials.

According to Kopp, both first-year and second-year corps members are better prepared this fall, thanks to changes in the summer training program. "We've fine-tuned how we select teachers and how we train them," Kopp explains. "We brought in a council of deans, we put the training institute in their hands, and they constructed a new curriculum and a more rigorous assessment."

Teach For America Profile
Nonprofit Organization
Founded 1990

Concept
A national teacher corps of recent college graduates who commit two years to teach in urban and rural areas experiencing persistent teacher shortages.

Revenues
Currently funded by charitable contributions of foundations, corporations and individuals.

1990.....$2.5 million
1991..... 5.0 million (projected)
1992..... 6.8 million (projected)

Challenges
- To make a difference in troubled schools.
- To influence teacher status, training and support nationwide.

Founder
Wendy Kopp, age 24.

Grew up in Dallas, Texas. While at Princeton's Woodrow Wilson School of Public and International Affairs, served as president of a student-run nonprofit organization and as publisher of student-run *Business Today*, which circulates to 200,000 students at 99 colleges and universities.

Quote
"The idea just popped into my head. I knew the money was out there . . . I finally decided to just try it."

Popkewitz, charged with evaluating *Teach For America's* progress, wonders whether these changes indicate the beginning of a shift away from entrepreneurial innovation toward education-as-usual in the struggling schools. The trainers, who include faculty members from the schools where corps members work, "are socialized to existing schools and existing approaches," he points out. "Maybe some of the commonplace elements of schools shouldn't be taken for granted, but should be questioned."

Corps members themselves quickly recognize the institutional limitations to their creative approaches. High school science teacher Lori Hidek, for example, reflects, "I've tried to help kids connect science to life and work and other classes, to develop a greater sense of the outside world. I did better with that in the first part of the year. At the end I was pushing to get through state objectives."

"People say, 'How are you going to change education?' They're looking for instant solutions. That's an unfair expectation," says Popkewitz. Nevertheless, that's exactly the expectation *Teach For America* has for itself – big dreams, plus the drive to go after them. Goals include pursuit of federal funding options "which include fewer strings than other types of federal support," according to the organization's five-year plan. *Teach For America* will also seek state funding and donations from corporations at local school sites.

When asked if, looking back, there was anything she would have done differently, Kopp says: "Tons of people have questioned our decision to start out big. I may have met one other person who thought we should actually recruit 500 people in the first year. It does sound crazy, looking back on it, but I am still totally convinced that it was what we needed to do. That was the best strategic decision we've made. We encountered problems, yes, but if we had recruited 100 people, we would have encountered the same problems."

Exploring Spin-offs to Fund Expansion

But what lights up Kopp's eyes is the prospect of generating profit – as do YMCA health clubs – to expand the organization's activities. "Profit-generation has enormous potential," says Kopp. "We're exploring profit-generating ideas. Corporations spend millions of dollars on remedial training. Our greatest assets are our corps members, who would love to make additional money during the summer. We could set up some kind of program that would be profit-generating for us, too. We could provide a training institute for non-corps members who want to get into the teaching profession. We could capitalize on *Teach For America's* name to market certain products to the education community. There's a host of ideas," she says.

"The success of *Teach For America* is tied to the success of reforms in decreasing the bureaucracy in schools," Popkewitz insists, "and to its own ability to live with ambiguity. But as it grows, can you get a larger organization to act that way?"

No problem, according to Kopp. In addition to an open-minded organization philosophy, each year's new batch of young recruits assures innovation and motivation. "I believe in change," says Kopp. "There's always a better way to do something. We are unbelievably responsive to what we see out there that needs to be changed."

CEOs Speak Out

Government money and the control that accompanies this money is ruining higher education in America. Evidence abounds to reveal that federal money and therefore federal control is ultimately responsible for: quotas, corruption, "politically correct" thinking, lower academic standards, the politicization of campus, loss of efficiency and productivity, neglect of traditional values, price-fixing, soaring costs, incoherent curricula and the abolition of free inquiry and open discussion.

At Hillsdale College the entrepreneurial solution to this malaise is to raise all of our own funds from the private sector. The College does not accept one penny of federal money. We are free of government control, able to determine our own affairs and to defend the freedom and traditional values of our faculty and students and of our growing constituents throughout the country.

DR. GEORGE ROCHE
President
Hillsdale College



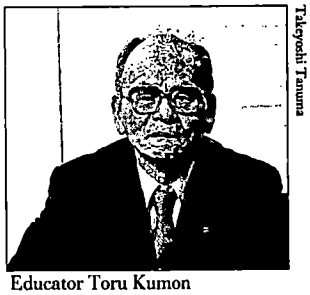
CEOs Speak Out

I believe that any child who is presented with materials that precisely match his or her level of ability will enjoy learning and come to know the joy of developing his or her own limitless capabilities.

I am convinced that this learning method can be adapted to the requirements of children in any country and will help them develop their abilities.

There are no national boundaries when it comes to a child's education.

CHAIRMAN
TORU KUMON
Kumon Institute of Education



Takeyoshi Tanuma

Educator Toru Kumon



CEOs Speak Out

With America's work force falling behind in productivity and service, public broadcasting stands ready to use its extensive experience in educational telecommunications to help produce a work force capable of competing in the global marketplace. The Corporation for Public Broadcasting brings together business, education and public telecommunications to help America achieve its goals for improving education by the year 2000. Together with business and education, we can help the nation get a better return on its investment and assure a competitive, better educated work force.

DONALD E. LEDWIG
President and CEO
Corporation for Public Broadcasting



TEACH FOR AMERICA

***Teach For America* is a national teacher corps that recruits and trains highly motivated graduates from the nation's top universities to teach in school districts suffering from the most persistent shortages.**

A conversation with *Teach For America* founder Wendy Kopp



WENDY KOPP

Where did you get the idea for *Teach For America*?

I was at Princeton the fall of my senior year, 1988, absolutely uninspired by my senior thesis and the job hunt. I saw my friends equally uninspired by career options. Yet they were heading off in droves to investment banks and management consulting firms – and not because of a deep commitment to high finance. It wasn't even because of the high salaries. It was just because they were aggressively recruited to do that, and that was the high-prestige thing to do.

I had been working with another nonprofit organization, and we had brought in student leaders and business people from all over the country to talk about the problems in education. At that conference, the idea just popped into my head: Let's create a national teaching corps.

The idea for *Teach For America* was to surround teaching with many of the same factors surrounding investment banking and management consulting: Create an aura of service and status and selectivity. Recruit college students aggressively. Make teaching accessible to people who did not major in education. And make it a two-year commitment, on the theory that the experience will shape their interests and that a lot of them will continue in education.

That spring, I became obsessed with this concept, because it seemed so natural. I finally decided to just try it.

How did you manage to gather support? You were just a college kid with an idea.

I knew money is out there, because I had worked for another nonprofit organization, the Foundation for Student Communications, a $1.5 million organization that publishes *Business Today* magazine and organizes conferences. As president of that in my senior year, and as editor and publisher of the magazine prior to that, I had gained a lot of skills that I would need in managing the fundraising to get *Teach For America* off the ground.

I wrote my senior thesis about the concept. After I turned it in, I boiled it down to a 30-page prospectus and sent it to about 30 CEOs at randomly selected large companies, hoping that a couple of the mailings would land right.

That's what happened. One of them landed in the hands of the Education Task Force at Union Carbide. They took me to lunch and offered me use of their office space in Manhattan. Then the day after graduation, Mobil approved a $26,000 seed grant that enabled me to spend the summer traveling, meeting people in districts, foundations and corporations. In September, I started bringing in other recent graduates to really develop the plan and put it in motion.

We identified a student leader on each of

the 100 campuses we targeted. We would call up student organizations and say, "We're creating this national teacher corps. We want you to help us do it." We brought those students to a conference to motivate and organize them to go back and spread the word about *Teach For America*. It first hit college campuses in January 1990, and by April 1990, we had 2,500 applications. Of those, we chose 500, whom we sent to the summer training institute we put together, and, in the fall, to several schools at six sites.

How did you identify those sites?

Traditionally, inner-city urban areas and remote rural areas have persistent teacher shortages. We looked at data from the U.S. Department of Education to identify possible sites. We went to a number of those locations and looked at the extent of their need and the degree to which they would support *Teach For America*. We tried to meet all the players – the unions, the superintendents, the school boards, some of the principals – to gauge whether there was really a need and whether the site would be a supportive environment for corps members. Interested districts applied to *Teach For America*. Because of our limitations as a first-year organization, we had to turn some away. We're expanding to a total of 11 states this year. But there are still more potential sites. We had to turn some away this year too.

How would you describe your successes, in terms of impact on education?

Short term, we're mitigating persistent teacher shortages, and we're providing students with a whole new source of enthusiastic teachers. We've found that amazing things happen when you put these people in classrooms. They approach their work creatively. They bring in outside resources. It's phenomenal.

We're also doing a lot more than placing good people in classrooms. Long term, we are working to fundamentally, systematically address the premise that the future of the educational system depends on the creativity and intellect and drive of the people who staff the schools – just as CEOs will say that the quality of their companies depends on the quality of their people.

We're not going to have a first-class education system as long as the public views teaching as downwardly mobile. We want to try to change that, to show the public that outstanding individuals compete to enter this profession and that they find it incredibly challenging and rewarding. We want to make teaching a viable career option on campus.

What's to keep you from becoming just another source of teachers who do whatever their colleagues do?

These jobs are unbelievably challenging. It is extremely easy to go in and, because you have to keep your head above water, resort to exactly what everyone else in that school has been doing for 20 years. That's not necessarily the right way to go. But it's difficult to get that teacher to realize that he or she should be creative and innovative. Sometimes that's not a real option.

But our recruitment criteria require those we select to demonstrate a high level of commitment – through excellence in academics, extracurricular activities – and flexibility, leadership, professionalism, an effective and engaging communication style and an educational approach that consists of high expectations for all students and sensitivity to diversity. The strength of *Teach For America* is that it is a corps, and corps members support one another. It's a network that most teachers don't have, unfortunately.

We need to give these corps members a real base of practical teaching techniques that they can fall back on and that will enable them to go in and be successful in the classroom in their first year. As they gain experience and become more confident in their ability to do innovative things, we need to have a strong program of professional development that puts them in touch with innovative concepts and gets them to challenge themselves and question what they're doing in the classrooms.

You cannot make an expert teacher in a pre-service training institute. There's no way. There isn't a program in the country that does it. Teachers are made through experience and ongoing professional development. Our efforts this year will be much stronger in supporting the corps and providing members with ongoing assistance throughout their two years.

As you take stock of your first successful year and look forward to growth, what management issues are on your mind?

Because we took on a huge task, things have evolved quickly, and are constantly moving. A prospectus I turn out one month will be outdated a month later. Major decisions have to be made quickly – sometimes within 24 hours. I hope, for everyone's sake, that things will become a little more institutionalized.

One thing that helps us to not become stagnant is our team structure. The idea that drives our whole management system is our desire to involve as many viewpoints as we can in making every decision and in forming every strategy.

We don't feel that we have the answers at all. The challenge is to remember that there's always a better way. That's the responsibility of the leaders of an organization.

CEOs Speak Out

Nurturing is important for young trees and we believe it's essential for students.

That's why the International Paper Company Foundation is focused on education. For example, this year we're supporting programs that underwrite fourth- and fifth-graders' studies of the United States/Japanese economies, technology and geography in Mobile, Alabama; reading skills tutoring in Ukiah, California; and an economic literacy program in Cincinnati, Ohio, for grades 3-12.

This partial list of activities illustrates both the breadth of opportunities for private sector initiatives as well as the critical needs confronting the nation. Our commitment for more than three decades has been to expand opportunities for students and teachers. We believe these investments are the seeds for tomorrow's betterment.

ARTHUR WALLACE
President
International Paper Company Foundation



CEOs Speak Out

Like businesses, schools must be accountable to their owners for their performance. The community owns its schools; they should set standards such as graduation rates and other yardsticks of achievement and hold school administration accountable for performance against those standards.

In Cleveland, our base in America, we are working with school administrators and faculty, other businesses and other interested citizens as part of the Cleveland Education Summit to invent ways to improve performance. We work specifically to increase parental involvement, extend school programs and create incentives.

Collectively, as owners, we invest in and support our schools. In return, we expect accountability for performance.

JAMES H. ROSS
Chairman and CEO
BP America



Teach For America Corps Members Report From the Trenches

SARAH VAN ORMAN

Teaches High School Biology in Sparta, Georgia

"The kids are there – they're curious, they're motivated, but too often they're getting a substandard education. There's a lot of teacher turnover here. When you have 20 to 25 new teachers of a total of 55 – including a lot of first-year teachers – the kids tend to run a little wilder. There's not that cohesiveness and continuity between classes. And when a kid has three or four first-year teachers in a year, that kid can miss a lot.

"There's no air-conditioning in this building, and it gets hot in June," notes Van Orman. "Sometimes there's no toilet paper. There's no copy machine. The roof leaks in half the classrooms. I can't use the sinks in the biology lab, and I have six microscopes for classes of 32. I didn't get lab supplies till January. There just has to be more long-term commitment by society."

Van Orman, who plans to go to medical school after completing her second TFA year, says: "We need to recognize that it's a good thing for intelligent, talented people to be teachers. And there are a lot of really talented teachers out there working for $25,000 a year in situations where they have to fight for their paychecks. Teachers just get tired. A kid comes to you with a problem, but you don't have the resources to solve it, so you lose sleep over it. After a few years, you've got to get some sleep, so you just turn off."

TFA Corps Members Convene for Summer Training in Los Angeles.



Catherine Hottenrott

LORI HIDEK

Teaches High School Science in Henderson, North Carolina

"I was planning to go to law school, to major in patent law, but I then heard about *Teach For America*," recalls Lori Hidek, a corps member who majored in chemistry at Simmons College. Hidek has spent the last year teaching science in a small high school in rural Henderson, North Carolina.

"The statistics for Vance County, where I teach, are horrible. We weren't accredited by the state, and if we don't shape up, the state may take over. Only about 4% of our seniors go to college," she notes.

"There's not much looking into the future by students and families. Families have lived here for generations, and there's not much incentive to change. I'm not sure there is one solution. But it does require getting to know your students and developing their basic curiosity about the rest of the world.

"The initial challenges were things like walking in and trying to assert control. I was only 21, and I looked 21, and I had some students who were 20. I'd had a lot of lofty ideas about students who couldn't wait to learn, so it took some adjusting," admits Hidek.

"Now I'm at school till 7 or 8 at night. There are labs to set up and demonstrations to plan, and because I'm a first-year teacher, I haven't learned all the tricks. But I'll teach a second

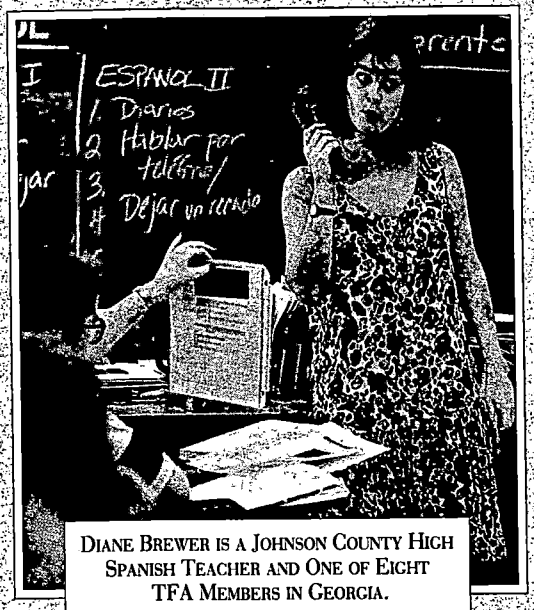
CEOs Speak Out

We value education in the Army. Recruiters stress academic excellence and successful graduation as they work with young people in the nation's high schools. Then, we train these dedicated young men and women to be confident and competent soldiers. While in the Army, soldiers are encouraged to take continuing education and professional development courses. Excellent educational entitlements are available to our soldiers through the Montgomery G.I. Bill and make higher education possible for millions when they leave the Army. And, finally, we encourage and assist career soldiers to become teachers when they transition back to civilian life.

HONORABLE
G. KIM WINCUP
Assistant Secretary of the Army (Manpower and Reserve Affairs)



Nick Arroyo/Atlanta Journal-Constitution



DIANE BREWER IS A JOHNSON COUNTY HIGH SPANISH TEACHER AND ONE OF EIGHT TFA MEMBERS IN GEORGIA.

year. I've worked so hard that I deserve this next year to go more smoothly. I want to see how much I've learned and what the kids have learned," says Hidek. "I'm a sucker for seeing kids understand and do well.

"I've got some advice for people interested in improving education. Students and teachers and administrators and policymakers all want education to turn out well. Keep that in mind instead of name-calling and finger pointing."

DENISE JANSSEN

Teaches Third Grade in Bedford Stuyvesant, New York

After working as an intern at the *Wall Street Journal*, Penn State English major Denise Janssen planned to be a journalist. Now she's teaching third-graders in New York's notorious Bedford Stuyvesant neighborhood. It all started when she saw an ad in her college paper urging readers to "Make a difference in America's future."

"I wanted to work with kids in an inner city. There's a kind of desperation in the big cities, and the size of the challenge attracted me," explains Janssen.

"Most people don't want to come to Bed-Stuy; they think it's a hellhole. You can feel like you're stepping into a wasteland. But if you can make it here, you can probably make it anywhere.

"People tend to focus on the drugs, guns, poverty. Some think these kids must be animals. Absolutely not. These kids have a real desire to learn. What they need is believers and risk-takers who see them as just as ready for challenge as anyone else," says Janssen.

"The toughest part is realizing that what we accomplish in eight hours can easily be defeated in the remaining 16. I can't control the environment outside school – and a lot can take place out there. We have a lot of 'throw-away' children. I had a child who hadn't eaten in three days, kids who were sexually abused, kids who witnessed a robbery at the local store. One time I was teaching a math lesson at 10 a.m. and heard boom-boom-boom. The children said, 'Get away from the windows, it's stray bullets.' I was shaken, but the kids said, 'Don't worry.' All my third-graders have extremely developed coping skills, because if they don't develop those skills fast, they die.

"There were days when I asked, 'What am I doing here? Have I done the kids any good? Am I doing myself any good?' I've cried. I've cursed. But my colleagues praised me for not backing down from the challenge.

"Now, I love being a teacher. I think I'm lucky to be in a profession where you can take chances on people and something wonderful can happen. A kid can blossom. It's a magical thing to see, and to be transformed by. I'll be back next year, if the New York City budget cuts don't get my position."

DIANE BREWER

Teaches High School Spanish in Johnson County, Georgia

"I was clueless. I had no idea what I was doing," admits Diane Brewer, a corps member teaching high school Spanish in rural Johnson County, Georgia.

"I think now that I had the experience of most first-year teachers: excited about the subject, but without a clue on discipline. I was working 70 hours a week, but it just wasn't happening. While I could go to the curriculum director and principal, there wasn't anyone else teaching Spanish. I didn't know what to do. I felt like I was failing," recalls the Tufts grad.

"But something happened to change my mind. It started when I was giving the kids an oral exam. I was face-to-face with those kids, and I realized how much I really enjoyed teaching. I started talking to them in a way I hadn't before. I realized how

culture-shocked I'd been. I realized that these were really bright and wonderful kids – so much of what I had seen had really been superficial.

"I also started taking an evening class at Georgia College on methods for teaching foreign language, and I got some wonderfully creative ideas focusing on communication. Since then, it's been wonderful."

RAY OWENS

Teaches First Grade in Lynwood, California

"My first choice was high school," muses corps member Ray Owens, a graduate of the University of Texas at Austin. Owens now teaches first graders in Lynwood, near Los Angeles. "I love little kids, but the first-grade curriculum was not what I wanted to teach. The principal gave me a speech about being flexible, so here I am. It has turned out to be wonderful! I get to hear kids read for the first time. They say, 'Teacher, I got it!' "

Those moments are especially rewarding because most of Owens' young students are Latino and primarily speak Spanish – so learning to read in English is a striking accomplishment for them.

"I had gone to school with Latino kids. Even so, I was struck with how important it is for my students to learn English. But some of them were ashamed of speaking Spanish. I talked to them about not making fun of those who don't speak English yet. I taught the kids to praise and encourage one another in their reading. They were never afraid to talk, never afraid to express their opinions.

"Kids at that age are so fresh, so ready to learn," says Owens. But conditions at Woodrow Wilson Elementary often made teaching difficult, even with responsive young minds, he says. "A lot of the time I was angry, but I didn't know who to be angry at," he admits.

"This is a struggling district financially. The first month, there were no paychecks. It was awful for those of us who had gone all summer with no income. There's no air conditioning, and this is southern California. The classroom is too small for 34 children. We just bump into each other, back chairs into one another. It's ridiculous. We also didn't get books for the kids – or even teacher editions – till November, and as a first-year teacher, I didn't have my own materials. I spent a great deal of time in libraries, searching for quality literature for them, making copies to give the kids.

"If this country is going to be serious about education, we need to address the issue of limited resources. The student/teacher ratio has to get better," Owens insists.

"I'm looking for a grant right now for a couple of computers in my classroom. Business support for technology is important. I also think there should be better communication between schools and business in the community. What are the expectations of business? What are the needs of schools? We need more dialogue." ■

For more information about *Teach For America*, or to make a contribution, call 1-800-TFA-1230.

Teach For America Corps Member Profile

Age
Average is 23.
73% are between 20 and 22;
10% are older.

Gender
56% are female, 44% male.

Ethnicity
74% Caucasian,
17% African-American,
5% Latino,
4% Asian-American

Combined average SAT scores
1251

Colleges most attended by corps members

Yale	(28)
University of Michigan	(14)
Princeton	(13)
Tufts	(13)
University of Wisconsin	(13)
Brown	(11)
Cornell	(11)
Harvard	(11)
Stanford	(11)
Vanderbilt	(11)

First-year teacher salaries
$15,000 to $29,000

Leanna Landsmann is an education editor and writer, and a partner in Landsmann & Schutz, a company that creates innovative programs and materials for students and teachers. Mary Harbaugh is a writer specializing in curriculum and education policy issues.

Design: Kari Ann Pagnano

CEOs Speak Out

Throughout its near 100-year history, NEC has been committed to bringing forth innovative technologies to the world and broadening their application. In 1977, we went a step further and introduced the concept of "C&C"– integrating the power of computers with the expansive reach of communications, thus forming an even more powerful, limitless technology to better serve society in the information age. Accordingly, the NEC Foundation of America was recently established to further our commitment to this philosophy. Key areas that the foundation will focus its support on will be science and technology education. As our C&C mission statement says, we believe that science and technology are fundamental to advancing the information age and improving understanding among people.

DR. HISASHI KANEKO
President and CEO
NEC America



Why is the school that spends less achieving so much more?

Tale of Two Schools

BY TREVOR ARMBRISTER

TWO SCHOOLS—one public and the other parochial—stand just four blocks apart in the crime-ridden St. Louis neighborhood of Walnut Park. Both boast dedicated, no-nonsense principals and integrated faculties. Both student bodies are 100-percent black.

At Northwest High, the public school, I found no litter or graffiti, heard no hollering in the halls. The youngsters rushing up and down the long corridors seemed intent only on pursuing their studies.

At Cardinal Ritter College Prep, crucifixes and religious portraits adorned the walls, and all the students wore uniforms. In other respects, its atmosphere was exactly the same as Northwest's: no distractions, a low noise level and a seriousness of purpose evident on the kids' faces.

Yet when it comes to results, the two schools are quite different. At Northwest, the average daily attendance rate is 77 percent, and over a four-year period an estimated 45 percent of its students drop out. Of the 58 seniors who graduated last May, only 19 planned to attend college this year. Northwest's staff numbers 100, its annual budget is $3.7 million, and its cost per student is $7800.

At Ritter, daily attendance averages 97 percent. Juniors and seniors scored nearly 75 points higher on their SATs than Northwest students. The dropout rate is infinitesimal. And of the 55 seniors who received diplomas in May, *all* went on to college. Twenty-five even won academic scholarships. Ritter employs a full-time staff of just 31, its budget is $924,042, and its cost per student is $3409.

How could the public school be achieving less while spending so much more?

Northwest and Ritter may seem similar, but five important differences leaped out once I dug into what goes on at the two schools.

1. Parents who get involved. Last November 19, a concerned grandmother came to Northwest to address the topic "Parents: What You Can Do About Drug Abuse." There were 14 people in the audience.

One morning last spring, Marquita Norman, a guidance counselor at Northwest, telephoned the home of a 15-year-old girl who had

missed three weeks of school. The mother said she would bring her daughter in the next day. Neither showed up.

Northwest Principal Carl C. Landis, a former math teacher, is an exceedingly polite man whose calm voice exudes authority. Yet anguish creases his brow when he discusses his efforts to involve parents with their school. "If we get 15—of 500—to a parents' meeting," he says, "then we have *really* been successful."

At Ritter, parents run concession stands at games, work as tutors, chaperone field trips, paint hallways, repair bleachers, volunteer time in the library. They have a strong input in preparing the school handbook and determining the dress code. Principal Carmele U. Hall tells parents, "You're going to be involved. If not, maybe your children shouldn't be here." Last spring so many parents attended the induction of new Honor Society members that Hall ran out of chairs.

One reason Ritter's parents participate is that they feel they have a financial stake in the school's success. Because of a $250,000 church subsidy and an additional $150,000 gleaned through fund raising, no parent need pay the full $3409 it costs to educate each child. But the average family still must come up with at least $2000 per student. For low-income parents, that represents a real sacrifice.

Delores Green, a 36-year-old single mother of three, earns just $13,000 a year. Yet she sends all three of her daughters to Catholic schools, paying $2085 tuition to Ritter for April, 15, the oldest. The total bill exceeds $5000. "It's very painful," she says. "There's a lot we have to do without. But I'm determined. If my dad did it with 11 children, I can do it with three."

Green works a split shift at her job, arriving at 5:30 each morning, leaving three hours later and returning in late afternoon to toil through the dinner hour. Her parents take care of the girls when she is gone. On an average day, she is free between 9 a.m. and 3 p.m., and she spends that time at her daughters' schools. "When it comes to education," she explains, "I don't want them to say I didn't try."

2. *High expectations.* Northwest opened its doors in 1964 as part of a district-wide program to place gifted students on an accelerated academic track toward college. The district's program has long since ceased, however, and the school's college-prep curriculum has been "de-emphasized."

Still, traces of excellence remain. Northwest students took 12 top prizes—more than any other general school—in the Greater St. Louis Science Fair competition this year. French teacher Bob Bullwinkel raises enough funds to send at least one of his charges on a month-long trip to France or Spain each year. Leander Spearman, the 1991 valedictorian, was the most outstanding graduate in years—president of Northwest's National Honor Soci-

ety, star of the debate team, math whiz and basketball captain. He is now attending Tuskegee University in Alabama. Seniors DanYelle McBride and Natasha Maiden both hope to become doctors someday.

Yet despite these accomplishments and dreams, enrollment has fallen below 500, and fewer than half the students are enrolled in the college-prep curriculum. "Students are not as motivated as they were a few years back, and I can't tell why," Principal Landis says. "Many don't do their homework or even bring their books to class." Sometimes it's hard to get *them* to class. During my visit to Northwest, 23 percent of the students were absent.

Until 1979, Ritter was known as Laboure, a financially struggling archdiocesan school for girls. Then Sister Mary Ann Eckhoff (now Superintendent of Education for the St. Louis archdiocese) gathered a task force of parents. She asked them: "What kind of school would you send your kids to?"

"We need something we can be proud of," task-force members agreed, "an institution dedicated to academic excellence."

Going co-ed wasn't difficult. Nor was stiffening the curriculum. And after the U.S. Department of Education cited Ritter as "exemplary" in 1984, the school was on its way. But the real key to Ritter's success has been the development and constant repetition of the school's goal: to enroll low-income kids who often test below grade level and then diligently prepare them for college. "There's a firm commitment to that mission," says teacher Leon Henderson. "It has never been debated."

Few students had more trouble making the adjustment to Ritter than Andrew "Smokey" Evans. Until 1988, he had attended a suburban public school where teachers made no demands and coaches seemed interested only in his ability to play basketball. At 15, he'd never been told to study, never been held accountable for his actions.

Sensing that Smokey was lost, William J. Vollmar, an Anheuser-Busch Co. manager, a volunteer basketball referee in the Catholic Youth Organization and a legal foster parent, invited Smokey to live with him. He then offered to pay Smokey's tuition if he attended Ritter. Smokey agreed, but his troubled emotional life was evident at school. His grade point average was a depressing 1.7, and his attitude was obnoxious.

"He had no respect for education," says student-services director Preston Thomas. "He was a street kid, very aggressive and headstrong. He would talk to me, but he wouldn't *listen*. We expect all our students to achieve, but he just wanted to play basketball."

At the end of his first semester, Smokey told Vollmar, "I'm not going back. It ain't for me. All we do is schoolwork."

Vollmar held firm: "Without an education, you're nobody. Stay at Ritter, and you can succeed."

Slowly, Smokey began to apply

himself. He asked for and received extra tutoring. He got off academic probation, played varsity basketball and even made the honor roll. But what instructors remember most is his leadership.

A new Spanish teacher was absent frequently, and his sophomores were learning little. One day Leon Henderson walked into the school office and saw Smokey typing a lesson plan. Later, Henderson poked his head into the class, and Smokey was drilling them on vocabulary. "That moment," says Henderson, "showed me that everything we're doing is really paying off."

3. Authority to make decisions. A few years ago, Northwest's Landis realized he had to do something about a veteran custodian whose behavior was becoming increasingly bizarre. One day he padlocked the building where the cheerleaders practiced. They had to summon help by phone.

But Landis's hands were tied. In order to dismiss an employee of the St. Louis public schools, a principal must submit a series of negative fitness reports. If the staffer protests, the process can take years.

The custodian maintained his innocence, and Landis had to keep him on staff. Eventually, Landis won his fight, but the incident underlined the limits of his authority. At Northwest, the principal can't select or dismiss members of his staff. He can't even determine the extent of discipline that can be imposed on an unruly student. School-system bureaucrats have final say on his budget, choice of textbooks and school equipment. "Those decisions are made downtown," Landis concedes. "I have to go along."

At Ritter earlier this year, Principal Hall had two teachers who weren't making the grade. "I don't want you here for the next semester," she told the first. "I'm asking you to resign." The woman objected, but when she saw that Hall would not back down, she agreed to leave.

The second teacher was more difficult because he had tenure. Patiently, Hall explained that he wasn't meeting expectations, produced her evidence and then buttressed her case by encouraging parents to tell him how unhappy they were with his performance. He, too, got the message and resigned.

Hall sought no one's approval for these decisions. She had authority to act on her own. That's a key difference between public and parochial schools. Though Hall often consults with teachers and parents as well as with Sister Mary Ann Eckhoff, *she* has the final say on admissions, curriculum, budget, and the hiring and firing of staff.

There are limits, of course, to Hall's authority. She'd like to offer more electives and modernize her chemistry labs, but she can't afford that. Then there's the problem of salaries. The teachers at Ritter earn an average $21,800—26 percent below the comparable figure at Northwest.

Hall hopes to close the gap, but few leave Ritter because of low pay. There are six applications for every vacancy.

4. An emphasis on basics. Northwest students need four years of English, three years of math, science and social studies, and at least one year of a foreign language to graduate. No one with less than a C average can participate in sports or extracurricular activities.

That's as it should be. But not all the school's courses are rigorous. Some of the more popular last year were "Housing and Interior Design," "Personal and Family Relations" and "Sports," in which students learn the basic rules of four different sports.

Because they can't afford such trendy nonessentials, schools like Ritter stress basics. There are far fewer electives for students to choose, and some of them, like precalculus, are hardly an easy ride. Yet more than 50 percent of Ritter's seniors enroll in that demanding course.

In their quest to keep religion out of the classroom, America's public schools have ignored the spiritual sinews that make any society strong. Catholic schools have not.

At Ritter, every morning begins with a prayer, religion fills one of seven class periods each day, and every student is obliged to take part in religious services. But because 68 percent of the students are not Catholic, the school makes no attempt to proselytize. Instead, it stresses the importance of faith in a Supreme Being.

The values these youngsters learn in the classroom motivate what they do when they're not in school. Ritter requires each student to perform 20 hours of community service each year. Working as a volunteer at Jewish Hospital, 1991 graduate Katrina Hubbard logged over 80 hours. Marion Balton answered phones and typed letters at Blessed Sacrament Church. Rochelle Williams was a volunteer usher at the St. Louis Black Repertory Theater. Then there was Courtney Benson, who organized a youth rally against gangs, visited juvenile-detention centers and talked to youngsters about the dangers of drugs.

These "student ambassadors" help Ritter stand out "as a beacon in our community," and Hall is proud of them. "We stress values, and we're really involved in the community," she says. "But all we're really doing is extending what most of our parents have already started at home."

5. Maintaining discipline. The neighborhood around Northwest is awash in drugs, rival gangs vie to recruit new members, and police radios crackle with reports of knifings and shootings. To keep students safe, Northwest employs four security guards and an assistant principal whose duties include maintaining discipline.

During the 1989–90 school year,

Northwest suspended 24 students—more than any other high school in the city—for infractions including assault and possession of weapons or drugs.

At Ritter one morning last May, three parents assembled in Carmele Hall's office. Their daughters had cut classes a few days earlier, and now they listened as the soft-spoken principal explained what would happen next.

"There are rules here, and there are consequences," she said. "Your kids will have detention. They'll be here at 7 a.m. to write essays about appropriate behavior. On Saturdays they'll clean the building or rake the leaves."

That seems to be the extent of the "discipline" problem at Ritter. The school employs no security guards or head honchos for discipline, and there were no suspensions for bad behavior last year. "You don't have violence or drugs at Ritter," Sister Mary Ann Eckhoff insists. "The kids themselves control that."

"The seniors set the tone," student-services director Thomas adds, "they've learned to respect themselves and to respect others, and our freshmen pick up on that. Every year they get stronger in their beliefs."

As we walk along the main corridor, Thomas points to the framed photographs of recent graduates on the wall. "Look at these people," he says: "Police officer, engineer, accountant, Naval Academy graduate. They're people of *accomplishment*."

Because they had finished all their classes, Ritter's seniors were excused from school in the week leading up to graduation last May. Yet when I stopped by that week, I found Smokey Evans sitting with Carmele Hall in the library, talking to parents considering sending their kids to Ritter.

Smokey had played on Ritter's state-champion basketball team, finished the year with a sparkling 3.8 grade point average and won a scholarship to Arkansas State University.

"There are support systems here," Smokey began. "People who chastised me when I needed it, people who encouraged me when I was down, people I knew I could always depend on." Smokey paused. "This school gave me a sense of who I am."

Loose Translation

ALTHOUGH my friend Paul came to the United States from Brazil many years ago, he still has some trouble with the English language. On the morning of an election day, we sat and discussed whether the incumbents would be returned to office or voted out. After work that day I ran into Paul and asked if he had heard how the election was going. "I don't know for sure," he replied. "But I think all the incompetents are winning."

—Contributed by Pat Williams

 BY ANDREA ATKINS

10 GREAT TEACHERS AND WHY THEY GET A's

Great teachers are the ones your kids talk about at home, the ones who make children laugh, get them excited, and, it seems, effortlessly lead them to knowledge.

"Great teachers," says Ann Lieberman, professor of education at Columbia University's Teachers College, "empathize with kids, respect them, and believe that each one has something special that can be built upon."

With the help of prominent education organizations, we found 10 such teachers. These aren't the only great teachers in the nation—or even in their schools. Still, they're folks from whom we can all learn something.



GOING THE EXTRA MILE

Pat Bleazey, Lanier Elementary School, Maryville, Tennessee.

Some kids in Pat's kindergarten class live within earshot of the school bell, while others travel 30 miles to attend classes. Even so, Pat takes the extra time to visit each student's home before the school year begins.

"You just learn so much about their families and their home environment," she says. "I see how they relate to their parents. I meet their pets. I see their toys and their bedroom. Sometimes I even meet their grandparents. That way, as the year goes on and they talk about things in school, I know what they mean."

The visits also help Pat recruit parent volunteers, a resource she says is vital to successful classrooms. "It's important to have parents working as a team with the teacher."

—Andrea Atkins, a former education editor for Better Homes and Gardens® *magazine, is a free-lance writer living in New York City.*



TEACHING THE WRITE STUFF

Dawn Harris-Martine, Mahalia Jackson Elementary School, New York, New York.

"Let me!" "Let me!" Youngsters aching to wash the blackboard or water the plants wouldn't shout these words in Dawn's second-grade classroom. Students must apply for such high-profile jobs *in writing*. It doesn't matter that these are 7-year-olds, mostly from poor, single-parent homes in Harlem. Dawn sees them as eager kids ready to learn.

Dawn knows that successful writing skills go hand-in-hand with reading skills. So her students read ravenously, to her, to parents, and to other students—or sometimes simply to themselves. What's more, students read and critique their own writing. The result: Most students jump two grade levels on standardized tests by the end of the school year.

"Dawn doesn't lament about what these kids don't have," says a longtime associate. "If a child isn't learning, Dawn just tries something else."



CELEBRATING DIVERSITY

Kathleen Duplantier, Abita Springs Elementary School, Abita Springs, Louisiana.

"And for your next assignment. . ." Kathleen sensed it: A fascinating heritage lay beneath the surface of everyday life in Abita Springs. So she asked her students to find it. What her kids uncovered gave life to the Hypertext Folklife Project, a computer-based cultural encyclopedia chronicling local families' stories.

Kathleen and the teachers at her school made the idea work with a grant from Apple Computer.

The kids interview speakers from the community and capture the stories on computer discs. Students' grandparents, aunts and uncles, and parents—who may descend from Choctaw Indians, Cajun French, Italians, African Americans, or Germans—have all participated.



HAVING A BLAST WITH MATH

Gary Froelich, Bismarck High School, Bismarck, North Dakota.

Gary's formula for teaching math is simple: add card tricks, stories, and technology to the lesson plan. Doing so helps students develop positive attitudes toward mathematical thinking, he says.

The strategy, figures Gary, is to show his students the value of what they're learning before they can say, "What good is this stuff?"

Gary also arranges the desks in his classroom into a horseshoe design to get kids to work together in groups.

"The groups help kids to talk about math," says the 25-year veteran who's taught algebra, precalculus, and many other math courses. "All they've ever done is listen to someone else talk about math. Now, they're doing the talking. Besides, people today don't have jobs where they work alone. Working together reflects what's going on in the world."



PUTTING A TWIST ON LEARNING

Judith Decherd Jones, Chapel Hill High School, Chapel Hill, North Carolina.

The Snake Lady: Judy didn't get tagged with the moniker because she's ornery. She just hap-

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GREAT TEACHERS

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pens to house a boa constrictor and a python in her biology classroom. Add to that gerbils, an iguana, and ferrets. Oh yes, and a number of plants.

Judy specializes in capturing the attention of a class. Take her method of teaching ocean life, for example. Judy had a truckload of soil from the North Carolina coast dumped on school grounds. Then she captained her students on a dig, where they found fossils and other bits of marine life. Her classes even gave elementary kids tours of the "site."

Judy wants her students to learn more than science. "I hope they feel a wonder at the living world," she says.



BACK TO NATURE

B. J. Utech, West Middle School, Cherry Creek School District, Colorado.

Education springs to life in and out of B.J.'s sixth-grade classroom. Each year kids study survival and nature for three weeks prior to 'Hawkquest," a field trip in which students track a hawk in the wild.

B.J. believes that school should help children make connections between learning and life. Often she assigns her kids novels that relate to their study of science or social studies.

Her biggest strength as a teacher: "I'm a learner. When a child asks me a question, I get a kick out of saying, 'I don't know. Let's go find out.' "

It helps that B.J. loves the age group she teaches. "Eleven- and 12-year-olds are loaded with energy," she declares. "They grab your arm and say, 'Come on, let's do this.' When we let that curiosity come out, then we bring life to education."



BUILDING TRUST AMONG STUDENTS

Linda Nathan, Fenway Middle College High School, Boston, Massachusetts.

Journal writing, brainstorming, and script writing all play a lead role in Linda's popular theater class. So, too, do the noncompetitive games that students play to develop trust in one another. But the ultimate project is a performance of each student's own play, usually based on real-life experiences.

Linda reports that she simply believes in what she's doing. She never lets her administrative duties cloud the real reason she's there: The kids, 80 percent of whom come from single-parent homes, and 10 percent of whom are parents themselves.

"To me it's the noble profession," remarks Linda of teaching. "It's one of the best ways to influence change."



MAKING KIDS FEEL SPECIAL

Glenda Peterson, Poplar Bridge Elementary School, Bloomington, Minnesota.

On the first day of school, each student in Glenda's first grade class receives a pink feather and a note that reads: "I'm tickled pink to have you in my class."

Glenda's light touch on opening day is just one way she makes students feel comfortable in school.

"She must work 40 hours a day," says parent Beth Duffy. "At the end of last year, she got a grant that enabled her to make a videotaped portfolio of each kid. It was phenomenal!"

"When my son started kindergarten, he had a hard time staying in school," explains parent Mary Winchester. "I can honestly say that she turned a school-phobic child around." How did she do it? "She makes these kids feel like they're on top of the world," says Winchester.

"First grade is so important," professes Glenda, who's been teaching for 30 years. "That's where a child is really turned on to school and can become a lifelong learner."



SOUL-SEARCHING FOR STUDENTS

Joyce Kent, San Marcos High School, Santa Barbara, California.

You might call it California dreamin'. Each year students from Joyce's English classes spend 10 minutes each day, for two weeks, in their backyards sitting with plants. The kids watch the plants, think about them, and, ultimately, write about them in a journal. Joyce isn't encouraging eccentricity; she's simply teaching kids about Henry David Thoreau and what he was doing at Walden Pond.

"The kids start out writing about the plant, but soon they write about nature. Then their thoughts turn to themselves and they begin to write what life's all about," says Joyce, who's been teaching for 30 years.

"Joyce Kent is what every teacher would probably like to be," guesses her principal, Bob Ferguson. "She's taught for a long time, and yet she still has the enthusiasm of a first- or second-year teacher. She has a real passion for kids and for learning."



ENERGIZING A CLASSROOM

Carlota Cardenas de Dwyer, Clark High School, San Antonio, Texas.

Toss out the idea of a typical day in Carlota's honors English class. One day she might don a paper crown and wave a sword over her head to act out *Macbeth.* The next day she challenges her students to unravel the symbolism in *Moby Dick.*

"She's very enthusiastic," attests former student Abby Bentch. "And that definitely rubs off."

Carlota's fervor is evident even in casual conversation. "There's something about children learning that is absolutely an elixir to me," she proclaims after 30 years in the profession. "I don't teach English because *I* love *Macbeth.* I teach because I want *these kids* to love *Macbeth.*"

Even though she's childless, Carlota often has a houseful of kids—especially on Sundays. Members of the Academic Decathlon team, which she coaches, are huddled around the kitchen table or sprawled out in the den. The front door is open, and students stop by, sometimes introducing their boyfriends or girlfriends to Carlota and her husband.

As a member of the National Board of Professional Teaching Standards, Carlota spends a lot of time discussing teaching. But she says it all comes back to what happens in the classroom. "When kids love something, you can see it on their faces."

The National PTA and Chrysler Corporation Present

Education *in* America

Getting the Nation Involved



Message from the Honorary Chairman of the National PTA

"I'm convinced if we get more adults dropping into the schools, the kids will stop dropping out."

The most important investment we can make in our children is the investment we make in their education. And that investment can't be just in dollars alone. Not that dollars aren't important, they are. But—just like in everything else—dollars won't do the job alone. Kids need to know we care.

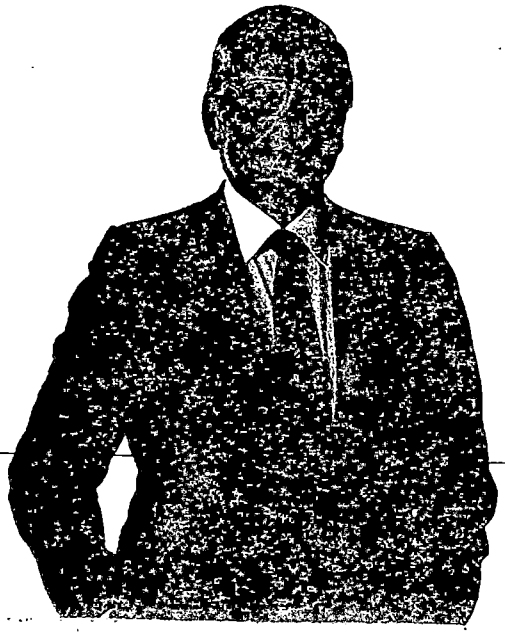
And we can't just say we care. We've got to show it. Kids are smart. They pay just as much attention to what we do as to what we say. If we talk and don't act, kids will get the message. It's time for us as a nation to put children first among our priorities.

What I'm saying is simple: If we want our kids to do well in school, we have to get involved. That's why we have Chrysler employees volunteering in local schools. The Chrysler World of Work program is our way of taking action. Chrysler volunteers spend one hour a week helping students in their schools. We start right at the beginning because kids who learn the basic skills early—who find success and enjoyment in learning right from the beginning—are much more likely to finish school than those who don't.

The National PTA has things in the right perspective. It stresses the partnership between parents and teachers in providing a quality education for all of our children. In spite of sometimes discouraging statistics, America's teachers are doing an outstanding job—often against tremendous odds. They need—and deserve—our continuing support.

Words alone won't do the job. Teachers need the active support of not only parents but of everyone in their communities. The second annual National PTA/Chrysler Survey on "Parental Involvement in Children's Education" shows that a solid majority of parents are actively involved in their children's education, especially in the early years. That's important, because I'm convinced if we get more adults dropping into the schools, the kids will stop dropping out.

So we're on the right track. But we must do better—we must make sure that involvement doesn't stop as kids get older. If we do that we'll all be better off—parents, teachers and children alike. America will be better off too. The most important investment we can make in America is in our children's education.



Lee Iacocca

Lee Iacocca
Chairman, Chrysler Corporation
Honorary Chairman, National PTA

Parents as Partners

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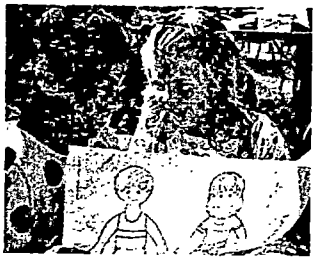
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Bruce Plotkin



Bruce Plotkin

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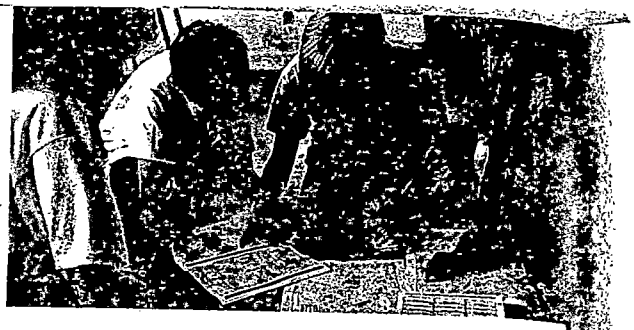
Lawrence Kutner, Ph.D.

Art Director: Tracy Stora
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Parent Involvement:

The Missing Education Goal

In the 1980's, *A Nation at Risk* raised our consciousness about the declining state of our schools. But because of a lack of commitment, this nation wasted away a decade, never understanding that the public school system is the backbone of our democracy and a strong economy. Nothing of substance will be done without a national commitment to improve education. Without that commitment we are poised to waste another decade without reaching those goals.



By Pat Henry, National PTA President 1991-93

Rally the troops

The most basic strategy for achieving goals begins with identifying key audiences and ensuring that they understand and support those goals. During The Gulf War when our government sent armed forces half way around the world, it launched a massive communications effort to make sure every citizen knew why we were there, to urge their support and to keep us informed every step of the way. The result was a citizenry which actively supported the troops.

The National Education Goals have been in place for nearly two years, yet the National PTA/Chrysler survey revealed that 76 percent of parents are unaware of the goals; few hearing the goals believe they can be reached. How can we succeed when parents—vital to reaching those goals—haven't been communicated with, let alone made a partner in the educational process? In June 1991, the National PTA adopted the PTA National Education Goals to fill in the blanks.

One of the PTA's goals is to seek the establishment of comprehensive parent involvement programs in every U.S. elementary and secondary school (including middle schools and junior highs). More than 50 research studies demonstrate what the National PTA has said for nearly a century: the more a parent is involved in a child's education, the higher the student's achievement. It doesn't matter what the income or educational level of the parent or guardian, when they take an active role in their child's education, it makes a difference.

Pat Henry Photo: Gwendolen Cates; Student Photos: Bruce Plotkin. Special thanks to North Main Street Elementary School.









What is parent involvement?

There are numerous ways parents can improve their children's chances of getting a good education. Parents must meet their children's basic needs at home to prepare them for learning. This includes making sure children are immunized, well-rested and well-fed to building their self-esteem and letting them know that education is important in their lives. Parents should also become involved in schools. This is intimidating to many adults, which means schools need to show them that they are welcome and needed and don't need any special skills to take part.

Schools are beginning to create climates of support and respect for parents. Comprehensive parent involvement policies, such as that of the San Francisco Unified School District, send clear messages to parents that they are part of the teaching team. Principals are encouraging parents to organize PTAs rather than parent-teacher organizations (PTO) because they recognize that an informed parenting group with state and nationwide networking capabilities is more effective.

A strong PTA can also make possible one of the most urgently needed types of participation of all: parents as advisors, decision makers and advocates for schools. One of our greatest challenges in school improvement is to teach parents how to effectively work with schools and lawmakers to set policies, develop curriculum and ensure adequate funding for all necessary programs and services. Communication is also crucial to increasing involvement. Our multicultural, multilingual society makes translation and interpretation necessary to reach all parents. Today's parents must be given a variety of options for involvement.

The complexity of many of these educational issues makes it imperative that those who are able explain the ramifications of educational policies to apathetic or uninformed citizens. This is especially critical when there are some who would like to direct public education tax dollars to private/parochial schools through the use of vouchers, as well as those who would support some so-called "choice" programs, which in practice may provide no choice at all for poor children who will sink even further into the mire of social problems that accompany a lack of a quality education.

Business support

Attaining the nation's education goals and especially the PTA Education Goals will require the support of the business community. Business and industry are already experiencing the effects of the changing American family. Parents are passing up promotions that would require them to spend more time at work and less time with their families. The growing number of single-parent households or those where both parents work has necessitated flexible leave policies, worksite child-care centers and a more caring attitude about employees' family needs.

Children first

The future of our children as well as the future of this nation is in danger unless everyone gets involved in education. We must start by making parents full partners in achieving the National Education Goals. Then we must broaden our sights and reach out to the hard to reach, convince the uninspired and jolt Americans out of their living rooms and into their schools.

The education and well-being of children must become this nation's number one priority. It must begin in our homes, local communities, state legislatures and our capitol in Washington, D.C. We must not stop until children in America are first.

Parents as Partners

PTA National Education Goals

A comprehensive parent involvement program in every elementary/secondary school.

All children guaranteed a quality education.

Conditions that cause children and youth to be at risk recognized, reduced and eliminated.

The needs of the whole child addressed through a comprehensive school program that includes counseling, health and nutrition services coordinated by the school and appropriate community organizations or government entities.

Student-centered school restructuring focused on improving the quality of education for all students.

Assessment and measurement must provide an accurate, meaningful profile of student achievement.

Expanded comprehensive child care and preschool programs.

All adults must be literate to successfully function as citizens and in the workplace.

Regulations that uphold and enforce basic civil rights protections must be retained, ensure access to and equal opportunity for a public education.

The PTA/Chrysler National Parent Survey

If there's a crisis in American education—a gap between the nation's aspirations for its young and what the school system delivers—then nothing is more critical than resolving how to cope with social issues like AIDS, alcohol and black-white relations.

That comes out clearly in the second annual "Parental Involvement in Children's Education" survey conducted by the National PTA/Chrysler and commissioned by NEWSWEEK. It covers everything from choosing where your kids go to school to swimming through the murky waters of school financing.

In one of the survey's more startling findings, it reveals that some three-fourths of parents haven't heard of the six national education goals set down by President Bush and state governors. And when told the goals, most don't think the nation will even come close to achieving them by the target year 2000.

It's no surprise that social ills, many of them familiar and longstanding, are one of the biggest headaches afflicting parents. Who should have the primary responsibility for explaining the dark side of American society to children? Parents? Teachers? Or both?

As it turns out—in the survey of 792 parents (with one or more children)—few parents want to turn the problem over to the school system.

Most believe that parents and teachers alike should share the burden of explaining AIDS (68%), drug use (67%), interracial relations (60%) and sex (58%) to their children.

On two other sensitive topics—tobacco products and alcohol—parents are divided evenly on whether to take on the job or share it with teachers.

Anxiety curve

High school emerges from the survey as a tug-of-war between educational goals and social problems. There's only minor concern about having jam-packed classes, keeping good teachers, overemphasizing sports and developing a better curriculum. The "serious" worries for more than a third of the parents surveyed are drugs, cigarettes, sexual activity and drinking. Not far behind on the anxiety curve are school dropouts and teen pregnancy.

Safety is a "significant problem" with a third of parents doubting that their child is really safe. Among parents whose children attend an inner-city school, the worry is far greater—49%.

Choosing schools

About 90% of those polled had children in public schools. The rest attend private and parochial schools in about equal numbers. But the broad public-school figures don't tell all. Some two-thirds of parents send their children to an assigned school—in effect, accepting the system as it is. But nearly a quarter chose a public school other than the assigned one.

Add that to the numbers going to parochial and private schools, and you find that a remarkable 32% of parents have chosen an alternative to the assigned public school.

Over half of the "choosing" parents cited four reasons for their decision: 1) availability of a broader educational program (68%); 2) better teachers (64%); 3) convenience to work or home (58%); 4) location in a safer neighborhood (51%).

But choice is, to some extent, a pocketbook issue. For many parents, it's an almost meaningless option unless they can afford the transportation and/or tuition costs.

How Parents View the Six National Education Goals

GOAL	% BELIEVE GOAL ATTAINABLE
1) All children will start school ready to learn.	29%
2) The high school graduation rate will increase from its current 72% to 90% or more.	43%
3) Students will leave grades 4, 8, 12 having passed tests showing they are competent in challenging subjects like English, Math and Science.	62%
4) U.S. students will be first in the world in science and math.	19%
5) Every American adult will be literate.	14%
6) Every school in America will be free of drugs and violence.	4%

The survey reveals that some three-fourths of parents haven't heard of the six national educational goals.

By Paul Burnham Finney

The PTA/Chrysler Survey on Education Today

Parental involvement

The survey reveals that three-quarters of parents talk with their children about teachers, classes and other education-related topics nearly every school day. Some 71% help their kids wade through assignments at some point during the school week and over a third share homework almost every school day. More than half (57%) read to or with their children at least once a week; 24% almost every school day. And 84% of women (both with and without jobs) versus 63% of men discuss what's going on at school with their kids.

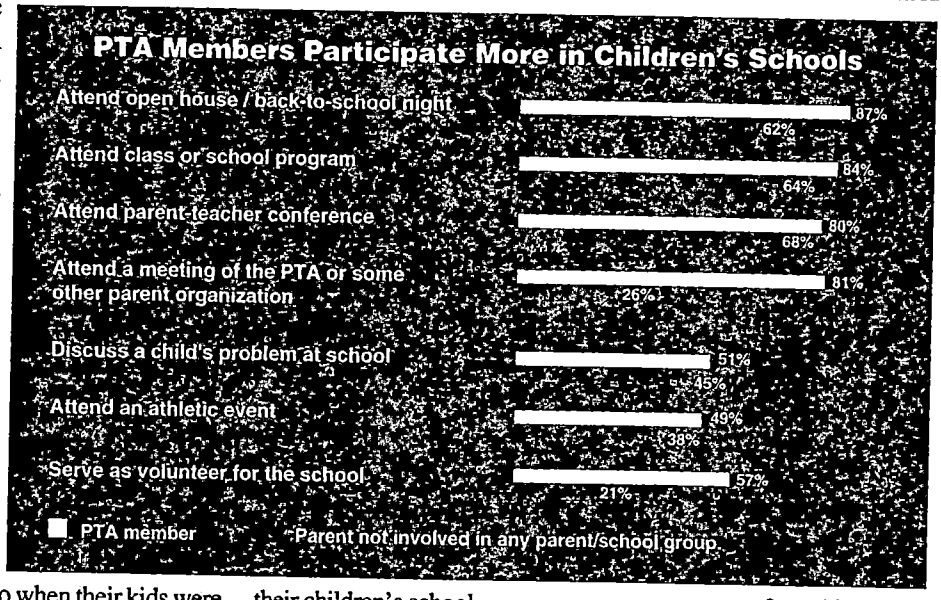
Running like a thread through the survey is the dramatic decline in parental interest as children grow up and finish high school. When children are young, 83% of parents talk over school topics with them. In higher grades only two-thirds do.

School visits? Again, four-fifths of parents with children in grades K-3 attended a class or school program, while just 59% did so when their kids were in grades 10-12.

Parents become more critical of teachers as their children move up the school ladder. For instance, three times as many parents of young children (61%) grade a teacher "A" as do parents of high schoolers. Virtually all parents—95%—visited their child's school at least once during the year. For 75% it was to attend an open house or back-to-school night, a class or school program or a scheduled parent-teacher conference. But nearly half also mentioned attending a PTA or some other parent organization meeting, discussing a problem the child was having or watching an athletic event.

Other survey results show that over three-quarters of parents feel "somewhat encouraged by the child's school to visit and become involved." PTA members feel more welcome than others.

One parent—or set of parents—differs from another, of course, and no survey can reflect all the subtleties. But it's notable that 37% say they do volunteer work for their children's school.



PTA members, across the board, participate in school activities more than parents who aren't members of any parent group. The close contact with principals, headmasters and teachers helps them feel like they're part of the educational process.

There's also ample evidence that parents with college degrees and higher incomes are more likely to participate in school affairs.

Despite the increasing number of mothers employed full-time, almost two-thirds of parents (64%) report that an adult is "always" present when a child comes home from school. Another fifth say a parent is present "most of the time." But as in other age correlations, 84% of parents watch over their child in lower grades vs. 37% in the high school years.

Dollars and sense

School financing seems to be a tangled issue slightly beyond the grasp of many parents. Some 14% have no idea of how it works and 75% are split down the middle about guessing which pays for most schooling: local or state government.

But nearly half the parents surveyed believe that current funding is inadequate. And 61%, whether satisfied with funding or not, regardless of income level, claim they would be willing to pay more money to improve schools.

There's no doubt—from the survey results—that parents link a good education with success in American society. About 99% expect their children to graduate from high school and nearly three-fourths see their children going on to a full four years of college. Almost 91% of parents with college degrees assume their children will follow in their footsteps.

But those surveyed don't think the nation will come close to achieving most of the education goals that the President and governors have established for the year 2000. It would take a miracle worker to make that happen.

Paul Burnham Finney is a former executive editor of Fortune *who now covers education, social and other issues for a variety of magazines.*

Early Childhood Education

Don't send your child to preschool simply because "everyone is doing it." Instead take into account the child's needs and yours, as well as the preschool's strengths and weaknesses.

Thirty years ago only about 15 percent of America's children attended school before they reached kindergarten age. Today more than 45 percent of children aged three to five attend some form of educational program. They may go to nursery school a few hours a week, attend a preschool half a day several times a week or may be in a full-day program.

An increasing number of parents are sending their children to preschool in order to give them what Barbara Brenner, author of The Preschool Handbook has called "a jump start up the competitive ladder."

However, don't send your child to preschool simply because "everyone is doing it." Instead take into account his needs and yours, as well as the strengths and weaknesses of the preschools in your area. Maybe your child is perfectly happy staying at home with you or with a baby-sitter who reads to him and takes him out to play with other children on a regular basis. Perhaps he is better off in a small family day-care home with a caregiver he has known for years. Or, maybe the hours and costs make preschool impossible. If so, don't worry; you won't damage your child intellectually or sabotage his education by skipping preschool.

There is tremendous disagreement among experts and practitioners about what constitutes a good preschool. In one camp are traditional child development specialists, led by authorities such as David Elkind and groups such as the National Association for the Education for Young Children (NAEYC) who believe that children should not be pushed into academics in the preschool years. According to these experts, young children learn best when they are active—through play and fun activities, when what they are being taught is something they enjoy and when lessons are kept very short and informal. For example, Elkind and others oppose efforts to teach preschool children to read, write, add and subtract and to reject the use of workbooks and desk work.

While most child development specialists agree, some preschool directors and an increasing number of parents don't. They believe that worksheets, drills, computers and "real school" teaching methods can help children get a running start on education.

Questions to ask

In light of this controversy, your first questions to the director and teachers at any preschool should be what is their philosophy on education and what are their goals. If they talk about nurturing the whole child, helping children learn through play, the need for age-appropriate education and how they give children lots of time to learn on their own and at their own speed, this is a preschool that is "child-centered," "enrichment-oriented" or "developmental." If, however, they talk about teaching children to sound out words to start them reading and promise that your child will spend lots of time working on the computer, this is an academically–oriented preschool. Some preschools try to do a little of both, but most tilt strongly one way or the other.

Although your town may offer only one preschool, check it as thoroughly as you would if you had lots of choices. Don't feel that you must accept conditions that you don't like. If you have a choice of several preschools and nursery schools begin your search by talking to friends, neighbors and family members, but don't automatically select the school they send their children to or even the one with the best reputation. Check to see if the NAEYC has accredited any preschools in your community (800-424-2460). Contact your state child-welfare agency to determine what preschools it licenses in your area. Other sources include the

By Melita J. Cutright, Ph.D.

Chris Ouellette



Chris Ouellette

reference librarian at your public library, community group publications, your community's preschool and elementary school PTAs and the head of your local chapter of the American Association of University Women (AAUW). Also find out if your local college or universities, park and recreation districts, community centers, child care centers, religious groups or the high school have preschools.

One other factor to consider when selecting a preschool is the ethnic, racial, religious and economic make-up of the students and staff. A preschool composed totally of one group may limit the educational and social value of the experience for your child. One of education's most important functions is to help youngsters get to know others who are different from them.

Dr. Cutright is a senior writer for the National PTA. This article is excerpted from her upcoming book, "Growing Up Confident," a National PTA Guide to be published by Doubleday in February 1992. Copyright 1992 by the National PTA.

Parents as Partners

The Keys To A Good Preschool

1. Well developed philosophy and goals that are age appropriate.

2. Well-trained director who takes an active role in the preschool.

3. Stable group of well-trained, creative and well-paid teachers experienced with young children.

4. Clean, safe facility with a wealth of materials for children to investigate and play with including blocks, toys, games, puzzles, climbing equipment, art supplies and books.

5. Diverse group of teachers and students and varied curriculum that provides many different experiences.

6. Lots of free time so children can try new things and learn on their own through fun activities.

7. Plenty of teachers and space so that each child gets individual attention and has room to move about freely.

8. An atmosphere that encourages children to have fun and "act like kids."



Bill Whitehurst

math...

It's time to nourish our children's fascination with numbers



...matters

Bill Whitehurst

You may be among the many Americans who profess a dislike for math, even brag that you don't understand it, but are using math every day.

Where does this pervasive negative attitude toward math come from? In many ways it is a self-fullfilling prophesy from early in your childhood. You may have heard significant people in your life say that math was hard, complicated or boring or perhaps someone told you that you were stupid when you made a simple addition mistake or forgot the multiplication tables. That kind of intimidation can stifle children's interest in mathematics and significantly alter their perceptions of that vast, wonderful and fascinating world of math we employ every day, everywhere, in work and in play.

Young children are fascinated by numbers and shapes, with concepts such as big and little, up and down, and with who is first, second and third; similarities and differences; and with the sorting of things. Children are not intimidated by basic math since they are born with a strong curiosity and natural ability to recognize patterns. They don't have to be taught to learn. Learning begins at birth as the child absorbs all the sights, sounds, tastes, smells and other sensations encountered moment to moment. This strong learning capacity flourishes if it is nourished by an environment rich in opportunity for exploration under the guidance of responsive, loving and supportive parents. Children want and need family adulation and when they get it their desire for further experimentation and learning is greatly encouraged.

It is essential for parents to convey to their children positive attitudes about math and its place in everyday life. As a strong advocate of the family meal as a forum for sharing ideas and fostering a feeling of closeness, I believe parents can use this setting to explain to their children how they used math during the day to successfully deal with tasks. Ask your children to tell you what they did and then help them understand how they employed math as well, not just in their learning but also in their play activities.

Help dispel the notion that math and science skills are valuable only to certain specific professions. Select three relatives or friends whom your children admire and try to show how essential math is to what each of these people do. Make a game out of showing your child how a future career choice can be enhanced by math learned in grammar school.



Bruce Plotkin

Parents as Partners

Hints on Building Your Child's Success in Math

1. Connect math learning to the real world. Talk to children about using math when you follow a recipe, go to the bank, check the temperature, or decide if a sale on jeans is a good value.

2. Be positive. Let your children know that you believe everyone can be successful in math, including them.

3. Play family games that use math and are lots of fun. Card games like "Go Fish" and "Gin Rummy" teach counting, sorting and strategy.

4. Choose birthday or holiday gifts that develop problem solving skills. The PTA has a list of 40 suggestions ranging from puzzles to Monopoly.

5. Expand your children's horizons. They may want to be doctors, nurses, fire-fighters, weather forecasters, astronomers, airline pilots or forest rangers. Inadequate preparation in math, rather than barriers of race or sex, can limit children's career choices.

6. Encourage children to solve problems. Ask questions, but let them figure it out. Learning *how* to find answers is a lifetime skill.

These tips are from "Math Matters," a kit for parents and teachers produced by the National PTA with the Mathematical Sciences Education Board.

Play card and board games with your children that employ mathematical concepts, including geometry, which means identifying shapes, angles and distances. Mystery games, like trying to discover "whodunnit," employ algebra principles as children try to figure out the "X" factor. Ask children why one event may have caused another to happen, thus employing the principles of probability that are so fundamental to scientific experimentation.

When the check comes at the end of the meal, help your children determine how much tip the waiter should receive. They might even find an error in your favor!

There's a lot of math to be applied in baking cookies—how to double the recipe, how to combine ingredients, how many will fit in the box you're mailing off to Grandpa, how much paper it will take to wrap the box, and finally, how much postage is required. Hopscotch or soccer, ping pong or marbles, whatever the game, math is fundamental.

"Are we there yet?" The question parents most dread when traveling can be answered not with "Not yet!" but with "Let's figure out how much longer it will take us" and then by letting the children compute the distance left to go. Check off your child's growth on a door frame the first of every month. Help children master fractions by having them help you cut the pie for dessert and figuring out what fraction of the pie each piece constitutes.

I cannot emphasize enough the important role parents play in shaping children's attitudes and their acceptance or rejection of ideas. Parental recognition helps children build self esteem and motivates them to adopt their parents' attitudes. Experiences and attitudes developed early in life have a long-lasting impact on your child's future. So apart from all the emotional benefits children gain from family activities, your encouragement and positive approach about mathematics will help determine how your child views math.

Dr. Salk is a clinical professor of psychology, psychiatry and pediatrics at The New York Hospital-Cornell University Medical College. Dr. Salk is also an adjunct professor of child development at The Child Study Center, Brown University.

By Lee Salk, Ph.D.

Bill Wunehurst



The New Family

Breaking the stereotype of the nuclear family

By Lawrence Kutner, Ph.D.

To many of today's children, the families shown on television reruns of "Leave It To Beaver" and "Father Knows Best" are as unrealistic as the superheros on Saturday morning cartoons or the overdramatic situations of soap operas. Even among those who could financially afford it, the dad-at-the-office-and-mom-at-home-baking-cookies family is fast disappearing as both a reality and an aspiration.

Picture the typical American family. Odds are, the image you have is wrong. To understand just how far off most of us are in what we imagine to be a "normal" family, we have only to look at the Census Bureau figures from 1990. To most of us, those figures are shocking.

Today, about one in four children live with a single parent. Back in 1960, that proportion was only one in ten. The numbers are even more striking among minorities. Approximately 55 percent of black children live with one parent, as do 30 percent of Hispanic children. Nearly 61 percent of black families and 33 percent of Hispanic families with children have only one parent.

But that doesn't mean that all those children currently living with two parents have always had it that way. In 1985 (the latest figures available), 1 in 6 of those children was in a stepfamily. By the turn of the century that percentage will shoot up to about one in four.

Even those numbers underestimate children's experiences because they only give the percentages at a particular point in time. The federal government estimates that about 61 percent of the children born in 1987 will spend some time in a single-parent household before they are 18 years old. That's nearly two out of every three children! It's enough to make Ozzie and Harriet grow pale.

These profound changes in the structure of the family have led to role changes within the family. Even though women are still the primary caretakers of children in

Comstock

our culture, men have become involved in ways that their own fathers and grandfathers never were. They are much more likely to attend childbirth education classes and to be present at their children's birth. (There's even some evidence that this increased emotional involvement during pregnancy makes them more likely to suffer through their own weight gain and morning sickness!)

Although stay-at-home dads are still rare enough to be the subjects of newspaper stories, there are more subtle but widespread signs of changes in family roles. Take, for example, the presence of diaper changing tables in public men's rooms—something that was unthinkable a decade ago. Fathers are getting their hands dirty—literally and figuratively—in the care of their children.

Child care outside the home for infants and toddlers is no longer a choice for many families. It's an economic necessity. But unlike the families of 50 years ago, today's young parents are likely to be hundreds or thousands of miles from their own parents and siblings. Caring for young children, which used to be more of a family or neighborhood affair, is now handled largely by entrepreneurs and social service organizations and of all sizes.

The great need for child care has led large companies to look at the financial paybacks of on-site facilities for their employees' families. A generation ago such thoughts would never have been considered in a boardroom. Today, companies are starting to recognize that helping employees solve family problems is more than *noblesse oblige*; it has a significant effect on their productivity and profits.

Schools are also changing in response to the new American families. The academic calendar, which was developed to coincide with the planting and harvesting needs of an agrarian society, is being reconsidered and redesigned to match more closely the needs of today's parents and children.

Neighborhood schools are slowly shifting away from being collections of age-segregated classrooms for children in kindergarten through the 12th grade. In the best cases, they are beginning to resemble multipurpose community centers that provide everything from adolescent health-care to adult vocational education and enrichment programs to care for seniors with Alzheimer's disease. They are becoming social and educational resource centers for the entire family.

The pressures we face as parents today are significantly different from the pressures our own parents and grandparents faced. The family environment in which our children are growing up is different from the one in which we grew up, even if we're still in the same neighborhood.

That means the decisions our parents made and the strategies they used were developed in a different context than what we face today, even if the "content" of the problems is the same. Handling discipline issues, for example, is a different challenge for single parent and step-families than it is for traditional two-parent families.

"It's a mistake to believe that we can rely largely on our own experiences as children and adolescents to guide us as parents or teachers."

It's a mistake to believe that we can rely largely on our own experiences as children and adolescents to guide us as parents or teachers. We cannot blindly follow or reject our parents' approaches to bringing up children. The rules of the game have changed. We must acknowledge those changes.

Dr. Kutner writes the weekly, nationally syndicated New York Times "Parent & Child" column and is the author of "Parent & Child: Getting Through to Each Other" (William Morrow & Co., 1991).

Parents as Partners

Working with Today's Families

There are some simple things that parents and teachers can do together to acknowledge the variety of American families. Many of the most progressive schools have demonstrated the benefits of small changes like these:

Teachers and administrators shouldn't keep bankers' hours. (Even bankers have learned that lesson.) Flexibility in meeting with parents before or after the workday will significantly increase their participation in their children's education. In some cases that might mean visiting a child's home. District administrators must acknowledge the extra work this entails.

Pay attention to the hidden assumptions in the school's correspondence with parents. A child living in a step-family may feel uncomfortable bringing home a letter addressed "To the parents of..." Which parent should she give it to? If she hands it to her stepfather, does that make her disloyal to her biological father?

Addressing letters "To the family of..." and offering children as many copies as they want will help them feel accepted. So will renaming father-and-child or mother-and-child events as family events.

Parents should look for new ways to stay involved with their children's schools. The increasing demands on teachers and shrinking school budgets make teaching more difficult now than perhaps ever before.

The key is attitude more than hours. Talk to your children's teachers to find out what you can do at home to help. (That can be everything from helping your children practice skills and review for a test to limiting television watching and giving them a good breakfast.) Let your children know that their schoolwork is their top priority, and that you expect them to treat it accordingly. And pay lots of attention to them when they try hard. After all, that's what you'd want too.

Before America builds another Panama Canal or splits another atom, a great deal of work needs to be done. A good start would be to give children an education that's equal to the demands of today's daily work. Ironically, in this, the "Land of Opportunity," hundreds of thousands of teenagers have dropped out of school and never entered the work force. And their numbers grow.



And what about those of us already in the work force? It's calculated that it costs $200 to train an American worker in statistical process control. It's considered basic stuff. Teaching it to a Japanese worker costs 47 cents. Genetics? We think not. Education? We know so. While this is just one small example, the implications are serious.

"America built the Panama Canal, split the atom, developed the polio vaccine, explored outer space. And yet, our kids aren't learning to read and write."

Our Japanese and Western European competition are not going to wait for us to catch up. We have to correct this tragic situation for ourselves.

And you, your corporation and your community can help. Must help.

A number of American corporations are already involved in this work. Chrysler is one of them. We have invested both money and time to improve the skills and motivation of thousands of students. For example, our *Running Start*® program, developed with *Reading is Fundamental, Inc.* provides young students with books, awards and other meaningful reading incentives. And we know it works. Another Chrysler employee volunteer program, *World of Work*, provides a link between the world of school and the reality of the work place.

More needs to be done. You don't have to invent a new program to help. We will give you detailed information on existing ones: what they accomplish, who they help, how to fund and administer them.

We can't do this alone. But if we all take this on, we can turn this situation around.

For more information, write to Chrysler Corporation, Education Coordinator, 12000 Chrysler Drive, Highland Park, MI 48288, CIMS 416-13-27

Lee Iacocca

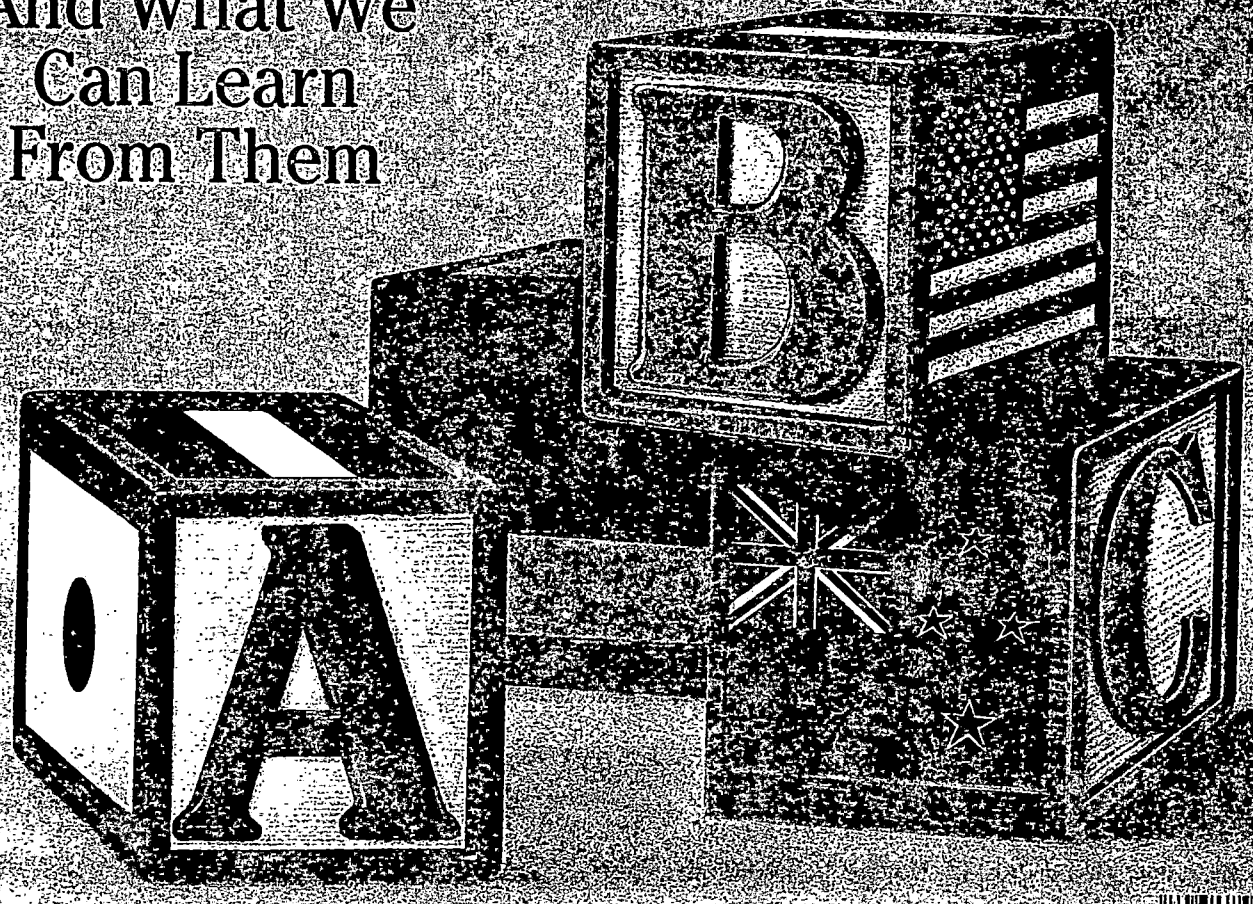
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SCUFFLING IN THE WHITE HOUSE
Is Bush Vulnerable in '92?

Newsweek

The 10 Best Schools in the World

And What We Can Learn From Them

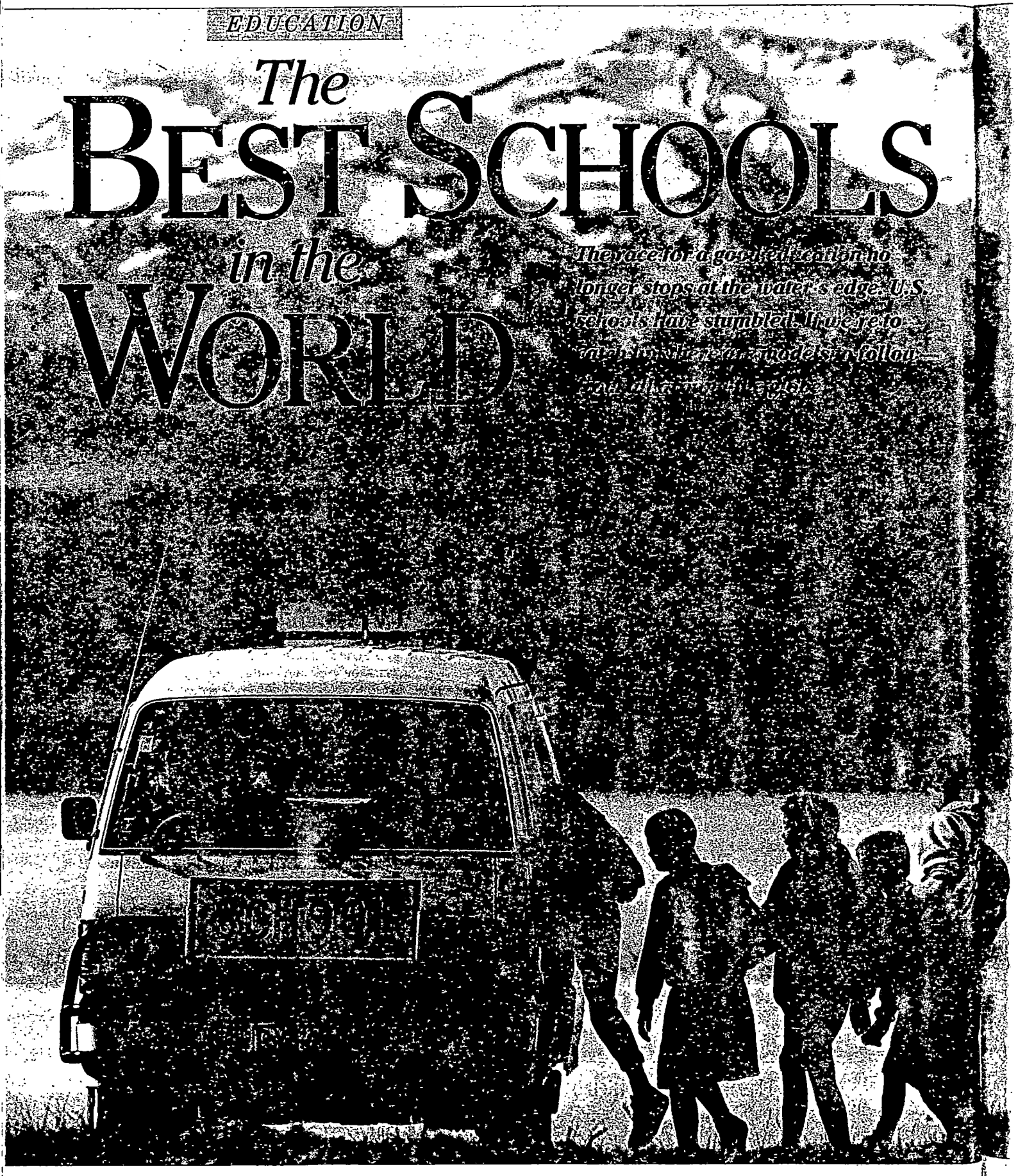


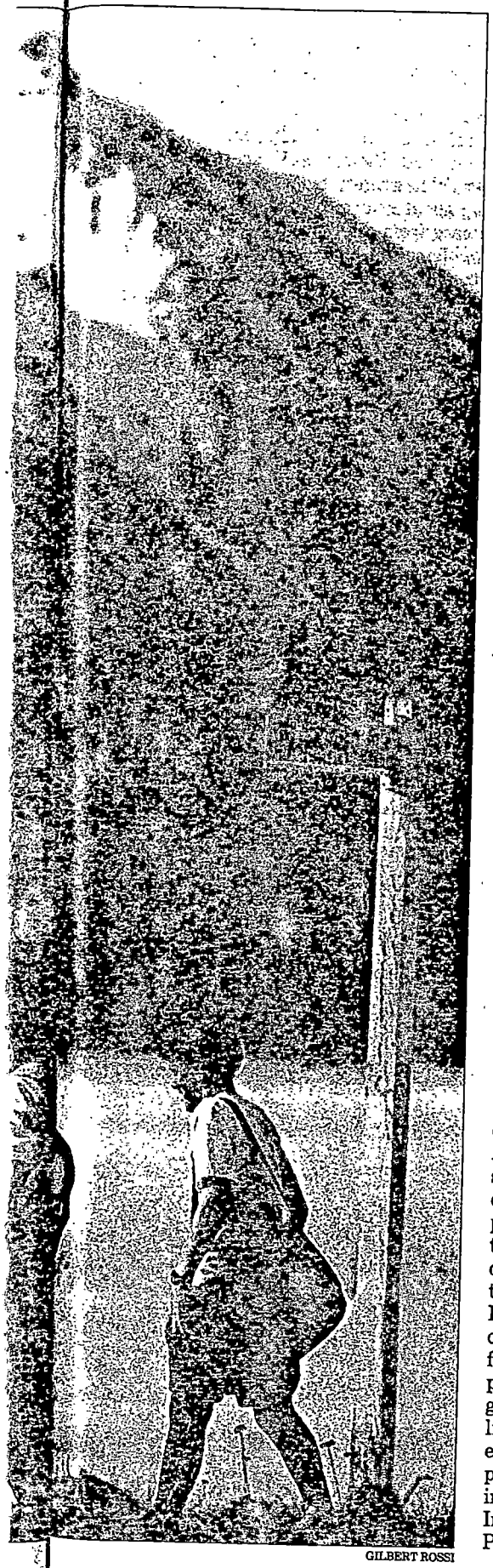
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EDUCATION

The BEST SCHOOLS in the WORLD

The race for a good education no longer stops at the water's edge. U.S. schools have stumbled. If we're to [illegible] models to follow—[illegible]





GILBERT ROSSI

We all know the indictment: American education has fallen behind the rest of the industrialized world. And we all know the reasons: everything from the collapse of the family to the prevalence of television to the abject failure of national leadership has been blamed. What we don't know is how the rest of the world is managing to do a better job of teaching its children.

For this story, NEWSWEEK interviewed dozens of American and foreign experts in international education to find the best schools in the world. We started with the goals of the Bush administration's "America 2000" reform plan. That document calls for overhauling math and science instruction—and led President Bush to make the improbable vow that our students would lead the world by the year 2000. Also on the agenda are goals that include making sure every child starts school healthy and ready to learn and improving the literacy rate. To that list, we added some other crucial subject areas: foreign languages, job training, teacher education, the arts and higher education.

There are, it turns out, pockets of excellence across the globe, happily including two notable examples in the United States. Where we found excellence, it tended to be on a national level: New Zealand in reading, the Netherlands in math and foreign languages, Japan in science, Germany in high-school education and teacher training, and Sweden in adult education. Americans have the most successful system of higher education, especially postgraduate programs; the California Institute of Technology represents the best of that tradition. In a few cases, we chose cities that are in the forefront of innovation. For preschools, we picked Reggio Emilia, in Italy's Emilia-Romagna region, as an example of a grass-roots project that has become an international role model. In the arts, we focused on Pittsburgh, which is using the ideas of Harvard University psychologist Howard Gardner to foster creativity and critical thinking skills.

This is an optimistic story, for it demonstrates what nations can accomplish when they have the will. After World War II, Japan, Germany and the Netherlands rebuilt their school systems as they rebuilt their countries—often using American educational research. Today, students in those countries lead the world in advanced math, science and other technical subjects. During the same period, Americans turned into a nation of pedagogical groupies, following first one trend and then another without any sustained attempt to develop a coherent curriculum. Open classrooms were the rage in the 1960s and '70s, followed by back to basics in the '80s. The newest panacea is giving parents public money—usually in the form of vouchers—to choose their schools.

Consistency is a key to excellence overseas. Most industrialized countries have a national curriculum. Teachers get specific instructions. Our educational system has always reflected the American credo of independence. "We have so much autonomy," says University of Illinois professor Herbert Walberg, an expert on Asian schools. "Everyone does their own thing, to the point where a fifth-grade teacher can't count on a fourth-grade teacher having taught certain things."

Compared with youngsters overseas, American kids are long on leisure and short on learning. Japan's school year runs 240 days and Germany's 210. But most American kids are in class 180 days, with a long summer vacation. That's a holdover from the days when youngsters were needed to help on the farm. Dozens of American districts have begun trying to make their calendars reflect 1991 reality. In California, for example, 20 percent of the state's 5 million students are on an extended schedule, with long periods of school followed by shorter vacations.

Throwing piles of money into schools isn't necessarily the answer. Japan

THE TEN BEST

Pockets of excellence can be found in classrooms around the world, including some in the United States.

READING
NEW ZEALAND

EARLY CHILDHOOD
ITALY

MATH
NETHERLANDS

SCIENCE
JAPAN

LANGUAGES
NETHERLANDS

ART
UNITED STATES

HIGH SCHOOL
GERMANY

TEACHER TRAINING
GERMANY

GRAD SCHOOL
UNITED STATES

ADULT EDUCATION
SWEDEN



GILBERT ROSSI

LAKE TEKAPO SCHOOL

South Island, New Zealand

Children work together, reinforcing their own skills.

50% of class time in early grades is spent on reading and writing.

spends about 50 percent less per student than we do, and Japanese students consistently rank higher. In another measure of spending, the percentage of gross national product devoted to education, the United States is about average. Experts in international education say it's not the amount of money but the way it's spent that matters. We tend to spend more on buildings and administration and have relatively low teacher salaries. Other countries, especially Japan and Germany, spend more on teacher salaries and have modest buildings and fewer administrators.

Not everything that works overseas can be successfully transplanted. Japan's schools, for example, don't have to worry about educating an ethnically diverse or domestically troubled population. By contrast, Europeans share some of our social problems—a high divorce rate, a growing immigrant population—but few European nations even attempt to offer equal educational opportunity to all. "When it comes to equal opportunity, we have the best hearts," says former education secretary William Bennett. "The problem is our education system doesn't produce the best minds."

There's also a greater reliance on formal academic tracking in Europe and Asia. Tests, not individual preferences, determine who goes to a university and who enters job training. While many countries offer free college tuition, the government may, in turn, restrict a student's choice of major, sometimes in order to meet a particular work-force need. Perhaps the most extreme example is Singapore. In that country, if there's a forecast of a shortage of electrical engineers, the government looks for talented students and grooms them to fill those spots.

Even countries recognized as the best have problems. "I don't think there's any industrialized country right now that's complacent about their educational system," says Chester Finn, professor of public policy and education at Vanderbilt University. "The Eastern-bloc countries are thinking about reform because of their recent escape from the Soviet system. England's problems are closer to ours—a faltering economy and anxiety about that . . . Japan wants to win Nobel Prizes, not just produce others' inventions more efficiently."

International comparisons are not about to disappear. Several education organizations are jumping in with new methods of assessing our status in the world. And as we know more, the competition will heat up. "It's like the Olympics," Finn says. "It's not just about sportsmanship. It's about who wins." Winning will mean a profound shift in values. "The U.S., as a whole, has never put much value on learning," says Secretary of Education Lamar Alexander. "Now we need to reinvent the public schools because our current system is an anachronism. And all this needs to happen in every community." Unfortunately, as a nation, we're happy to have a national Olympics team, but schools are left to the whim of each and every neighborhood. So when it comes to kids, think global, act local, and don't expect much from Washington.

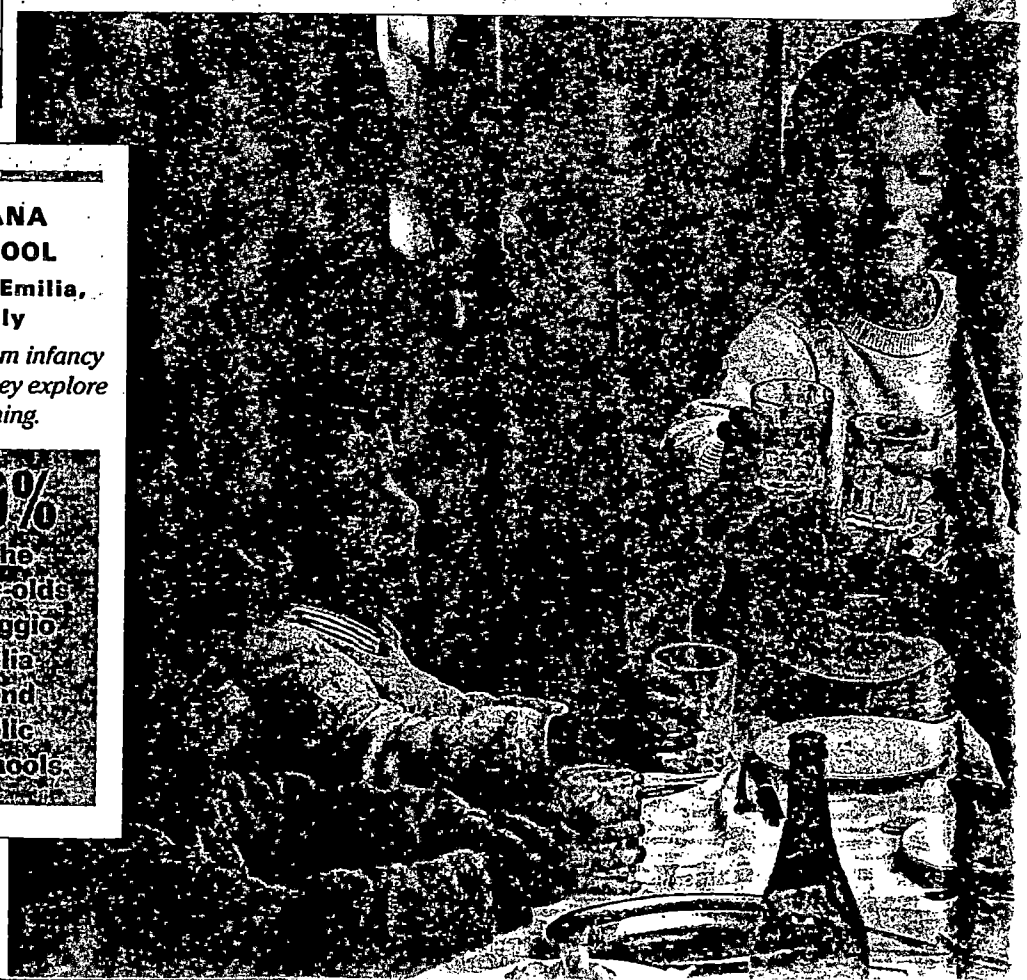
BARBARA KANTROWITZ *and* PAT WINGERT

DIANA SCHOOL

Reggio Emilia, Italy

Salute! *From infancy to age 6, they explore learning.*

90% of the 3-year-olds in Reggio Emilia attend public preschools.



READING

In New Zealand, Good Reading and Writing Come 'Naturally'

If reading is the cornerstone of learning, then the best foundations are built in New Zealand. The country's students have scored at the top of international literacy tests. And now their texts—and teachers—are regularly sought by educators around the world. Their success rests on an innovative curriculum that stresses comprehension over rote drills and allows children to learn at their own speed. In New Zealand, says Jan Duncan, a reading specialist at the Wellington College of Education, teachers believe "every child has got it in them to read successfully, no matter what their background."

The curriculum grew out of the infant-school movement made famous in Britain in the 1940s, where children of different ages were encouraged to choose their own projects and work at their own pace. That approach has been refined to suit New Zealand schools. Students spend time working with other children, but move quickly among groups as they master new skills. There's still a mix of ages, but the purpose is to allow older children to guide younger ones and, at the same time, reinforce their own work. New Zealand is not content to rest on its laurels. The Ministry of Education, working from the recommendations of teachers and new research, tinkers with aspects of the curriculum every year.

RICHARD KALVAR—MAGNUM



In the United States, the debate over the best way to teach reading has pitted advocates of phonics, who think kids need to practice letter sounds before decoding words, against proponents of "whole language," who believe youngsters learn words by figuring out their meanings in context. Some American teachers say the New Zealand method is closest to whole language, but New Zealanders reject that term as imprecise, preferring to call their approach "natural language learning."

Lively books: The system integrates reading and writing, with an emphasis on lively books specially developed to encourage reading comprehension. Children are sometimes taught how to sound out strange words, but there are no regular drills. "You learn to read by reading," says Ro Griffiths, senior policy analyst at the Ministry of Education in Wellington. Children select the texts they want from a boxful of books written for their level. Early writing emphasizes meaning over spelling or grammar. There's no drill work in letter sounds, but there is discussion of word construction, especially as children learn to write. For example, a teacher might write "doing" on the board and ask students to think of other words that end in "ing." Children are divided into different groups—called emergent, early and fluent—within a classroom. "Emergent" readers get intensive teacher supervision; "fluent" readers are encouraged to pursue more independent learning.

At Thorndon School, a short walk from Parliament in Wellington, teacher Margaret Rogers, 52, presides over a class of 5- to 7-year-olds from a wide variety of ethnic backgrounds: Maori, Samoan, Indian, Chinese, Filipino and whites. There's a broad socioeconomic mix in the classroom, too—some parents are government officials, others are security guards.

Checking progress: At the start of the day, Rogers says "good morning" to her students in a variety of languages. Then the real work begins. On one recent morning, Rogers checked the reading level of 6½-year-old Dean Wilmhurst by listening to him read out loud. Like all teachers, Rogers keeps a running record of each child's progress. Entries are made about once a week. Parents get formal reports at least twice a year but can ask for an assessment at any time. There are no standardized tests. After the first year, children having problems get one-on-one assistance from a reading specialist. Dean's record shows that he reads almost every word in his book and that he corrects words he gets wrong by rereading them once the context makes it clear that he has made an error. Says Rogers: "You are teaching the children to go on learning," not to stop just because they've made a mistake.

One key to the success of New Zealand's reading program is the amount of class time devoted to the subject. In Rogers's class, for example, half of each day is spent reading or writing. The emphasis on reading continues for the first few years, until all children are "fluent." Extensive work in other subjects comes later.

The quality of the books is crucial to the curriculum's success. Each book is tested in schools around the country, with teachers reporting back on how kids respond. The books are written in language children are likely to use, says Griffiths, and any difficult words are explained by teachers in the context of the story. In the emergent-readers group, the teacher will often read aloud to the class first, explaining settings and characters so that children are more able to work out the words being used. Children are also encouraged to see reading as part of a process. On Rogers's classroom wall, there's a sign that asks: FINISHED READING? If so, youngsters are encouraged to write a letter or compose a poem. In New Zealand, a good reader's day is never done.

BRENDON BURNS *in Wellington*

EARLY CHILDHOOD

'A School Must Rest on the Idea That All Children Are Different'

The glass-walled Diana School in the northern Italian city of Reggio Emilia looks more like a cheerful greenhouse than a public kindergarten. Children's art is everywhere—on walls, painted on windows, hanging from the ceilings, spread across tables. There are ceramic tiles of sea horses, a mobile of human profiles made of wire and beads, and clay figurines of trees and leaves. Two dressing areas offer costumes for children who might want to "disguise" themselves for the day.

Until World War II, Reggio was known more for the quality of its wine and ham than for the excellence of its schools. But as the Germans retreated, the women of Reggio decided to build a school from the rubble. In Villa Cella, then a borough of Reggio, parents and children gathered stones and sand from the river, made bricks and hauled wood. In 1946 a teacher named Loris Malaguzzi rode over on his bicycle to take a look at the work in progress. He was so impressed that he never left. By the time he retired as director in 1985 he had built a program praised by early-childhood educators around the world for its commitment to innovation. "A school needs to be a place for all children," he says, "not based on the idea that they're all the same, but that they're all different."

Many skills: At Diana and the city's other 32 schools for children from infancy through the age of 6, master teachers design the curriculum and parent-volunteers work alongside the teachers. Classwork is organized around themes that allow children to learn a variety of skills and help them understand their world. What looks like art, for example, is actually a science, math and art lesson. On a recent morning 4-year-olds worked busily on plant projects. At one table youngsters made leaf figures using metal wires while other groups worked with clay, paper or paint. Luca, 4, glued real leaves to his painting of a tree. He chose one from a basket of dried plants and flowers. "Did you notice that the leaf looks different on the back and the front?" asked his teacher, showing him different textures and veins. Luca studied both sides before deciding which fit best into his painting.

The program is also unusually comprehensive. Children can start at infancy in what is called the *asilo nido* (literally "nest"), for kids up to 3. After that, they go to the *scuola materna* ("maternal school"), for 3- to 6-year-olds. In the scuola materna youngsters are assigned to classes of 24 that stay together, with the same two teachers, for three years. Besides the bright, cheery classrooms, children can mingle in an adjoining small-group room, go to a corner kitchen for snacks or play in niches—such as a tumble area—designed for different age groups.

Reggio's system is not typical of Italy. In a poor section of Rome, for example, teacher Simona Manganozzi has been trying to run a special classroom for immigrant and disabled children. She can't even afford toilet paper for her class, never mind pencils, paper, paint or clay. As she looks wistfully through a book on Reggio, she sighs: "This is a dream, not a school."

It is a dream that has become a reality largely because the region is one of Italy's richest, with a sturdy base of small and medium-size industry and agricultural production. The tax base supports the schools, but families pay $69 to $269 per month, depending on their income and the age of the child. Space is limited and not everyone gets in. Disabled children and those of single parents are admitted automatically; other admissions are based on interviews.

In class, each child's special qualities are recognized and nurtured. Teachers often leave a tape recorder on an activity table in order to learn how children are reasoning and expressing themselves. "It helps us understand better the diversity among children," says Vea Vecchi, a mother who started teaching 20 years ago and now oversees the staff at Diana. Each classroom also has a communication center—a series of white cardboard boxes with teachers' and students' names. "Three-year-olds will start out maybe by sending a piece of candy or colored paper to a friend," says Vecchi. "By the time they're 5, they're sending real letters." That's a splendid preparation for first grade—and for life.

PIA HINCKLE *in Reggio Emilia*

MATHEMATICS

Prescribing a 'Realistic' Cure for the Epidemic of Innumeracy

Shaggy-haired and rumpled, Wim Schaafsma races around his math classroom at the Professor Greydamus School in Zwolle, the Netherlands, brandishing fanciful objects. He begins one lesson by displaying a Muslim prayer carpet embedded with a compass to guide the faithful to Mecca. For Schaafsma, it's a prop to help his students grasp the concept of degrees and methods for measuring arcs and calculating angles. Meanwhile, his class of 15-year-olds clump their desks together, constantly interjecting questions and comments to Schaafsma as they solve problems in their workbooks. Momentarily stymied, one child suddenly grabs a globe to help figure out an answer. And everyone is busy manipulating calculators for even the simplest arithmetic.

But Schaafsma's animation is not the main reason that Dutch children actually like math and score high, along with Japan, on standardized tests that rank the performance of students in industrialized countries. Down the hall, Rita Folestra's math class of 12-year-olds sit in ordered rows of desks and solve workbook problems quietly among themselves after she briefly introduces the lesson.

Real world: Schaafsma and Folestra may prefer diametric teaching styles, but both use the same revolutionary new system for math instruction called Realistic Mathematics. Developed over the past 15 years by researchers at Utrecht University's Freudenthal Institute, Realistic Math starts with the premise that children have a natural way of doing arithmetic. The youngest begin by using sticks and dots. Later, work-

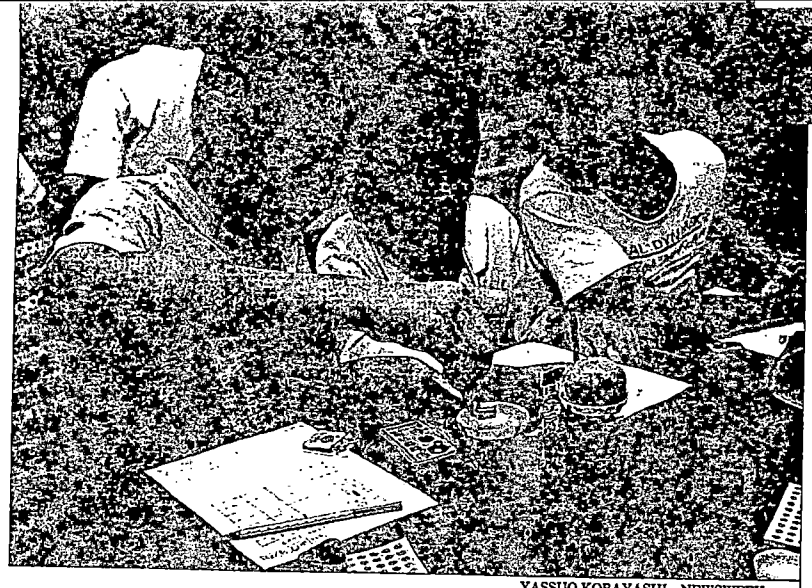


RICHARD KALVAR—MAGNUM

GREYDAMUS SCHOOL
Zwolle, the Netherlands

To calculate an angle, students reach for a globe.

90% of Dutch high-school students take advanced math courses.



YASSUO KOBAYASHI—NEWSWEEK

YOTSUYA NUMBER SIX SCHOOL
Tokyo, Japan

Tinker first; principles come later.

25% of Japanese elementary-school time goes to science and math.

books allow students to learn at their own pace and structure a solution in their own way, reinventing mathematical concepts for themselves. Students visualize a problem and estimate the answer rather than memorize formulas. Instead of the strict hierarchy of mastering arithmetic before studying fractions, algebra, geometry and statistics that is rigidly adhered to in American schools, Realistic Math integrates all of these skills at every level. Most importantly, the new curriculum introduces each subject with a discussion of a real-world problem to show how integral a part of ordinary life mathematics really is. "You can use this mathematics when you're watching the news," says 15-year-old Ronald Kneigt. "You can see something and you understand it."

Understand it, that is, even when the grown-ups don't. This fall a British artist planted a wheat field with 250,000 seeds that grew to form an image of van Gogh's painting "Sunflowers." One Dutch newspaper reported the area of the image to be 14 square kilometers. Another said the area was about 10,000 square meters. In asking a student to explain which newspaper is correct, a Realistic Math workbook might also give the original measurements of the field, more than 12,000 square yards, state that a yard is equal to .9 meters, and present news photos that show trees, tractor tracks and the van Gogh. (The answer, by the way, is 9,720 square meters, rounded off to 10,000 square meters.)

All Dutch children start with Realistic Math. Future engineers and physicists switch to more structured and abstract math during high school and college. But the Freudenthal researchers argue that most children don't have the ability or inclination to grapple with abstract math. Nor does it serve any useful purpose in later life. "We must give the students something they can do in society," says Schaafsma. "There is such a gap between algebra and managing to cook the potatoes in time to eat them with the meat or managing problems at the workplace."

About 90 percent of high-school students now take advanced-math courses, but there has been no increase in the number of college students majoring in math. Researchers also can't explain why more high-school girls aren't attracted to math classes. Still, Utrecht University math professor Jan de Lange was recently invited to Montana to discuss how well the Dutch methods might travel. Montana scored at the top of the 1990 National Assessment of Educational Progress math test for eighth graders. The best in the land, Montana now wants a world-class program.

RUTH MARSHALL *in Zwolle*

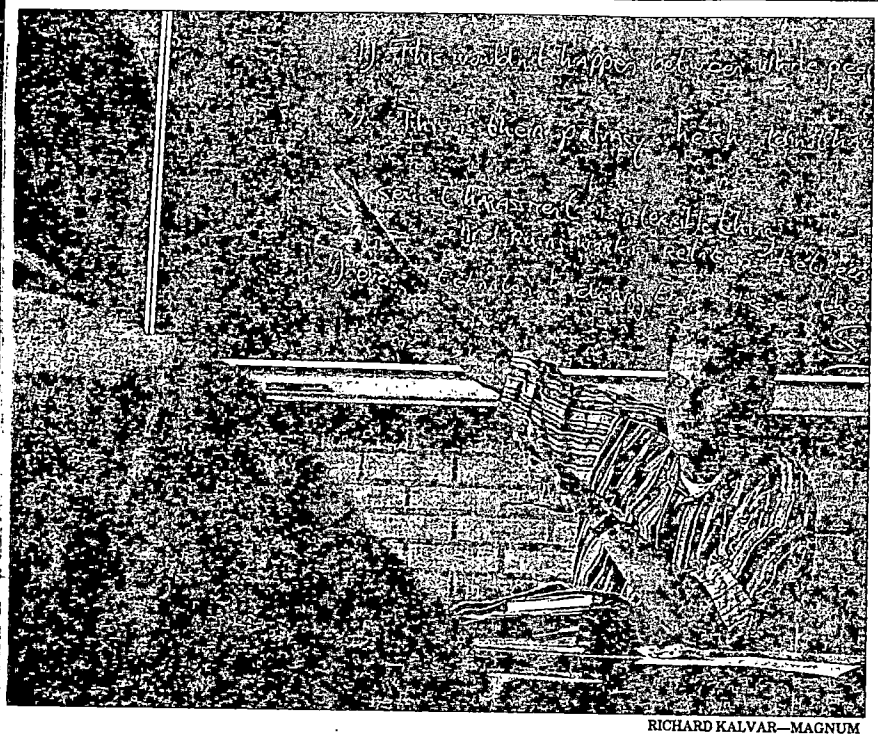
SCIENCE

Weary of Buying American Ideas, Japan Will Grow Its Own

And why shouldn't the Japanese be delighted with their science education? They ace international tests. They produce more engineers than lawyers. And they manage to cull the best ideas from scientific articles written by American researchers and turn them into blockbuster profitmakers—while the Americans wait around for their Nobel Prizes. It happened with VCRs and fuzzy-logic software, it's about to happen with computer memory chips. Well, guess who's decided to stop the ripoff? Of course—the Japanese. In 1989 the Ministry of Education announced its third postwar reform of science education (following those of 1968 and 1977, which moved the curriculum away from pure science and toward applied). This time, the goal is to produce students who ask questions, form independent hypotheses and develop a creative turn of mind that cuts through the cult of obedience. "We are not here to produce more effective economic producers," says Shigeki Kadoya, the ministry's senior specialist for elementary science. "The concept is to create a real human being"—and a human being who creates.

For years science class in Japan has been hands-on: students discover the laws of nature through tabletop experiments and not by reading a textbook. This improves the chances that they'll remember the lesson—as Mom said, you remember the meaning of a word if you look it up yourself but not if she tells you—and also nurtures inquiry and understanding of the scientific method. Or so it would appear at Yotsuya No. 6 Elementary School in Tokyo. As thirty 10-year-olds take their seats, teacher Zenjiro Baba holds up a hand-lettered sign that the class reads in perfect sing-song unison: guess the weight of a half dozen everyday objects, weigh them and compare your guesses to the data. End of Japanese-as-automatons stereotype. From then on the room is bedlam. Kids squirm, punch, scribble as they work in pairs, guessing the weight of pencils, mirrors, compasses, and then moving teeny weights on and off a balance. No one cracks a textbook. No child is a mere observer. No child takes notes. The lesson goes from fingertips to brain.

Toaster repair: Now Japan is going beyond hands-on. It's called technology-based science: learning the applications of science before the abstruse principles. Concepts—Maxwell's laws of electromagnetism, for instance—are fine for international science tests, but they don't help kids fix the toaster or, more to the point, invent a better one. The ministry's answer: bring the toaster to school. Fourth graders will bring in small appliances and try to repair them, along the way learning the basics of electricity, circuitry and motors. Ten-year-olds will take solar batteries and model cars and try to develop sun-powered toys. That may give them the ingenuity to, one day, create a real solar car. Along the way they will pick up the laws of optics and photovoltaics, subjects that seem a lot more interesting when they mean the difference between a



RICHARD KALVAR—MAGNUM

toy Cressida zipping around a sun-drenched sidewalk and a dud sputtering nowhere fast.

Will the United States learn anything from Japan's science-education revision? Here, hands-on gets a great deal of lip service but patchy implementation. With nothing akin to Japan's Ministry of Education, which dictates everything from curricula to the emphasis on rote memorization in math, history and language, it is difficult to see what more can be done to convince schools to toss the textbooks and grab the microscope. The technology-first approach—learning about acid rain *before* the principles of acids and bases, and genetic counseling *before* Mendel's laws of inheritance—is less established, says proponent Rustum Roy, a professor of materials science at Pennsylvania State University. Teachers still keep the reasons for learning science in reserve, like a punch line to be delivered in June: "By the way, those polysyllabic chemical names you memorized for nine months tell you whether your tap water's poisoned." Students remember and care about that which is connected to life, Roy argues. Japan is about to grab this idea and run with it. If it works, the next generation won't need Americans to come up with the ideas at all.

CATHERINE S. MANEGOLD *in Tokyo*

ECHNATON SCHOOL
Almere, the Netherlands

Warner Immink teaches his classes to communicate.

95% of Dutch students take English—some for up to eight years.

LANGUAGES

In a World Growing Smaller, the Dutch Want to Speak to You

Two dozen 16-year-olds are debating the recent Clarence Thomas hearings. Scrawled on the blackboard are some provocative statements. "This wouldn't happen between white people." "This is a private matter. He should not have to defend himself." "Sexual harassment is a terrible thing and ruins working relationships between men and women." "Even . . . during class, there is sexual harassment." Warner Immink, the lively, 32-year-old teacher turns to the students: "OK. Form groups. Go ahead. Talk about it." A cluster of four agrees that the first statement is wrong, but they're at odds on the second one: privacy. A boy thinks Anita Hill shouldn't have told all the details. "What?" snaps a girl. "He's going to the Supreme Court. What if you have a case like that? His judgment wouldn't be objective."

The nearest American civics class is some 3,000 miles away. These are Dutch students debating in English to improve their language skills. Not one has been to Britain, much less the United States, but their accents are virtually flawless. They may trip up occasionally over difficult bits of grammar, but their vocabulary, fluency and confidence rivals—or exceeds—that of many American teens. This isn't a special school; it's Echnaton intermediate for ages 12 to 18 in the new town of Almere, a bleak constellation of modern buildings on landfill about 15 miles outside Amsterdam. And these aren't special kids: many are the children of poor families that took government grants to be relocated into Almere. But that's the point. In Holland, foreign languages are not reserved for an academic elite.

Twenty years ago, foreign-language classes in the Netherlands taught students to translate, perfectly, a French text into Dutch and vice versa on a final exam. But the Netherlands is a small country in a world that doesn't speak much Dutch. In the 1970s, the government decided to rework its foreign-language teaching based on the country's realistic needs. The revamped plan is now lauded by educators as the ideal one for a world that is growing smaller.

Paying the rent: Dutch officials made the ability to communicate their first priority; schools now strive for depth rather than breadth. With a few exceptions, only English, French and German are taught below the university level. Virtually all children take English, the most academic students take all three—sometimes for as many as eight years. Classes for all students at every level emphasize using the new language in an everyday way. "We stress communicative skills—listening and speaking in ordinary situations," says Immink. "If they write, they write letters in real situations, they report a stolen bike or they pay the rent on their house."

The Dutch do have some natural advantages. "American foreign-language teachers would sell their souls for some of the features of the Dutch system," says Richard D. Lambert, director of the National Foreign Language Center in Washington, D.C. Dutch students are strongly motivated to study language because as adults they will be expected to use other languages regularly. And while languages are sometimes considered an extra in the United States, it is assumed that everyone in the Netherlands should study language intensively. "We feel languages are an innate thing in children," says Immink. "They should want to achieve something in every lesson and they can. We want to keep them involved."

The Dutch system isn't perfect; curious students can't study Arabic or Russian or any other tongue until college. Until then, they have to depend on English, French, German and Dutch to get by.

RUTH MARSHALL *in Almere*

ARTS

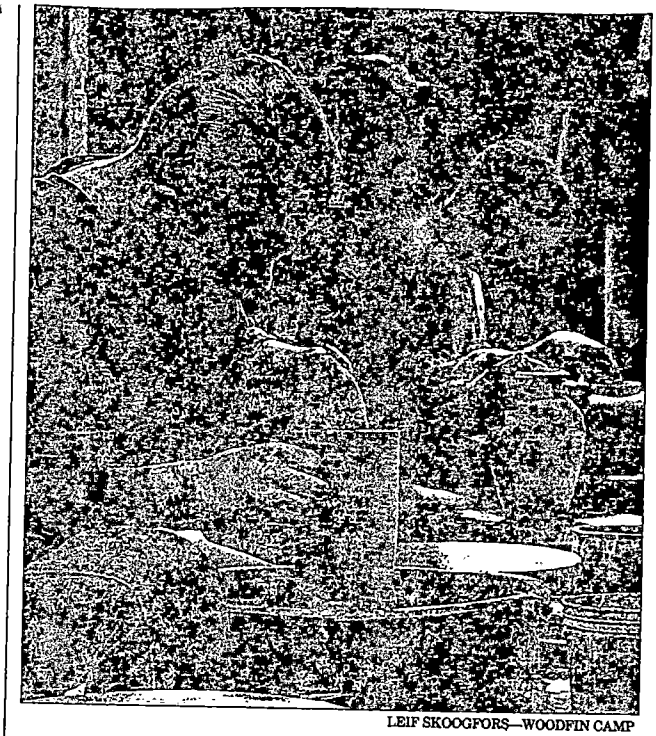
Surely for the Spirit, But Also for the Mind

In a section of Pittsburgh it would be ambitious to call lower-middle class, Westinghouse High School's concert choir gears up to rip apart a tape of its own work. "What did you hear?" asks teacher Linda Ross-Broadus. "We took breaths where we weren't supposed to," says one student. "And the correction?" "We should stagger our breathing." After a couple of minutes of critique, they try again. The differences are audible: clearer tone, better rhythm and pronunciation.

Helping students teach themselves is a major goal of Pittsburgh's innovative Arts PROPEL program. The name PROPEL is a loose acronym for production, perception and reflection—the three stages of learning in the PROPEL process. The program grew out of the work of Harvard University psychologist Howard Gardner, who argued in his 1983 book "Frames of Mind" that artistic "skills" or "talents" are actually separate forms of intelligence that should be nurtured in school along with more traditional subjects. Gardner was looking for a place to test his theories when Richard Wallace, Pittsburgh's superintendent of schools, offered his city as laboratory. PROPEL, Gardner says, is "art for art's sake and art for *mind's* sake."

In the five years since its inception, Arts PROPEL has turned the arts—often considered luxury subjects—into an essential ingredient of education. Pittsburgh is far from a rich district, but the city has nonetheless made a commitment to teaching three areas of the arts—music, visual art and creative writing—through PROPEL. The program is in place in all the city's middle and secondary schools. Students learn how to express themselves artistically and also how to solve problems and develop their work—what educators like to call "critical thinking." Teachers say they've learned as much as their students. "PROPEL has changed my teaching tremendously," says Ross-Broadus. "Before, I told them the problem and I corrected it—I did most of the talking. Now the students are taking charge of their work."

Training teachers in the PROPEL system is a major undertaking that won't be finished until the end of this school year, says program director Mary Anne Mackey. Teachers are no longer the sole judges of a student's progress. Key to the program is a portfolio that follows projects from first drafts to finished products. That's a much better indicator of progress, say PROPEL's boosters, than pop quizzes or projects alone. Karen Price, who teaches visual arts, has her students bring a "significant other"—be it boyfriend or girlfriend or parent—into class to help judge their progress. "I've had parents draw me a sketch of their child's work," she says. "They know and care what their kids are doing here."



LEIF SKOOGFORS—WOODFIN CAMP

SCHENLEY HIGH SCHOOL
Pittsburgh, Pa.

Throwing a pot is another form of intelligence.

75% of art teachers say their students learned to critique "tactfully."

No matter how it's measured, the work is impressive. One eighth grader, Hajara Bey, titled her portrait project "Puzzled." Half of the pencil drawing is a sober but realistic self-portrait. The other half of her face is composed of a drawing of jigsaw-puzzle parts with a few stray pieces headed toward the corners of the page. Her explanation: "I was very confused and heartbroken." She used pencil because "I trust it, and it makes me feel I have control over what I'm doing."

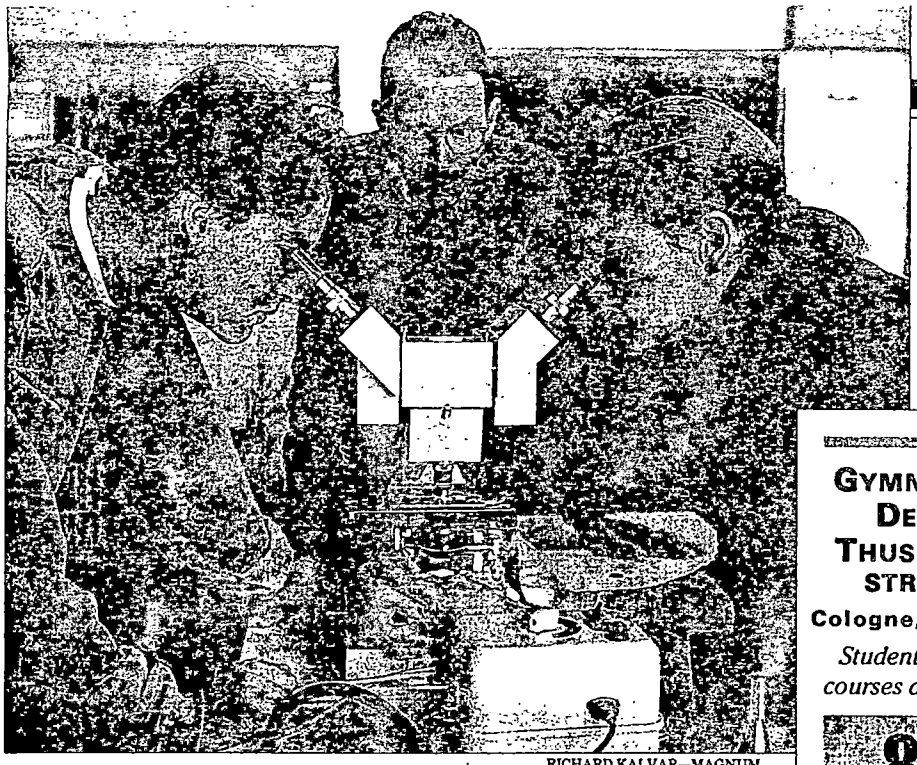
PROPEL has also injected new life into writing classes—a neglected part of the arts in many schools. Instead of routine assignments emphasizing grammar, students are asked to look to their experiences and imaginations. In a recent seventh-grade writing class at Greenway Middle School, the assignment was family stories. "There isn't anything we taught through drills, like grammar, that we can't teach through their own writing," says teacher Dan Macel. It was only the first week of the project and the students were still in the process of developing topics to write about. "We're painting pictures through words," Macel told his students. He asked if they had any interesting relatives. One girl mentioned her great-grandfather, an Indian. A boy talked about his great-grandfather, who came from England in 1889. A girl recalled her grandfather, who fought in World War II. Four boys with relatives in the military pulled their chairs together to brainstorm. At the end of the class, students eagerly shared ideas. It was a healthy workout for the mind—and the spirit.

FARAI CHIDEYA *in Pittsburgh*

HIGH SCHOOL

They Are Engineered Like No Other Students in the World

In Germany, high school is not for the faint of heart or the frivolous of mind. Look at Anke Kuttenkeuler's weekly schedule. On Wednesdays and Thursdays, the 18-year-old takes classes in German, economics, political science, drafting and other specialty subjects at the giant Commercial Training Institute (GBA) in Bonn. On Mondays, Tuesdays and Fridays, she works as an apprentice civil engineer at a small firm, drawing blueprints or surveying canals for 1,100 marks (about $690) a month. Next year, she will take final exams administered by the chamber of com-



RICHARD KALVAR—MAGNUM

merce in Bonn. If all goes well, she will graduate into a job in engineering with the coveted title of journeyman.

The German reverence for trade crafts is at the heart of a high-school system considered the best in the world. Students are trained to work, not simply to receive diplomas. Only about one third of German students attend a college-preparatory school, known as a *Gymnasium;* the rest go to vocational and technical schools that feature job training and academics. (The three tracks are rooted in medieval Germany's peasant, commercial and noble classes.) Even students in the less academic schools receive a more thorough education than their U.S. counterparts. "By the time [German students] are 19, they have higher academic skills and higher vocational skills," says Marc Tucker, president of the National Center on Education and the Economy in Rochester, N.Y. "Our 19-year-olds are working at Wendy's."

Labor pool: Parents enroll their children in vocational, technical or college-prep schools in fifth grade, though they can switch programs in the early years. The parting of the ways comes after 10th grade, when Gymnasium students start training for the university entrance exams, known as the *Abitur,* and those on the vocational/technical track begin apprenticeships.

Under the apprentice system, each student contracts with a "training partner" in industry or business, agreeing to work—for pay—for roughly three years while attending classes. Master tradesmen oversee their work. Each contract is also registered with a supervising authority—a chamber of commerce for industrial trades, state health officials for nursing—that administers qualifying exams upon graduation. "The businesses feel it is their responsibility to train the next generation. They are developing a labor pool," says Glenda Partee of the Council of Chief State School Officers in Washington, D.C.

Some large firms conduct both academic and professional classes on their premises. But most apprentices do their classwork at vocational schools. GBA Bonn, for example, offers degrees in nine subjects, from restaurant management to metalworking. Its 3,500 students spend an average of 10 to 12 hours per week in the classroom, taking four required courses as well as eight occupation-related subjects in their fields. The school integrates theory and practice. "A skilled worker has to analyze complex contexts," explains GBA director Gerhard Dohlen. "Every young person has to learn to plan an action, carry it out, control it, evaluate it." After graduation, some GBA students move on to technical training institutes; many others find jobs with the businesses that trained them.

GYMNASIUM DEUTZ, THUSNELDA-STRASSE

Cologne, Germany

Students take 11 courses a semester.

8%
of all pupils drop out of Germany's multitrack high-school programs.

Students in the college-prep programs must meet more demanding academic standards. Those at Cologne's Gymnasium Deutz, Thusneldastrasse, must choose two subjects to major in beginning in the 11th grade. They must also take about three hours of classes in 11 subjects each week. Twice each semester, there are five-hour written exams in at least five subjects. Three Deutz 12th graders who spent semesters at U.S. high schools last year returned to marvel—in perfect English—at their counterparts' lack of knowledge. "I took Algebra II and we were doing square roots—stuff we did in the eighth grade here," said Tom Röhm, who went to Amherst High in Massachusetts.

Some critics complain that the tracking system is elitist. Only about 12 percent of Gymnasium students come from working-class families, and reformers in some states have opened up *Gesamtschulen*—"comprehensive schools"—where students can obtain all levels of certification. But the traditional system lets qualified vocational and technical students switch to the Gymnasium at any point; some Gymnasium students enroll in vocational programs even after passing the coveted Abitur.

That flexibility will be put to a supreme test under German reunification. Traditionally, only about 10 percent of East German students were allowed to attend university-prep schools. Now, many more students from the east hope to enter a Gymnasium. As it expands to incorporate the east's troubled economic base, however, the new Federal Republic may be in much greater need of students who can leave high school with solid industrial skills.

THERESA WALDROP *in Bonn*

TEACHER TRAINING

Before You Lead a German Class, You Really Must Know Your Stuff

In Germany, those who can, teach. They're paid handsomely—enough to support a middle-class family comfortably. And many teachers attain the coveted rank of civil servant, which gives them job tenure and fringe benefits such as low-interest mortgages and freedom from paying social-security taxes. The price of such prestige is rigorous teacher training, which is still another reason that some of the best and brightest German students are attracted to the field. "The way they educate their teachers makes a statement that teachers are valued and a valuable resource," says Linda Darling-Hammond, professor of education at Teachers College at Columbia

University in New York. "We do more or less the opposite here."

Would-be teachers in Germany are required to thoroughly learn two academic subjects before they embark on pedagogic theory. Mastering multiple subjects enables German teachers to teach interdisciplinary programs, says Darling-Hammond. On her way to receiving a teaching certificate, Thekla von Dombois earned master's degrees simultaneously in English from the University of Cologne and in music at Cologne Music College. Her 10 semesters were a steady stream of term papers, research papers and seminar presentations. Her final exam, a thesis on Thomas Whythorne, a minor English composer, combined both her fields and was followed by 3 four-hour written exams and a one-hour oral. "I have the feeling they want to put you under the highest possible pressure to see if you can take it," says von Dombois, 30.

Classroom experience: Only after she earned two master's degrees did von Dombois turn to classes in education. Then she took two years of intensive teacher training, run by the state Ministry of Culture, which combined a teaching seminar and hands-on classroom experience. The seminar group met three times each week to study theory and didactics and once a week with each of several "subject directors" teaching the state curriculum for English and music. "It's a fairly hard period of time for them, and very work-intensive," says Werner Ohly, who was the subject director for the English seminar.

Von Dombois spent almost every morning in a high-school classroom in suburban Cologne—at first, just watching. "In the beginning, you sit in the back and listen," she says. "After four to six weeks, you're anxious to try it yourself." Gradually she was permitted to teach some of the lessons while the real teacher observed, giving criticism, praise and advice. Some 25 times during the two years, her seminar director made official visits, grading each lesson she gave. At the end of the two years came the final state exam: von Dombois had to prepare, teach and evaluate a series of lessons in a specific subject. Her written report, describing a concept for teaching English by concentrating on British humor, ran some 100 pages. Finally, she had to undergo oral exams of 20 minutes each in English, music and education theory before receiving a certificate to teach English and music at the college-preparatory level.

Even that arduous training doesn't guarantee her a job: there is currently an oversupply of 16,000 certified teachers, another testament to the profession's appeal. Why not export them to the United States, where teacher shortages persist in some fields? Some officials have tried—there have been programs in Georgia, Texas and California—but not many teachers were interested. Apparently they preferred the poor job market at home to the poor working conditions in the United States.

THERESA WALDROP *in Bonn*

CALIFORNIA INSTITUTE OF TECHNOLOGY
Pasadena, Calif.

Prof. Christof Koch (right, on floor) gets down with his class.

47% of U.S. doctorates in computer science and engineering go to foreigners.



LESTER SLOAN—NEWSWEEK



SEPP SPIEGL

MINISTRY OF CULTURE
Cologne, Germany

Thekla von Dombois proved tougher than the training.

100% of teachers in Germany have double academic majors.

GRAD SCHOOL

Give Us Your Ambitious, Your Brainy, Your . . .

American students regularly rank near the bottom in international science competitions and American high-schoolers don't know Cher from Chernobyl. But when the world wants to learn science and engineering, where does it go to graduate school? The United States. "The U.S. is about as good as it gets for postbaccalaureate education," says Philip Altbach, director of the Comparative Education Center at the State University of New York-Buffalo. For proof, follow the money—the tuition money. In 1989 (the most recent figures), 33.8 percent of the doctorates awarded by American schools in the natural and computer sciences and engineering went to foreign students. Between 1977 and 1989, the number of doctorates in natural science awarded to Americans fell 5.8 percent; foreigners' *increased* 105 percent.

The phenomenon is good for U.S. balance of payments, bad for undergrads who may not be able to understand their foreign teaching assistants. But it is a testament to the quality of America's grad schools and, arguably, a better gauge of accomplishments in science than methodologically dubious international competitions. How did America succeed? After World War II, research became centered in universities,

building up a cadre of scientists second to none. The result: unparalleled educational opportunities for students fortunate enough to attend those centers—such as the California Institute of Technology.

Quasars and quarks: Set at the foot of the San Gabriel Mountains in Pasadena, Caltech boasts 21 Nobel laureates among its faculty and alumni. Its labs have discovered positrons and quarks, and the nature of the chemical bond and quasars; it has pioneered the new fields of seismology, geochemistry, molecular biology and astrophysics. It is small: 275 professors and 787 undergraduates this year. Of the 1,095 grad students, 472 are foreign nationals.

Once it has attracted the best and the brightest, Caltech sets them free to pursue their dreams. "This is the most creative academic institution I've ever heard of," says second-year grad-student Alan Heirich, an American. "You are encouraged to follow your muse. As a result, a very different way of thinking develops." Creativity blossoms when students are not constrained by academic boundaries but collaborate with researchers from different divisions. In the new Computation and Neural Systems (CNS) program, scientists from four disciplines work side by side to reproduce in computers the complicated neural systems of living things—and, maybe, create machines that move, reason and sense like humans. "Caltech was the only place that had a program to study the brain [that I could combine with] my background as an engineer," says Ojvind Bernander, a Swede with a degree in engineering physics from Uppsala University.

"We work at night, on the weekends, seven days a week," says CNS professor Christof Koch. Corridors outside one CNS lab are lined with writing boards, lest an idea be lost for want of a place to record it. At one weekly lunch, a student showed off a machine he'd built that boasted the basic motor reflexes of an insect. These people love this stuff: the grad-student dropout rate is around 1 percent. Caltech's size does preclude it from offering the breadth of graduate studies found at a Harvard or MIT or Stanford. But by selecting the fields in which it can excel and devoting the resources and time to their development, Caltech has come to epitomize excellence in higher education. Says Koch, "We are going places no one has gone before." And they are taking students with them.

DONNA FOOTE *in Pasadena*

AMU CENTER
Stockholm, Sweden
For Waldemar Sandberg, adult ed means a new career.
70%
of Swedes who return to school usually find work within six months.

ADULT EDUCATION

In Sweden, You're Never Too Old to Learn Something New

Credit those long Swedish winters. More than three generations ago, Swedish adults struggling with the ennui of the endless cold nights began forming "study circles." They gathered informally to talk about subjects ranging from Egyptian art to quaint foreign languages like English. When the Social Democrats gained power in the 1930s, the study circle was elevated to a matter of national policy. "In Sweden you learn as long as you live," says Barbro Wickberg, an official in the Swedish Education Ministry. Today the government pays 40 percent of the cost for study circles nationwide, an expenditure of about $188 million last year.

The Swedes have not just created a society of perpetual liberal-arts students—although those seminars are available too. Swedish adult education is also about jobs. Today, special training courses run from one week for an introduction to desktop publishing to 28 weeks for business economics. The courses are offered at 100 government-funded centers nationwide. Waldemar Sandberg attends one in Stockholm, the AMU Center on Katarinavagen. At 52, he's a casualty of Europe's deepening recession. But he's not too worried yet. The government is paying the full tuition—about $12,600 for 28 weeks—so Sandberg can learn modern accounting and computer skills. The government also pays Sandberg and the 599 others in his program a respectable wage—$400 a week in Sandberg's case. He hopes the training will help him land a job as finance director of a Swedish company in Europe's newly integrated markets. "It's a cost for the government, but it's also an investment for society," he says. "If you make a total calculation perhaps [the government] will even make a profit."

The Swedes insist they aren't throwing money at a problem, merely making a shrewd choice about how to spend limited funds. The country stints on cash benefits for the unemployed, doling out just .84 percent of GNP for the purpose. But Sweden lavishes money on training programs and grants for trainees, spending 2.07 percent of GNP (four times the rate at which the United States spends). "We recognize we have to take care of people in our society. But they may as well do something useful," says Berit Rollen, director of Sweden's National Employment Training Board.

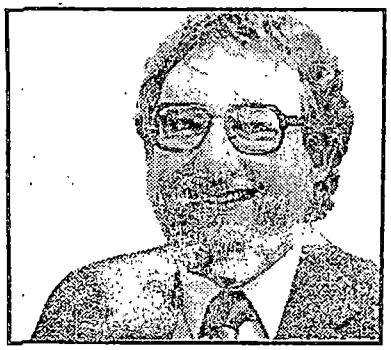
Good capitalists: Critics argue that Sweden's emphasis on training amounts to a giant statistical shell game. People in training programs aren't counted as unemployed even though they have no jobs. "Sometimes these programs just tie people up and have the effect of keeping them away from real jobs," says Swedish economist Gunnar Eliasson. But the best defense of the program may be the fact that it works. Historically, 70 percent of trainees have found work within six months of finishing their studies. That's a convincing argument for the new conservative Swedish government, which swept the Social Democrats out of power two months ago for only the third time in 59 years. The conservatives have attacked other parts of the country's cradle-to-grave social-welfare system, but have pledged to outspend the Social Democrats on job training. What better way to make good capitalists, after all, than training the able-bodied to do useful work?

DANIEL PEDERSEN *in Stockholm*

HANS T. DAHLSKOG—PRESSENS BILD



Northeastern adopts innovative learning program



LARRY HICKS

THE CONCEPT REMINDS me of the "Little House on the Prairie" television show that was popular a few years ago.

Remember that old one-room schoolhouse, where all the kids in the community studied their reading, writing and arithmetic?

Think about a return to that one-room schoolhouse concept that was popular even in York County until about 50 years ago.

Consider older children helping to teach the younger ones. Consider the brightest math students tutoring others who have trouble with math. Consider small groups of students learning together, but at a pace based on individual needs, not age classification.

And while all of that is going on, consider the teacher walking around the room, helping where help is most needed, coaching, advising, giving assistance on a one-to-one basis.

That's exactly what's going to happen in the Northeastern School District.

Some people are going to love the idea, and some people are going to fight it every step of the way.

That's about what you'd expect.

All things considered, however, it's one of the best and brightest ideas to come along in education in many a moon.

For lack of a better name, you can call it the Northeastern Plan.

That's because Northeastern is the first and, so far, the only district in York County to attempt what it calls a School Improvement Program.

It's remarkable on its face that Northeastern (2,370 students) should be the one to put into practice an innovative program such as this when it probably has fewer resources to work with (a budget of $12.5 million in 1990-91) than most area districts.

Still, Northeastern is going to do it. Superintendent David J. Krauser says it's so.

To say that Krauser is excited about the program would be to understate his feelings. He's ecstatic about it and he doesn't mind saying so.

"We're going to totally redesign the way we teach kids," Krauser said.

You have to give the man credit, he believes it can be done. Maybe Krauser has all of his oars in the water and maybe he doesn't, but if this program fails it won't be for a lack of effort on his part, or on the part of anyone associated with the Northeastern district.

The Northeastern Plan refers to the high school as a community learning center. It calls for equipping all of its "graduates for a lifetime of learning through a mentor-guided, competency-based program."

The future at Northeastern calls for graduates to be critical thinkers, innovators, creative problem-solvers and responsible citizens, Krauser said.

The plan, as you can clearly see, is an alternative to the present assembly line model of education used in most school districts.

It calls for the elimination of class periods. It's goal oriented. Students are evaluated on an individual basis and passed through the system when they meet established standards. As soon as a student shows competency at one level, he or she will be passed on to the next level without regard for age. The student will have much more to say about what type of education he or she will receive, and the student will be primarily responsible for making it work.

"It is entirely possible," said Krauser, "that a few students could graduate from high school at age 14. The other end of the spectrum is that some students could still be in high school at age 20 or 21."

What it comes down to is each student will work at his or her own pace and will get a degree when it's earned.

On top of everything else, it's a program that involves the community, teachers, students, parents and volunteers in its development.

This is a simplified description of the program, of course, but you get the picture.

A new day is dawning in education at Northeastern.

It sounds like just what the education doctor ordered.

...goal is to prevent the Khmer Rouge

Mary McGrory is a Washington Post columnist.

...him for having been installed in office by the Vietnamese. For a decade and more, we maintained

See McGRORY, C5, Col. 4

Skills and Schools

Is Education Reform Just a Business Excuse?

By Jonathan Weisman

A DECADE ago this month, the General Motors Corp. shut down its plant in Fremont, Calif., proclaiming the work force the worst it had ever seen. Absentee rates exceeded 20 percent and more than 1,000 labor grievances had piled up on management desks. Months later, Toyota approached GM about a joint venture at the idle plant. Together, the auto companies rehired 80 percent of those supposedly miserable workers, restructured the factory along Japanese management lines, and opened the New United Motors Manufacturing Co. plant in 1984. Today NUMMI is readying for a major expansion and has climbed from the nadir of GM's productivity chart to the zenith.

There is a lesson to be learned from this. Contrary to rhetoric being bandied about by both parties, experience by employers such as NUMMI, and an avalanche of new data, suggest that skill shortages among high school graduates have virtually nothing to do with the dwindling competitiveness of the American work force. Rather, as an

See EDUCATION, C4, Col. 1

Jonathan Weisman is a reporter at the San Jose Business Journal.



PETER ALSBERG—THE WASHINGTON POST

at the hands of Savimbi henchmen.

believed them. He had lived through incred-

believed Savimbi was a changed man. With peace near, the two had reached an under-

ple are making it impossible for Tito to begin his new job. He is in a state of nervousness

no longer worthy, power just

morning dew.

Skills and Schools

EDUCATION, From C1

economic agenda, education is purely a smokescreen for inactivity.

Ever since a Reagan-era education study, "A Nation at Risk," proclaimed that a "rising tide of mediocrity . . . threatens our very future as a nation and as a people," it has been taken as a virtual given that improvements in the education system were needed to keep America's "slim competitive edge . . . in the world markets."

Indeed, when George Bush hits the campaign trail in earnest, one shield against criticism that he has ignored his nation's economic well-being will be education policy, which he will no doubt brandish often and audaciously. "Education has to be the centerpiece of this administration," advised Richard Bond, Bush's 1988 political director, in Harper's magazine. "[Bush] must begin to have a credible domestic agenda, and this could be a dandy." (Bond is now the Republican National Committee chairman.)

The NUMMI example, however, is just one of many showing that given good work-specific training and a well-managed environment, U.S. workers can produce as effectively as their counterparts anywhere in the world. In fact, the most productive Japanese auto plants on the globe are in Kentucky, Tennessee and Ohio—states not known for effective public education.

Moreover, contrary to political rhetoric, the United States will not need huge numbers of highly skilled workers in the future unless substantial changes are made in governmental policies and corporate practices. These include federally sponsored research in civilian technologies, government investments in infrastructural improvement, workplace reorganization and increased on-site skills training.

A cadre of big-business leaders have raised the issue of the country's failed education system to the top of its social agenda, but they have done so to cover up decades of abysmal management decisions. By blaming their faltering performances on workforce skill levels, the nation's top chief executive officers have found a convenient avenue to escape any real economic policies that might disrupt business as usual.

"The easiest way to take the pressure off of themselves for producing a lousy product with too many middle managers, too high executive salaries and too little creativity is to say, 'How can we do it? We have a lousy work force!' " said Henry Levin, a Stanford University economics professor who is concluding a study of work-force skill needs. "This is basically a [rotten] excuse for a lousy management process."

The administration, always skittish about industrial or economic policy-making, has willingly adopted the business line. The president can look as if he is on the offensive by advocating education reform, and at the same time, he can avoid alienating his business partners. Moreover, since the federal government has quietly abdicated all responsibility for education finance, an education program like his America 2000 plan outlined last April is domestic policy on the cheap. Bush's program requires few federal dollars. Indeed, the $150 million-200 million bill for the initiative's most ambitious feature, a research-and-development project set up to radically reconfigure schools, was left to the private sector to pick up.

No one doubts the American education system is badly in need of an overhaul, but it is extremely dangerous to saddle the schools with the nation's economic malaise. For one, education must be more than a work force preparation station. For another, given the limited funds, the assertion that the entire system must be changed overlooks the first task, which is to turn around the education system of the bottom third of the nation's students: inner-city children, mostly minorities, whose schooling really is so woefully inadequate that they cannot hope to function in the American economy.

To give them a chance will no doubt take some serious new thinking on education delivery, but it will also take a Marshall Plan of money to rebuild their crumbling schools, raise the salaries of their teachers, who are grossly underpaid compared to their suburban counterparts, and reduce their intolerably swollen class sizes.

And lastly, an education-centered economic policy would, if successful, only flood the job market with overqualified workers since the changes needed in the workplace will have been neglected. Business leaders contend that they will restructure their plants to require higher skills when a work force with those skills is available. It is another example of the powers that be clinging to supply-side thought, when all evidence shows that a demand for high skills will create the supply.

"The economics of it is, if I pump out 20 highly qualified steelworkers, I'll get a steel mill in Brockton," said Paul Harrington, a professor at Northeastern University's Center for Labor Market Studies. "It's not going to work like that."

Of course, if you listen to the rhetorical flourishes of the administration and its business allies, those high-skills jobs have already begun proliferating. Talk of this "New Economy" in which only the most educated will survive is rampant, and adherents position this economy not in the future but in the present.

Statistics and surveys, however, do not bear that picture out. While it is true that low-skilled jobs are moving toward extinction, there is no concurrent spawning of high-skilled ones. The Washington-based Economic Policy Institute issued a study last summer that concluded that occupational-skills upgrading will raise wages by only about 0.4 percent over the next 12 to 14 years.

If wages are an indication of skill level, then there will be no "upskilling" of the work force, the report concluded. In fact, according to the study, pointedly entitled "The Myth of the Coming Labor Shortage," the slight overall increase in the job skills required for the next 10 years would only necessitate a total of 0.04 extra years of schooling over the next decade.

In September, a major survey of American businesses by Louis Harris & Associates found that just 14 percent of the 402 companies questioned reported having a job training program that included math, reading and writing, despite their chronic complaints about a lack of those skills in their workers. No more than 25 percent of respondents said they had made "major changes" in the way their organizations "have adapted to [a] changed caliber of recent graduates." And 67 percent said they had made no major shifts to respond to changing work force needs, which supposedly are increasingly technical. Corporate sponsors of the poll, including the national Business Roundtable and the Committee for Economic Development, chose to play up the vociferous complaints about the education system while burying suggestions that corporations were making little effort to change the workplace or improve worker productivity.

Business's willingness to lambaste the public schools is more troubling when one examines the corporate community's incessant efforts to lobby for tax breaks and subsidies from local and state governments. The corporate share of local property-tax revenue—a prime funding source for public education—dropped from 45 percent in 1957 to about 16 percent in 1987, according to a new book by Harvard political economist Robert Reich. This secession from the public realm has more than obliterated the increasing philanthropic support that business has been lending to primary and secondary education.

"Corporate munificence is a high-profile affair," Reich noted in "The Work of Nations." "Lobbying for huge tax breaks is, conveniently, far less so."

Putting such hypocrisies aside, educators have largely welcomed corporate and—to a lesser extent—presidential attention. Researchers who have refuted the claim that the American economy needs American education reform have received only cold glances by colleagues who believe the argument of economic self-interest is the only one that will bring about change.

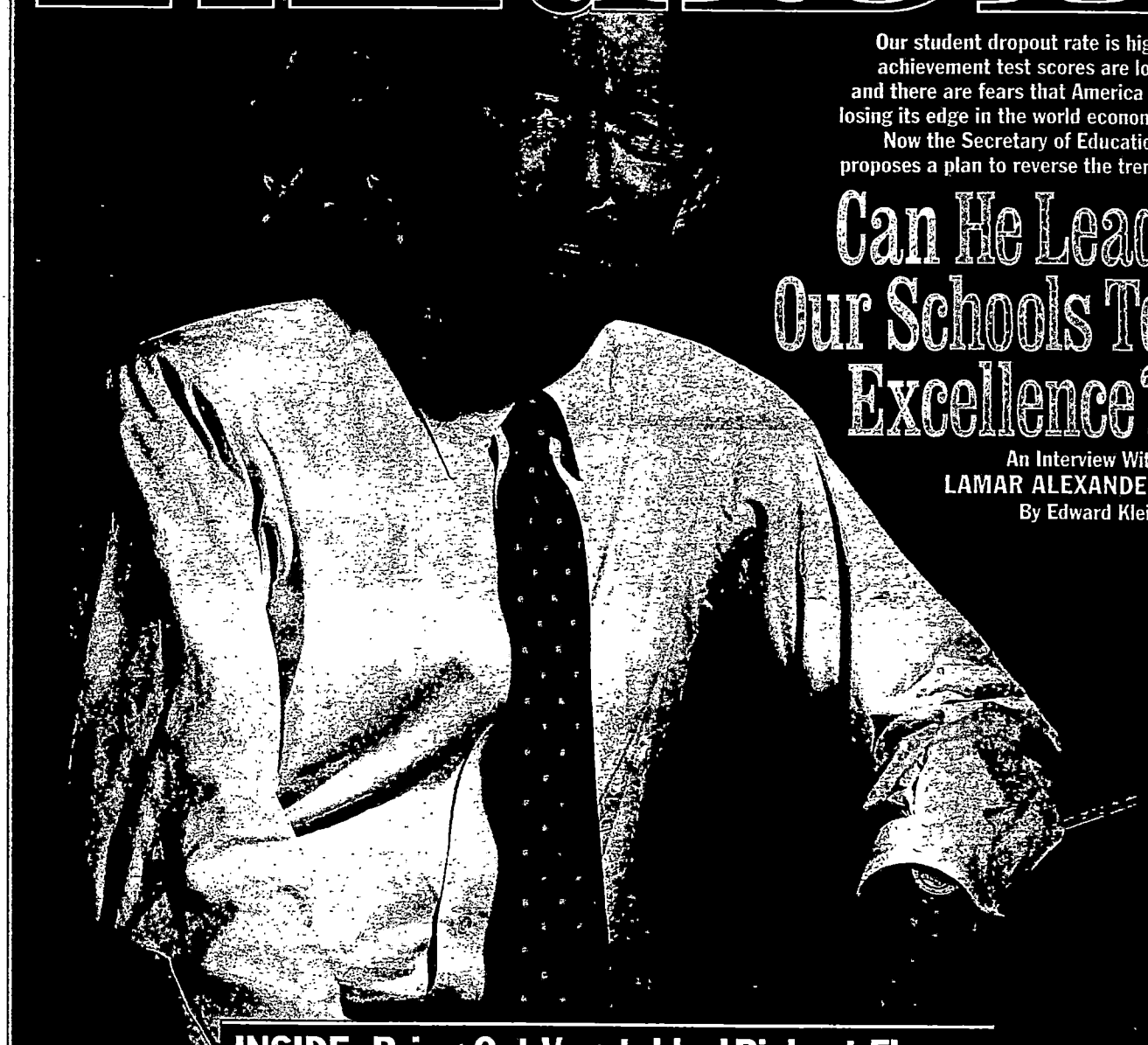
But those colleagues are missing the point. The American education system is horribly inadequate, but to predicate change on economics is to confine education solely to the world of work. What is actually at stake is not the fate of U.S. competitiveness but the fate of our democracy.

The American experience has shown how democratic insitutions can be maintained through an informed citizenry; and it has demonstrated that the ability to think, organize and remain informed can lead a people toward a more just society, regardless of the chosen careers of the individuals within that society. Because Johnny cannot or does not want to read, McDonald's puts a picture of a hamburger on the cash register for him to press. Such a solution at the ballot box is not so easy.

SUNDAY, AUGUST 25, 1991

YORK SUNDAY NEWS

PARADE



Our student dropout rate is high, achievement test scores are low, and there are fears that America is losing its edge in the world economy. Now the Secretary of Education proposes a plan to reverse the trend:

Can He Lead Our Schools To Excellence?

An Interview With
LAMAR ALEXANDER
By Edward Klein

INSIDE: Bring Out Vegetables' Richest Flavors


Chris Carroll

"This is a nation that likes to be first," says Lamar Alexander. "Now, the world has changed, and we don't know enough to be that kind of country."

Secretary of Education Lamar Alexander says he means to spark a transformation in America's schools

'WE'RE TALKING ABOUT A REVOLUTION'

BY EDWARD KLEIN

LAMAR ALEXANDER WAS swinging back and forth in his favorite rocking chair, spilling freshly microwaved popcorn all over his office carpet. Suddenly, the boyish-looking Secretary of Education stopped his rapid-fire delivery in midsentence, planted his feet firmly on the floor and handed me a sheet of paper.

"I want to show you this," he told me. "I just came from the White House, where the President has been taking lessons from his secretary, Patty, on how to use a computer. And here are the results, printed out by George Bush himself, mistakes and all."

Patty:
Thi is the product of your instructrion;

Beneath the typo-filled sentence, the President had proudly written in longhand:

My first effort
George Bush
4-24-91

"There's an important point here," Alexander said. "Our country is facing a dual crisis in education. On the one hand, most American students aren't being taught what they need to know and ought to be able to do in order to live a happy and productiye life. At the same time, their parents have been caught in the middle of their lives undereducated and underskilled. It's hardest for us older dogs to learn new tricks. Witness the President. That's why his struggle of going back to school will set an important example for the rest of our country."

Along with many others, Alexander says that the U.S. faces a clear and present danger to its existence because of what he describes as the failure of our schools. He is aware, of course, that generations of reformers going back to the philosopher-educator John Dewey have tried, and often failed, to fix the country's educational system. Nonetheless, Alexander, a man of boundless energy and enthusiasm, has stepped forward to propose both a clear-cut strategy and a timetable for achieving what many people think may be the impossible.

Improving America's schools will require tackling a wide range of complicated social issues, ranging from poverty and illiteracy to anti-intellectualism and parental apathy. And that's just for starters. Consider that the federal government's role in education is limited: It accounts for only about 7 percent of the

COVER PHOTOGRAPH BY CHRIS CARROLL

annual spending on education in America. The states and municipalities make up the rest, more than 90 percent. So the problem has to be faced community by community, often where political control of local school boards is a jealously guarded prerogative.

Money alone will not solve the problem: When state and local funding is included in the total, spending for elementary and secondary schools has more than doubled since 1980, and we now invest more in education than in defense. But American students still rank at or near the bottom in international scholastic comparisons. It's possible that Americans may not be able to meet stiff competition from workers in the rest of the world. As a result, experts say, America's standard of living is slipping and could continue to decline.

In practical political terms, the federal government can set an agenda, then push and prod the states. But, ultimately, it is the governors and the state legislators who will have to respond more directly to a report by the Educational Testing Service that one out of three 11th-graders can't write a cogent paragraph about themselves, or that—while large numbers of American kids drop out of school—about 80 percent of the newly created jobs in the service and information industries require more than a high school education.

"This is a nation that likes to be first," Alexander said. "This is the country that grew up reading *The Little Engine That Could*. Now, suddenly, the world has changed, and we don't know enough and can't do enough to be that kind of country. With increased global competition, there are new world standards in math, science, history, geography and English that we must meet today, standards that were not necessary to meet even 10 or 20 years ago. So, for instance, we have to challenge the notion that our math curriculum can continue to consist of eight years of 15th-century arithmetic, followed by one year of 17th-century algebra, followed by one year in 3rd-century B.C. geometry."

When he ran for election to the White House, George Bush pledged to become the nation's "Education President." Now he has asked Lamar Alexander to keep that promise. So, in many ways, the new Education Secretary could be one of the most important members of the Cabinet, because no other issue will have greater impact on the future of America than education.

Alexander, 51, has sound credentials. As a two-term governor of Tennessee, former chairman of the National Governors' Association and president of the University of Tennessee, he earned a national reputation as a pioneer in education reform. "It used to be that governors toured prisons," said Chris Pipho of the Education Commission of the States. "Lamar Alexander visited all the schools in his state."

He is a moderate Republican who seems to be regarded with respect by many liberals and conservatives—enough so that his Cabinet nomination sailed through the Senate confirmation process. He is considered a savvy tactician who cut his political teeth as a legislative assistant to Sen. Howard Baker of Tennessee. His critics fault Alexander for being too cozy with big business, failing to win over the National Education Association (the teachers' union) and trying to micro-manage the Education Department. Said one: "He gets bogged down in details." He also has been criticized for withholding accreditation from certain institutions that seek diversity.

But everyone seems to agree that Alexander knows how to get things done in Washington. This skill, critics say, was missing in his two recent predecessors at the Department of Education—the combative William Bennett and the quiet Lauro Cavazos. Alexander already has attracted some top-notch talent to help him run his department, including the former Xerox chairman David T. Kearns, who has become his deputy.

"Lamar is many things," said the author Alex Haley, a close friend and fellow Tennessean. "He is creative, flexible, persevering and smart. President Bush's appointment of him is a lucky day for American education."

During the course of our conversations, I asked Alexander why he thought we as a people had allowed our schools to decline into such a sorry state.

"It took a while to understand that the world had changed and that we needed to know more," he said. "This is not a country with an educational tradition like Korea or Japan. We've lived by different values. America is a pioneer country, and a lot of what we valued at first was bravery, daring, the ability to survive and take risks. You didn't have to have a Ph.D. to do all that. In the part of the country where I grew up, the South, we celebrated fast cars and muscles a lot more than brains."

Actually, his enlightened East Tennessee family was an exception. He was raised by parents who discussed education around the dinner table. His mother ran a nursery school and kindergarten in a converted garage in their backyard, and his father was chairman of the school board in Maryville, Tenn.

"I started studying the piano when I was 4," he recalled, "and continued until I was 17. I won a couple of statewide prizes. I had a wonderful teacher, and one of the great rules she taught me was to play a little slower than you can. In other words, always be a little overprepared. And I found that discipline was an important part of my growing up.

"I imagine that my mother must have influenced me in being outspoken. We both could use a harness. She's 77 now, and she called me up the other day and said, 'Son, I saw you on TV with the President, and I'm reluctant to mention this, but the President's shoes looked polished. Were yours?'" He laughed, then said: "I'm sure *his* were. I doubt if mine were." (They weren't.)

Alexander earned a law degree from New York University and, in 1974, when he was just 34 years old, ran for governor of his state. He lost that election, he told me, because he temporarily forgot the simple lessons of his small-town upbringing. "I flew around in an airplane with a blue suit on and spoke to Kiwanis clubs and Republicans," he said. "The next time I ran, in 1978, I was more myself. I walked across the state wearing a flannel shirt, and I stayed away from civic clubs, and I got my trombone out and a washboard and got a little band and hooked it up to the flatbed truck wherever I was." And he won by a landslide.

As governor, he became part of what was then called the "Better Schools Program." He raised teachers' pay based on their classroom performance, a move opposed by the teachers' union, which denounced it as likely to create different classes of teachers. He also set tougher standards for students and improved the state's math and science curricula—all programs he now would like to see tried nationally. But he learned a lesson too:

"There's no single go-to-the-moon federal government solution that can solve our problem in education," he explained. "There's no one war to wage, as there was in the Persian Gulf, that will make the difference. Instead of one Desert Storm, there need to be 110,000 Desert Storms, which is the number of public and private schools in America."

To carry out this ambitious program, the Education Secretary favors establishing national standards in English, math, science, history and geography. And he has proposed the creation of "American Achievement Tests"—a voluntary nationwide examination system for students at specific grade levels.

The National Endowment for the Humanities recently endorsed nationwide achievement testing, pointing out that the U.S. is the only major industrialized nation that doesn't test what its students have learned before they go on to college or enter the workforce. But others are concerned that such tests would "homogenize" school curricula, play down the historic contributions of minority cultures and favor white, middle-class students over those from disadvantaged backgrounds.

Alexander argues that states must test their students in order to set up a baseline to measure the effectiveness of their schools. Under this strategy, which he calls "America 2000," towns that develop a report card for measuring their progress

continued

WHAT CAN YOU DO IN YOUR COMMUNITY?

Here are some suggestions from Secretary of Education Lamar Alexander:

1. START WITH YOUR OWN CHILDREN. Have you spent 15 minutes in a conversation with your child today (the national average)? Read to the child? Discussed right and wrong and religion? Played together? Gone somewhere together? Listened? Hugged? Checked on homework? School attendance? Monitored (and limited) TV watching?

2. FIND OUT HOW CHILDREN—ESPECIALLY YOURS—ARE GROWING UP TODAY. Go sit in the back of a classroom, quietly, for three hours (ask permission first, of course). Visit the juvenile judge, the hospital neonatal care center, the police station. Watch six hours of cable television in one day, including MTV. Visit your child's teachers, and then compare notes.



Parents should be free to choose their child's school, says Alexander.

3. ASK YOUR SCHOOL PRINCIPAL THESE QUESTIONS: Is this school drug-free? Violence-free? What are your goals? Your academic standards? Do you have a report card that measures to world-class standards how well my child is learning English, math, science, history, geography? How are the social needs of the children met so they do not become a barrier to improving academic achievement?

4. ASK YOUR LOCAL SCHOOL BOARD: Do I have a choice of schools? Is my school open from 6 a.m. to 6 p.m. and in the summer for those who want it? Have you adopted the National Education Goals [see page 7] for this community's schools? What are you doing about implementing these goals? How can I help?

5. HELP YOUR COMMUNITY. Accept President Bush's challenge to make your school district an America 2000 Community, which means: 1) Adopt the National Education Goals. 2) Develop a community-based strategy to meet those goals. 3) Develop a report card to measure progress toward those goals. 4) Create at least one of the New Generation of American Schools. For more on how to do this, call 1-800-872-5327 (in Washington, D.C., call 401-2000).

ALEXANDER/*continued*

and experiment with new types of schools will be designated "America 2000 Communities" by the governors of their states.

Perhaps his most controversial recommendation, however, is that parents should be free to choose their children's schools—whether public, private or parochial. A major battle is brewing in Congress over this proposal, which would allow tax money to follow students wherever they go to school. President Bush—who has called choice in education the cornerstone of his program to save American schools—believes that the competition of the free market will force schools to improve in order to attract students. But critics such as Albert Shanker, the president of the American Federation of Teachers, argue that this idea could siphon off money into private and parochial schools, destroy the public-education system and leave children from the poorest families behind in the worst schools.

"How we ever got the idea in this country of telling people where they had to go to school, I'm not sure I know," Alexander said. "I think it's an aberration, an alien thought, really un-American. The whole process of choice in education would create competition, as it does in every other area of American life, and that would tend to improve all schools—not only for the rich, who already have choice, but for those without money as well."

To spark what he says is needed to transform American education, Alexander has set six ambitious "National Education Goals" to be achieved by the year 2000:

- All American children will start school each day ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- Students will leave grades four, eight and 12 having demonstrated competency in challenging subject matter.
- American students will be first in the world in science and mathematics.
- Every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy.
- Every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.

"What we're talking about is like a revolution," he said. "It's a moment in time when you interrupt what you're doing and ask the most fundamental questions: What kind of people are we? What is important to us? And what do we have to contribute to the place where we live?"

Why, I asked, did he feel optimistic about our nation's future?

"I still believe in the natural order of things," he said, "and that whatever purpose you have in life is to try to help things follow their natural course. Most people are trying to get their lives right—how to bring up their children right, what to make of their own lives, how to have a better community. If you think about it in musical terms, people and things are trying to get into harmony, to be in a major key rather than a minor key. And I'd like to see America in a major key."

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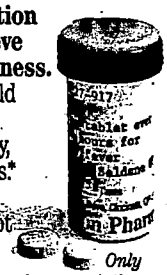


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†The reported incidence of drowsiness with Seldane (5.8%) in clinical studies involving more than 11,000 patients did not differ significantly from that reported in patients receiving placebo (6.9%).
‡Based upon worldwide prescription and distribution information (1988-1990)—data on file, Marion Merrell Dow Inc.

SEE BRIEF SUMMARY OF PRESCRIBING INFORMATION ON NEXT PAGE.

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Education

The Choice Debate

A Path to Better Schooling or an Elitist Plum?

By Linda Chion-Kenney
Special to The Washington Post

In Minnesota, dropouts can drop back in to the public high school of their choosing.

In Colorado, high-school students can choose to take courses at college campuses for credit toward a diploma or degree.

In Boston, students from one district can choose to attend school in another district.

And in Milwaukee, a limited number of economically disadvantaged students can choose to attend private, nonsectarian schools with taxpayer support, or vouchers.

School choice. It is spreading across the landscape of American education, from the use of magnet schools to aid desegregation in Prince George's County, to the statewide, comprehensive system of choice in Minnesota.

To many parents and students, choice means picking the magnet school for the performing arts. The school-within-a-school for the advanced study of science and math. The alternative school chartered by teachers for students with nontraditional learning styles. Or simply the elementary school closest to where one parent works.

But that's not all school choice is. What's also being debated in education, business and political circles is a much more radical idea of choice, one that redefines public education as we know it today.

With the 1990 release of their book, "Politics, Markets, and America's Schools," social scientists John E. Chubb and Terry M. Moe clearly drew the battle line for that debate. In their book, published by the Brookings Institution, Chubb and Moe call for parental and student choices to drive the opening, closing and operation of schools. They envision a system where consumer buying power (the tax dollar follows the child to the school of choice) sparks the competition for new, exciting schools, and forces bad schools to close. And they see a system where schools set their own policies, design their own curricula, hire their own teachers and select and retain their own students.

"We're proposing a thorough-going reform that will bring about a very different kind of education system," Moe says. "We think it will be a much better system, especially for poor kids, minority kids, and the kids most in need of choice and denied it now."

But noted educator and civil rights activist Jonathan Kozol, author of the best-selling book, "Savage Inequalities," a scathing look at class and racial segregation in American schools, disagrees. Choice, Kozol says, is "competition in a rigged game." Students choose, but schools accept, and not everybody will get their first choice or acceptance into the top, or most popular, schools. Moreover, there are no guarantees that average schools will improve, or that poor schools will close down.

For choice to be equitable, Kozol and others say, massive resources would have to be spent first to bring all facilities up to par, to ensure equal spending per student, to transport all students to their schools of choice and to educate the uneducated, impoverished and disenfranchised about options.

Choice, Kozol argues, "doesn't do anything for poor children. [It simply creates] a system of triage that will enable the most fortunate to opt out and leave larger numbers of the poorest and least sophisticated people in schools nobody would willingly choose. Contrary to myths, the poor schools do not magically improve to meet the competition, nor do they self-destruct. They linger on as the repositories for children everybody else has fled."

As the debate continues, choice—in its many forms—also continues to grow. The movement began with the establishment of alternative schools in the 1960s and spread with the rise of magnet schools in the late 1970s. In the early 1980s, conservatives pushed for tuition tax credits and vouchers to help parents pay for private-school tuitions. Congress stalled that push, but choice as a tool for school reform spread throughout public schools.

Today, choice exists in 40 or 50 major sites across the nation, according to Frank Newman, president of the Education Commission of the States (ECS).

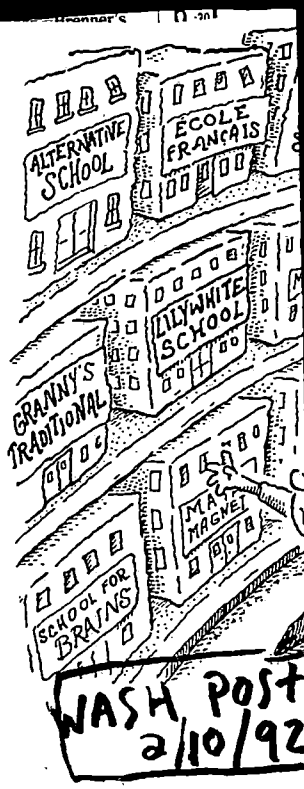
Entrepreneurial efforts include those of Knoxville-based Whittle Communications, which aims to build a network of 200 private, for-profit schools by 1996, and Educational Alternatives Inc., a for-profit Minneapolis firm working with Florida education officials to help run public schools.

"We're proposing a thorough-going reform that will bring about a very different kind of education system."

—social scientist Terry M. Moe

Meanwhile, the debate over private-school choice has risen to national prominence. In his State of the Union message, President Bush proposed a $500 million program that would give vouchers to low- and middle-income parents who send their children to private schools or to a different public school of their choice. The administration, which had already proposed a $200 million choice plan that included private schools in its America 2000 education reform package, was seemingly undaunted by the Senate's recent rejection of a less formidable $30 million demonstration project. "What we're simply trying to do," says Secretary of Education Lamar Alexander, "is give people without money more of the same choices of schools that people with money already have, and that would include all schools—public schools, independent schools, private schools and religious schools.

"When the GIs came home from World War II," Alexander adds, "we didn't say you could spend your GI bill only at the University of Pennsylvania. You could go to Howard University, the Jewish Theological Seminary, Southern Methodist University, Brigham Young University, or Notre Dame. It doesn't matter to us. Our goal is to help you get a good education, not to create a monopoly or a certain number of schools."



Alexander credits Chubb and Moe with "some of the best work in helping us understand that independent schools that have high standards and that are chosen by parents have the best chance to succeed for the children." Critics counter that private schools, if they indeed out-perform public schools, do so not because of market control, but because they select which students they will admit—and keep.

Proponents of market-driven choice argue that parents for too long have been disenfranchised by an educational establishment that tells them to be concerned about their children's education, but not to question or interfere with "the experts." Critics counter that the children of parents who are poor, speak little English, have little education or who are unable to transport their children to schools of choice will not benefit from it, and may be hurt by it, because it is essentially elitist.

Chubb disagrees. "I don't take a custodial or paternalistic view toward poor parents," he says. "They're capable of a lot. People who oppose choice for poor people tend to think somebody else has to take care of them. I don't believe that. In fact, I think it's offensive."

"The issue is not ignorance," Kozol counters. "The issue is not intelligence. The issue is access. People can only choose from what they've heard of. This society makes certain that poor people never hear of the kinds of options rich people know about or more sophisticated poor people know about. That is the decisive issue. The question of who's in the loop and who's out of the loop."

Proponents of choice say it is a relatively low-cost solution to what ails American schools and that it would require essentially no more than what is invested in public edu-



BY LOEL BARR FOR THE WASHINGTON POST

cation now. That makes it a politically appealing reform, but one that critics say is terribly misleading. To make choice more than "affirmative action for the rich," Kozol says, students have to do more than choose between a crumbling inner-city school and a well-equipped suburban school. They need free transportation to the school of their choosing and they need to take with them, as payment in full, the same amount of per-pupil funding that their peers from resource-rich districts get.

Moe says he's sympathetic with many of the concerns that critics have with making choice genuine and equitable for all students. But he believes that these "reasonable concerns" have "reasonable answers" that can be addressed through design and policy. He points to the success of Community School District 4 in East Harlem, N.Y., a system of choice that's been lauded for innovative approaches to schooling. It's choice that works, Moe says, in a community where opponents say choice is destined to fail. Newman and Kozol counter that the minority and low-income community has been working on extensive and rigorous school reform for years, and not just as a result of choice, and that transportation is not a problem because of mass transit. Nor was East Harlem ever designed to provide an escape from inner-city schools or populations.

That, Kozol says, has been the case in Brockton, Mass., a depressed mill town. According to Kozol, of the 110 students who chose to leave Brockton earlier this school year for neighboring Avon (a school district that spends $2,000 more per student), only 5 percent were from low-income families. "In a city that's 44 percent nonwhite," he adds, "only 18 percent of the transfers are nonwhite. Brockton has a thousand children whose parents don't speak English. Only one of those kids has transferred. Why do you think that is?"

Class stratification is a major issue in the choice debate. Proponents of choice quickly point out that the affluent always have had choice. They have had the means to buy homes in the best public-school districts or to send their children to private schools. They have had the wherewithal to lobby for the best principals, teachers, materials and facilities.

Critics agree, but find that choice would deepen that stratification because it would give tax breaks to those who opt out of bad schools, leaving those schools with no resources to improve. Parents would fight to get their kids into the best schools, and then lobby and fight for those schools alone. If market forces would force bad schools to close down, Kozol asks, why haven't they done so already with the choice-like pressure of "white-flight" from inner-city schools? Because, Moe answers, they have not been freed from a system of democratic control that doesn't hold schools accountable for poor results.

And so it goes, back and forth. What all this means to parents and students is that choice is not, as ECS president Newman puts it, "a two-sided argument. It is not a question of 'Choice: yes or no?' Choice can be a useful policy, if done right, but there's a lot of complication to choice. In many places there is some kind of choice, all different pieces of it. Then the question is: Should we have more of it? Less of it? What are we trying to accomplish with it?"

Chubb and Moe maintain that their vision of choice is the key to solving what ails American schools. "Reformers," they write, "would do well to entertain the notion that choice *is* a panacea" because it "has the capacity *all by itself* to bring about the kind of transformation that, for years, reformers have been seeking to engineer in myriad other ways."

The American Federation of Teachers, the National Education Association and many others in the public-education establishment disagree. They are not alone.

In a spring, 1991, newsletter on the topic, William Kolberg, president of the National Alliance of Business, noted that his group, along with the Committee for Economic Development and the Business Roundtable, found that "by itself, choice will not bring into being key elements of systemic change, such as site-based management, increased professionalism among teachers, better assessment, and improved curriculum and methods of instruction." Choice, Kolberg continued, "is an add-on at best; at its worst—if enacted without safeguards for equity—it could intensify social divisions throughout the United States."

The key is to look downstream, Newman says, citing Australia as a case in point. Several years ago, he says, that country went to vouchers, and soon about 25 percent of the population was attending what we would call private schools. "Little by little the vouchers grew in size," Newman says. "The middle-class parents became a pretty formidable pressure group looking for even bigger vouchers, and nobody had the capacity to resist them.

"So one of the downstream consequences of vouchers," Newman says, "is that you might create a political force that you don't have any way of dealing with. That's the kind of thing that we do badly in thinking about in advance."

Programs & Policy Questions

To guide parents and students through the muddy terrain of choice options and issues, here's a sampling of categories and policy questions raised by the Education Commission of the States:

Interdistrict—or open enrollment—choice plans allow parents to send their children to public schools in other districts, usually with some restrictions.

Intradistrict plans allow students to choose from schools within their resident district.

Variations of intradistrict choice plans include **magnet schools**, which design studies around a specific theme, structure and/or mode of instruction. The aim usually is to attract a racially diverse student body.

Controlled choice plans also aim to aid voluntary desegregation and to give school staff more say in school improvement efforts. Seats are allocated proportionately to the racial or ethnic groups in the community. Zones are drawn to keep neighborhoods intact and to minimize busing and transportation costs.

Postsecondary options programs allow high-school students to take courses for high school or college credit at participating colleges or technical institutes.

Second chance programs, or alternative schools, offer dropouts and students at risk of failing in traditional schools a chance to start over in new, and sometimes very different, educational environments.

Voucher plans give parents who send their children to private schools roughly what it costs to educate them in public schools.

Choice raises several critical issues, including:

- Does choice alone bring about the intended changes in schooling? Or are they the result of restructuring efforts that exist with or without choice?
- How will choice plans assure that admissions to school are not based on race, ethnicity, sex, handicapping conditions, disciplinary problems, or athletic ability—except in cases to improve racial balance? Will applicants be accepted on a first-come, first-served basis? What about screening criteria? Enrollment caps?
- Who will educate parents about choice options? Will programs ensure that all families—including the impoverished, disenfranchised and non-English-speaking ones—not only receive information, but also understand it?
- Will choice attract the best students, teachers and resources to the better schools, leaving the rundown and badly performing ones without the means to improve? Will those schools shut down, or continue to serve students who haven't, or can't, choose to go elsewhere?

—Linda Chion-Kenney

Revolutionary Steps To Better Education

We need innovative action, say the experts. And they propose some here.

by John Weisman

INTRODUCING HIS EDUCATION PLAN IN APRIL 1991, PRESIDENT GEORGE BUSH voiced the urgent concern felt by most Americans. "We must," he said, "transform America's schools...We must challenge not only the methods and the means we've used in the past, but also the yardsticks we've used to measure our progress." His blueprint, called "America 2000," aims to make an educational system designed in the 19th century, and not much changed since, compatible with the technologies and vocational demands of the 21st century. Its elements include nationalized examinations, experimental schools and public funding of private schools.

DO YOU AGREE?

Students should receive government vouchers to pay for their tuition in any public or private school.

VOTE IN OUR POLL

Education experts throughout the nation agree that innovation is necessary. In consultation with Rediscover America,, a range of them have put forth proposals to improve education and pointed out milestone programs that are working now.

Former Secretary of Education Terrel H. Bell believes that a three-pronged approach, combining student motivation, parent commitment and technology immersion, would bring almost immediate results. To motivate students, Bell would establish a national curriculum in English, math and science. Additionally, he would set national achievement standards and publish each school's results. To revolutionize the learning process, he would put computers in every classroom in the nation—and on every teacher's desk. And to galvanize parents, whom he calls "the missing link" in American education, he calls on states to pass a Parent Educational Responsibility Act. The Act would decree that as a precondition of public education, parents must sign a contract obligating them to become actively involved in their child's schooling.

Bell's successor at the Department of Education, William Bennett, believes that providing payment vouchers, which would allow students to attend the school of their choice, would help improve the quality of all schools. He also endorses nationally standardized academic examinations, similar to the system in France, which would have to be passed before a student could be admitted to a college.



ROBERT RODRIGUEZ

Victoria Young, the program director in the Texas Education Agency's Office of Student Assessment, believes that any fundamental change must begin with comprehensive, rigorous teacher training. "Without it," she says, "nationalized standards won't mean a thing."

From experimental programs around the nation, experts cite the following as models of accomplishment:

- **Washington, D.C.** Ralph Neal, principal of Eastern High, motivates students by taking star pupils to lunch every month. Neal also pays public tribute to students with good attendance and top grades by having their names published in *The Washington Post*.
- **Connecticut.** When high schools in Glastonbury, South Windsor and Manchester wanted to offer something different in the way of language courses, they teamed up with Cox Cable-TV and Manchester Community College. The result was a course in basic Mandarin, taught by a college professor over a two-way cable-TV system. Now in its second successful year, the unique Hartford-area partnership is offering Russian and Art History in addition to Chinese.
- **California.** Nearly 18 years ago, the Palo Alto Junior League established a parent volunteer program to teach art in grade schools. The art-appreciation course has spread throughout California and to other states as well.
- **Maryland.** Suitland High School principal Joseph Hairston instituted a week-long summer retreat for his faculty, department chairs and other key personnel to help them define their academic goals and set clear objectives. In two years, SAT scores rose by more than 100 points.

Weisman reports on national issues from Washington, D.C. and is the author of six books, including the forthcoming "Rogue Warrior."

OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

TO: CAROL AMARIS

FAX NUMBER: 456-6218

FROM: Leslye Arsht

MESSAGE

Sheet #1 of 6

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

May 6, 1992

MEMORANDUM FOR CAROL AARHUS

FROM LESLYE ARSHT for LA

I know that the San Jose and Fresno speeches are probably cancelled, but I thought I would send over the talking points for your reference.

Thanks.

INSERT P.O.T.U.S. SPEECH--SAN JOSE 5-8-92

It takes bold ideas to solve big problems. America has an education crisis; but for the first time in our history, we have a set of six national education goals. Two years ago, working together with the nation's Governors we formulated these goals:

1) Children start school ready to learn.
2) 90% high school graduation rate.
3) All Children learning to a world class standard in at least math, science, English, history, and geography.
4) First in the world in math and science.
5) A skilled, literate workforce and responsible citizens.
6) Drug-free/violence-free schools.

They are ambitious goals, but if we can put missiles down smokestacks, we can create the best schools in the world for our children. A year ago we launched a four-part strategy to achieve these goals called AMERICA 2000. Forty-three states and more than 1,200 communities, including San Jose Unified 2000, are moving ahead. For example, Pioneer High School in San Jose is vigorously pursuing Goal Four, first in the world in math and science. It's clear they are not stuck in business as usual. They're studying applied genetics, biology and recombinant DNA, agribusiness management and much more. All parents of Pioneer students must participate in a group or individual conference to develop an individualized "plan for success." Northern Telecom and IBM offer summer internships to Pioneer students. And the California State Department of Education has recognized Pioneer as a "Program of Excellence." Congratulations to the dedicated faculty, staff and parents for this kind of collaboration. We can benefit from their example.

We will continue to press for real change across the country--more flexibility for teachers and principals; break-the mold New

American Schools; world-class standards and a voluntary national examination system; and parental choice of schools. Parents must have the right to choose the school that best meets their children's needs--not just some parents and some schools, but all parents and all schools.

It's a giant undertaking to change the nation's education system and it will take some new investments--but, community-by-community, America will do it--with or without the permission of the business-as-usual crowd that says all we need is more money for more of the same.

INSERT P.O.T.U.S. SPEECH--FRESNO 5-8-92

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empty only eight days a year. The school is open at night for Hmong, Cambodian, Laotian and Spanish-speaking parents so they can understand what their children are learning during the day. Business partners from Dow Chemical, Pacific Bell, and Continental Cablevision are helping make Balderas a communications model for the nation. A bright, energetic faculty and staff are motivating the children to achieve. We can benefit from their example.

We will continue to press for real change across the country--more flexibility for teachers and principals; break-the mold New American Schools; world-class standards and a voluntary national

examination system; and parental choice of schools. Parents must have the right to choose the school that best meets their children's needs--not just some parents and some schools, but all parents and all schools.

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~~good one not.~~ ~~He said~~ ~~Mr. Senator~~

Education revolution - how does ed. fit into the campaign
- who knows more? GB or Bill Clinton
- or success as President
this is an urgent need
GB has a strategy
1) Goals
2) Am 2000 strategy to reach goals

Lexis e-mail Shaver & Christian

POTUS should take credit for what he's done

education revolution v. business-as-usual crowd
- this shouldn't happen in Washington, it should be done community-by-community b/c much of the problem is outside the classroom

We already have the best colleges & universities in the world.

POTUS needs to show what he sees for Am. schools in the year 2000. His grandchildren's schools, etc. how he sees them. what he wants. how he's going to take us there.

→ keep reiterating 6 goals
will drive it home
→ keep reiterating Am 2000 accomplishments

(Am 2000 is how we reach our goals)

II. 1-4 ; can be worked into a pt. for a speech

Δing state curriculums

10 states took steps to implement school choice

Money

Money (education) is an investment.

27% ↑ in Head Start funding since '89
Ed Dept. more money than any other dept.
Pell Grants
$ ½bil New Am Sch
$ ½bil Choice

(ed is PTUS budget priority)

- but money alone can't do it.

→ our position on teacher tenure system?

loosen regulations
loosen rules
- it's impossible to fire a teacher

provisions

We should pay teachers for teaching well.

This is making our staff look like a bunch of idiots

Gary's developing a nice double-chin.

1. President Bush and Education
    A. Summary
    B. Legislation
2. Framing the Issue (the Education Message)
3. When I think of America in the Year 2000 -- Education
4. AMERICA 2000 newsletter: one year later
5. Issues
    A. The Education President
        1. Bush vs. Clinton -- Press Club Response
        2. AP story
    B. Where's the Beef?
        1. Press Club Response
        2. UPI story
    C. Spending and Equity
6. Examples of AMERICA 2000 Communities

1. PRESIDENT BUSH AND EDUCATION

A. Summary

B. Legislation

PRESIDENT BUSH AND EDUCATION

An education revolution . . .

Community-by-community . . .

Creating the best schools in the world . . .

Creating opportunities at the best colleges and universities in the world . . .

So Americans of all ages can live, work and compete in the next century.

I. **Six National Education Goals** (1989 education summit: children ready for schools, schools ready for children, a skilled work force)

II. **AMERICA 2000 Strategy** (since April 18, 1991: 43 states and more than 1100 communities mobilizing to reach the goals):

1. **Break-the-mold New American Schools** (686 design teams)

2. **World class academic standards, new curriculum frameworks, voluntary national exams** (American Achievement Tests)

3. **Flexibility for teachers and principals** (in 51 federal programs spending $11 billion); **teacher retraining** (the focus of $2.1 billion in math and science federal spending, Governors' academies)

4. **School choices for families** (State G.I. Bill for Children)

AMERICA 2000: Transforming Ideas

	Bush Administration Proposal S. 1141 / H.R. 2460
☆ ***Break-the-Mold New American Schools***	Authorizes $545 million over a three-year period to create at least one New American School in each Congressional district. Governor nominates communities from those that have applied; Secretary selects communities.
☆ ***World Class Standards and Voluntary National Exams***	Strongly supports the NCEST recommendations to establish world class standards in five core subject areas and a system of voluntary national examinations tied to those standards.
☆ ***Flexibility for Teachers and Principals***	Governor applies to the Secretary to obtain waivers from Federal statutory and regulatory requirements that impede educational improvement, in return for waiver of State requirements and State commitment to achieve higher measurable student outcomes. All States could participate.
☆ ***Parental Choice of Schools***	$200 M for local school districts that permit parents to select among a variety of public and private schools for their children. $30 M for demos of different methods of enhancing Choice. Amends the Chapter 1 Compensatory Education program to require that Chapter 1 services "follow the child" who changes schools under a Choice program.

2. FRAMING THE ISSUE (THE EDUCATION MESSAGE)

Framing the Issue (The Message)

Congress and the American people need to know this: I will not sign business as usual legislation for our schools.

The American education system needs revolutionary change, not more of the same.

Congress must act now to give teachers more flexibility, to help communities create New American schools, to help state leaders and educators create world-class academic standards and a voluntary national examination system, and to give families more choices of all schools,

Business as usual legislation that pretends to be education reform will not help America create the best schools in the world. It will not help our children move fast enough toward the six ambitious national education goals. It will not create the kind of America I imagine when I think of the year 2000.

* * * * * *

Three years ago all the Governors and I agreed upon six ambitious national education goals. A year ago I challenged America to join America 2000, a strategy to move this country community by community toward those goals. Most Governors, Democrats and Republicans, have responded. America 2000 communities are mobilizing in every state. Educators are creating world class standards, changing their curriculum frameworks, developing a voluntary national examination. More than 700 teams of creative Americans are working with business leadership to create an entire new generation of break-the-mold New American Schools.

When I challenged America one year ago, I challenged Congress to:

--give teachers more flexibility in the spending of federal dollars in their classrooms;

--help communities create a new generation of truly break-the-mold New American Schools, the best schools in the world for our children and grandchildren;

--help state leaders and educators create world class academic standards, new curriculum frameworks and a new voluntary national examination system so parents and communities can tell how their children and schools are doing.

--As a matter of simple fairness, I asked Congress to give middle and low income families more of the same choices of all schools that wealthy families already have. Choice will help children who need the most help, involve parents, and unleash competitive forces to help make all schools better.

A year has passed. Congress has not acted. Now it has missed even its own April 1 deadline.

I know most educators are working very hard, but they are trapped in a system that keeps them--and therefore keeps our country--from helping our children learn to live, work and compete in the world the way it is today.

I know revolutionary change will take new funding. And I have recommended extensive new funding for New American Schools, to give families more choices of schools, for retraining teachers, and to help families afford college. My new budget puts more new discretionary dollars into education than into any other federal department of government. If Congress approves that budget, Head Start funding will have gone up 127 percent while the federal budget overall increases only 25 percent.

Money alone is not the answer.

Rethinking from top to bottom--our schools and our attitudes about education and how we care for our children--is the answer if we are to realize our dream, of becoming a nation of students instead of a nation at risk; if by the year 2000 we are to create for ourselves and our children the best system of schools, colleges and universities in the world.

3. WHEN I THINK OF AMERICA IN THE YEAR 2000 -- EDUCATION

Attachment A

When I think of America in the Year 2000--Education

When I think of America in the year 2000--I think of schools, colleges and universities that are the best in the world.

Instead of a nation at risk I think of America as a nation of students.

To accomplish that we must make revolutionary changes in our schools and in our attitudes about our educational responsibilities at home.

Business-as-usual has no chance whatever of getting us where we must go.

That is why we have worked with Governors to create six such ambitious national education goals. This is the first time in our nation's history America has had such goals.

That is why we are working so hard on the America 2000 strategy to implement these goals, community-by-community.

This is an agenda for radical change:

--working with educators to create world class standards in math, science, English, history and geography;

--helping states build new curriculum frameworks;

--moving ahead on a voluntary national examination system so parents and communities can know how their children and schools are doing;

--beginning a period of massive teacher retraining and of parents and communities re-examining their own responsibilities toward children.

I have challenged America to create an entirely new generation of "break-the-mold" New American schools, to literally start from scratch and create the best schools in the world.

America has responded. Hundreds of communities are rethinking their schools and their responsibilities from top to bottom. Business has responded by agreeing to raise $200 million to create design teams to help those communities create New American schools. And 700 of the most creative teams in America are competing to be among those design teams.

I have challenged every American city, town and village to become an America 2000 community: to adopt the six national goals, to find their own way to reach them, to create a report card to measure their progress, and to create at least one new American school.

America has responded. In less than a year 40 states and more than 1000 communities are hard at work on their American 2000 activities.

I have challenged Congress to give teachers more flexibility in spending federal money and to help communities create New American Schools.

I have challenged Congress to give families more choices of schools, to give teachers more flexibility, to help states create world class standards,, new curriculum frameworks and a national examination system.

Congress has been thinking about my challenges now for nearly a year and is about to send (has sent) me a billion dollars worth of business-as-usual legislation.

But I am not going to let Congress authorize spending one billion new dollars on business as usual and pretend that it is real education reform.

Business as usual and more of the same will not help us reach our dream of creating the best education system in the world by the turn of the century.

We must have revolutionary change.

That means ambitious goals, America 2000 communities, world-class standards and a national examination system--it means break-the mold New Americans Schools, more flexibility for classroom teachers, and opportunity scholarships that give middle and low income families more choices of schools.

And it means spending the money we are now spending more wisely--as well as making new investments at all levels--to make these revolutionary changes real.

I am glad to put new money into education. I think of education as an investment in our future.

My new budget puts more new dollars into education than into any other department. Federal spending for education has been going up faster than state and local spending while I have been President.

The budget has record increases for head start and for helping families pay for college. It has a half billion new federal dollars to create opportunity scholarships and another half billion over three

years for New American schools. It allocates $2.1 billion to math and science education with a new focus on teacher retraining.

This year I have also challenged Congress to create one million $1000 "opportunity scholarships" that will give middle and low income families more of the same choices of all schools that wealthy people have always had. "Opportunity scholarships" will mean new federal dollars to help states do for elementary and high school students what the federal government did for veterans with the GI Bill and what the federal government does today with Pell Grants to help students pay for college costs. These "opportunity" scholarships would mean fairness to middle and low-income families, would put new federal money into schools that serve our children who need the most help, and would unleash powerful competitive forces to help make all schools better.

When I think of education in America in the year 2000 I think of all of our children arriving at school ready to learn, of at least 90 per cent of our children graduating from high schools, of all children learning at least math, science, history, English and geography to a standard so that they can live work and compete with children in every part of the world. I think of our children working hard to become first in the world in math and science. I think of working Americans literate and skilled so that they can have and keep good jobs. I think of schools that are drug and violence free.

I can think of no crusade that will bring out the best in this wonderful country better than this America 2000 crusade, a crusade community-by community to make certain that when the next

century comes, America is a nation of students and that those students have the best education system in the world.

4. AMERICA 2000 NEWSLETTER: ONE YEAR LATER

AMERICA 2000

NUMBER 23, WEEK OF MARCH 30, 1992 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000: *One Year Later*

by Lamar Alexander, U.S. Secretary of Education

AMERICA 2000 will have its first birthday April 18. Just one year ago President Bush launched a strategy to help America, community by community, reach six ambitious National Education Goals by the turn of the century. The President and the nation's Governors had agreed on the goals after the education summit in Charlottesville.

AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom, and the U.S. Department of Education has become the sparkplug for that change.

> ***"AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom."***

AMERICA 2000 is not a seven-second soundbite and won't have instant results. Most of it is about helping Americans do things for themselves, in their own families, schools and hometowns.

But there is new energy and a new agenda and an inevitable sort of momentum developing. Here are some of the most important things that have happened during this first year:

1. **More people saying "the Nation's at risk, so I may be, too"**—While not often on the front pages or at the top of the evening news, education is more often seen as the *solution* to what is at the top of the news. George Gallup says Americans think nothing is more important for the next 25 years than having the best education system in the world. Education has become the national worry.
2. **AMERICA 2000 Communities**—Led by both Democrat and Republican Governors, 43 states and more than 1,100 communities are mobilizing under the AMERICA 2000 banner to reach the six National Education Goals. Over 86 of Maine's 184 communities are MAINE 2000 communities. MEMPHIS 2000 has 800 persons working on task forces to find ways to reach the goals, develop progress reports, and create a New American School. AMERICA 2000 helps give shape to an emerging education movement that will be for America in the 1990s what the civil rights movement was in the 1960s.
3. **World-class standards and new curriculum frameworks**—The National Council on Education Standards and Testing and the National Education Goals Panel have moved rapidly to help create a consensus about what children should know and be able to do in order to live, work and compete in today's world. The National Academy of Sciences is coordinating the development of standards for the sciences; UCLA is coordinating history. The work in English, geography, the arts and civics is about to begin. I see math teachers learning the new standards in virtually every school I visit. States—with our help—are accelerating efforts to change curriculum frameworks to incorporate these new world-class standards.
4. **American Achievement Tests**—There is a new consensus about the need for and the shape of a voluntary national examination system so that parents and communities can know how their schools and kids are doing. In just one year the question has become not whether to do it, but how best to do it.
5. **September Goals Report** —In 1991, Governors and the Administration published the first annual September Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year these reports will be increasingly powerful engines for change.

> ***"AMERICA 2000 is about helping Americans do things for themselves, in their own families, schools and hometowns."***

6. **New American Schools**—The New American Schools Development Corporation formed, raised over $45 million, and received nearly 700 proposals from design

*See **One Year Later,** next page*

teams that want to help communities create their own "break-the-mold" schools. Minnesota has authorized the creation of deregulated charter schools, a sort of independent public school. Other states, including California, Colorado, Connecticut, and Michigan, are considering similar proposals.

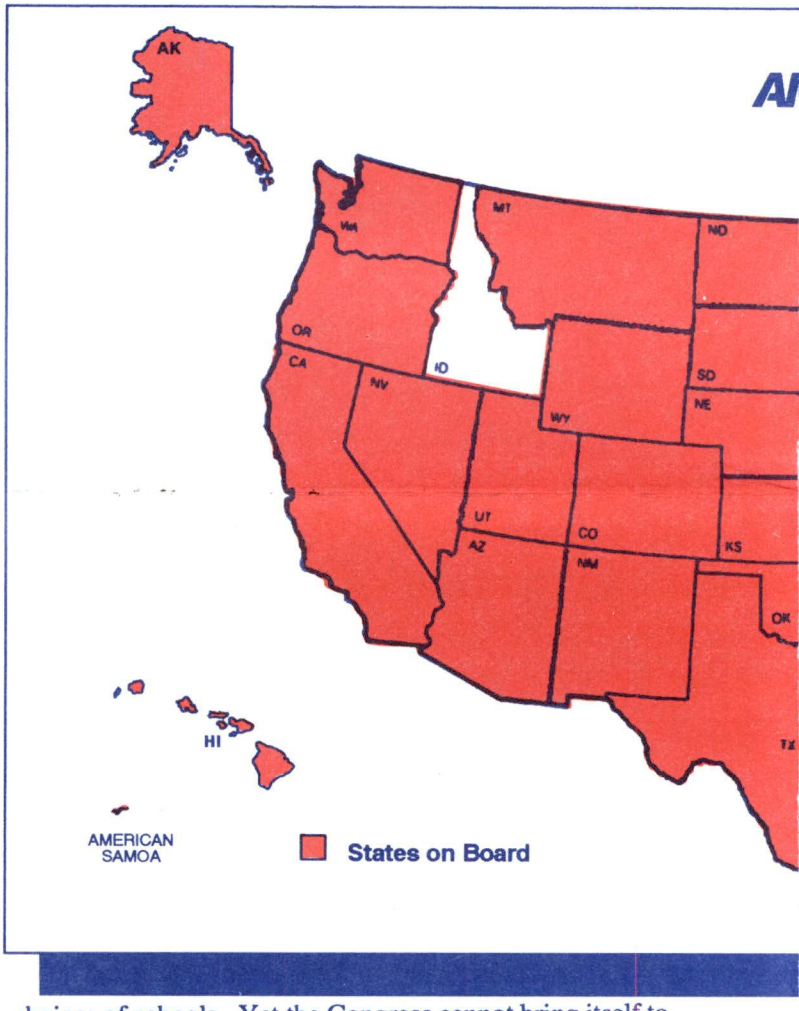
7. **More school options for parents**—This year 10 more states gave parents more choices of the schools their children attend as a way to unleash competitive forces to improve all schools. The President proposed a half billion dollar program to help states create their own GI Bill for Children, $1000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.
8. **Flexibility for teachers**–Ohio, Texas, and 12 other states have given state commissioners of education broad authority to free from regulation schools that set high goals and produce results. The President wants Congress to do the same with federal funds.
9. **Money**—Education is the President's No. 1 federal budget priority, including record increases for Head Start, for grants and loans that help families pay for college, and for university research and development. Much of the new funding proposals support the agenda for radical change: New American Schools, standards and testing, choices for families, flexibility.
10. **A bi-partisan spirit**—All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership. In turn, STATE and COMMUNITY 2000 efforts include educators at every level because nothing will change in education unless it changes inside the classroom.

"All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership."

Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message. After all, in the end what we are trying to do is to help people rethink their attitudes and ways of doing things.

"Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message."

And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors. There have been a few important areas of cooperation. The National Council for Education Standards and Testing included members of Congress. Congress appropriated $100 million for AMERICA 2000, but Congress can't seem to agree on how to spend it. The President wants to give teachers more flexibility, to help communities create New American Schools, and to give families more choices of schools. Yet the Congress cannot bring itself to support this much change.

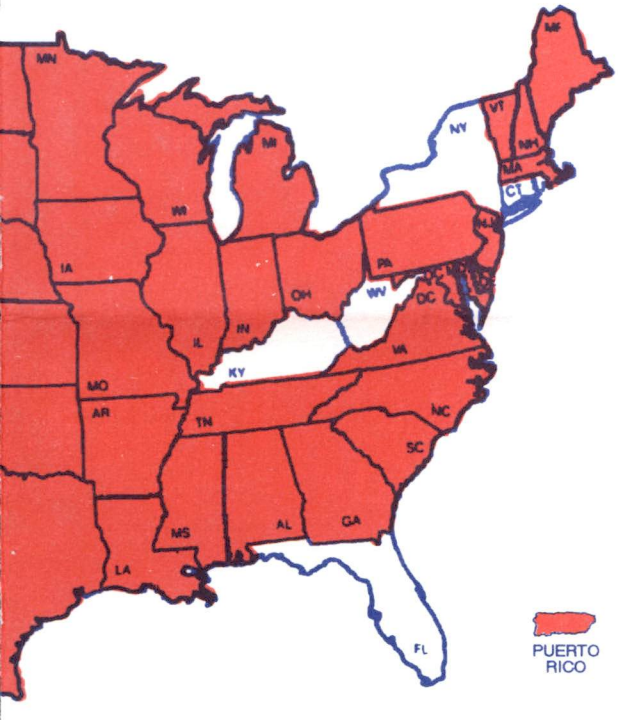


"And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors."

During the past year I have spent about half my days in schools and communities helping to begin AMERICA 2000 efforts. What I see is usually inspiring—families, students, and teachers straining to fit out-dated school structures and community attitudes with a world that has changed dramatically:

- Math teachers retraining to teach to vastly different standards;
- Decatur, Georgia, raising $1 million a year to help children outside the schools so they can learn while they are inside;
- Murfreesboro, Tennessee, opening all its elementary schools 12 hours a day and in the summer to fit needs of working families;
- In Minnesota, a kindergarten in a bank, a school in a shopping mall, and a school for teenage mothers in a corporate headquarters;

MERICA 2000: One Year Later



▲ In Derry, New Hampshire, plans for a year-round school that includes the Alan B. Shepard School of Math and Science;

"Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents."

▲ Milwaukee, giving poor families more of the same choices of schools wealthier families already have, including private schools;

▲ Louisville, Kentucky, saving money by giving school principals the right to acquire electrical services and air conditioning somewhere other than the central maintenance system;

▲ Balderas School in Fresno, California, with evening classes for Hmong, Cambodian, Laotian and Spanish-speaking parents so those parents can understand what their children are learning;

▲ Hispanic first graders in the Bronx learning English on computers so they can improve their math scores.

Standards are higher. Children are growing up differently. School systems and ways of thinking are atrociously out of date. And most adults are finding we need to go back to school ourselves.

It is harder today to be a teacher, to be a student, to be a parent. More of us are gradually realizing that radical change in our schools, rather than business as usual, will be necessary if we are to reach the ambitious education goals by the end of the century. And it is also dawning on more of us that there will also have to be radical change in our attitudes outside our schools, within our families and in our own communities. Schools must become better, but that means changing communities, too. It's hard for a school to be a better place than the community it serves.

"The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children."

Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.

More than anything, we want to give more energy and visibility to the need for really radical change in our schools and in our attitudes toward education—all of which begins with helping even more individuals come to their own conclusion that "The Nation's at risk, so I might be, too."

A few weeks ago Russia's new education minister came by the U.S. Department of Education to learn about our schools. I said, "But we should learn from you as well. American eighth graders were 14th in math and 13th in science scores—nearly last—in international comparisons last month. Russian children were ahead of ours."

He replied, "But you were not 13th in democracy."

Most of the world is now ready to try the American way of life, to follow our example. They know we have more advantages than any other country. The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children. ▲

The National Education Goals

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Forty-three states, the District of Columbia, American Samoa, Puerto Rico and more than 1,100 communities are mobilizing AMERICA 2000 initiatives.

State	Governor	Kickoff Date
ALABAMA	Guy Hunt (R)	October 31, 1991
ALASKA	Walter Hickel (I)	October 17, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
ARIZONA	Fife Symington (R)	December 12, 1991
ARKANSAS	Bill Clinton (D)	March, 18, 1992
CALIFORNIA	Pete Wilson (R)	April 10, 1992
COLORADO	Roy Romer (D)	June 17, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
GEORGIA	Zell Miller (D)	October 18, 1991
HAWAII	John Waihee (D)	January 28, 1992
ILLINOIS	Jim Edgar (R)	February 11, 1992
INDIANA	Evan Bayh (D)	October 1, 1991
IOWA	Terry Branstad (R)	October 27, 1991
KANSAS	Joan Finney (D)	October 29, 1991
LOUISIANA	Edwin Edwards (D)	September 9, 1991
MAINE	John McKernan (R)	September 3, 1991
MARYLAND	William Schaefer (D)	September 5, 1991
MASSACHUSETTS	William Weld (R)	October 24, 1991
MICHIGAN	John Engler (R)	November 13, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
MISSOURI	John Ashcroft (R)	October 29, 1991
MONTANA	Stan Stephens (R)	December 11, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
NEVADA	Bob Miller (D)	March 9, 1992
NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
NEW JERSEY	James Florio (D)	April 13, 1992
NEW MEXICO	Bruce King (D)	October 7, 1991
NORTH CAROLINA	James Martin (R)	September 27, 1991
NORTH DAKOTA	George Sinner (D)	To Be Scheduled
OHIO	George Voinovich (R)	November 25, 1991
OKLAHOMA	Dave Walters (D)	December 19, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
PENNSYLVANIA	Robert Casey (D)	October 18, 1991
PUERTO RICO	R. Hernandez-Colon (PDP)	To Be Scheduled
SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
TENNESSEE	Ned McWherter (D)	October 25, 1991
TEXAS	Ann Richards (D)	March 5, 1992
UTAH	Norm Bangerter (R)	December 10, 1991
VERMONT	Howard Dean (D)	September 20, 1991
VIRGINIA	Douglas Wilder (D)	To Be Scheduled
WASHINGTON	Booth Gardner (D)	February 28, 1992
WISCONSIN	Tommy Thompson (R)	November 21, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991

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Who Talks....

The AMERICA 2000 Daily Conference Call has featured education leaders from 47 states and the District of Columbia, including:

- **Elected Officials:** 16 governors, three mayors, four U.S. Representatives, one U.S. Senator and eight state legislators.
- **Educators:** Eight college and university presidents, 14 chief state school officers, 40 school superintendents, 20 principals and seven teachers.
- **Business and Civic Leaders:** Examples include: chief executive officers of major corporations, local and national U.S. Chamber representatives.

Conference Call Quotables....

- **ED Reform Is Nonpartisan:** "We're totally determined to keep [AMERICA 2000 and the National Education Goals] on a non-partisan basis. We have to do that in order to succeed...."
  President George Bush, 9/4/91
- **High Expectations:** "I think the greatest gift you can give to other human beings is to have high expectations out of them. And I think that's one of the problems — that we have not expected much out of them...."
  John Florez, White House Initiative on Educational Excellence for Hispanic Americans, 9/23/91
- **Communities Make Safe Schools:** "Everyone in the community...not the parents alone... must coalesce around having a safe environment...If youngsters are afraid to walk to schools through unsafe neighborhoods...we're not going to achieve the goals in school...because they're thinking...they've got to return through that same unsafe area...."
  Franklin L. Smith, superintendent/chief state school officer, DC Public Schools, 10/16/91
- **Teaching Means Commitment:** "A teacher should be very concerned about the child and the individual....I think Dr. King felt that all human beings could be great if they decided they wanted to serve, because he said, 'To be great is to serve.'"
  Mrs. Coretta Scott King, 1/15/92

See Quotables, next page

NUMBER 24, WEEK OF APRIL 13, 1992 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 Daily Conference Call Passes Six-Month Mark

Education innovators across the country have been featured on more than 140 segments of the AMERICA 2000 Daily Conference Call since its launch on September 4. The call, usually hosted by Secretary Lamar Alexander, is conducted weekdays at 11:55 a.m. Callers dial (202) 736-2300 to listen to a five-minute, live discussion about various aspects of education reform. Following is a sampling of education innovations discussed during the call.

Minnesota Mall Site of Break-the-Mold School

Leila Anderson, superintendent, Bloomington Public Schools, on a new system of five break-the-mold schools scheduled to open in a local shopping mall, covering pre-school through adult education for mall employees and nearby communities: "The mall has resources that I think public schools cannot duplicate....We can take our students over to the mall, work hand in hand with the business partners...then we would move to adults who would be the second program component where we have employees who would need some training and employers who could partner with us."

Kentucky Sets Sights on World Class Standards

Dr. Thomas Boysen, commissioner of education, Frankfort, on new assessment procedures in Kentucky which are results-oriented—the state sets "learning outcomes" and the individual schools determine how to deliver instruction: "I think what we have here is people looking in the rear view mirror instead of through the windshield. They are looking back at standards and assessments that I think in many cases trivialized learning and were in some cases the enemy of teaching. When you view assessment as an expression of world class standards, the kind of learning students need to be able to master in order to succeed in life, it's a different experience."

Illinois Community Focuses on Lifelong Learning

Dr. Len Sirotzki, director, Dupage-Kane Educational Service Center, Wheaton, on the creation of local partnerships ranging from the public library, to the local junior college, to the park district to promote lifelong learning community-wide: "What we have been doing for the last year is look at learning in the most comprehensive way....[W]e are working with families of children between the ages of 0 and 5, and...we are working with our senior citizens in programs like GEDs for seniors only....We're trying to take in life-long and life-wide [learning]."

Florida Businesses Help Create Satellite Schools

Octavio Visiedo, superintendent, Dade County Schools, on six new experimental schools in the area which were created in partnership with local business: "We started what we call our satellite schools...[for example] a satellite school with American Bankers Insurance Group where they built part of the facility and we have our teachers there on location....Parents are allowed, in fact encouraged, to have lunch with their children. We also provide day care facilities before and after [school] and we're trying to add parent components to the group where they can have time to study and be trained together...."

California Calculus Teacher Helps Low-Income Kids Excel

Jaime Escalante, Sacramento school teacher, whose story was the basis of the film, *Stand and Deliver,* on his success at teaching Advanced Placement calculus to students in an East Los Angeles high school: "[K]ids...have a negative image about mathematics, especially algebra, because we do not emphasize the subject at the elementary level...[or that] doing mathematics is fun....[In Sacramento, we] follow a formula which reads that

See Conference Call, next page

Quotables, continued

- **Change Is Sweeping Education:** "...[O]ne of the things that is so exciting...that's sweeping education today is that some people who have been maybe cynical about some of these efforts in the past are finally getting swept up in it."
  Gov. John Engler, Lansing, Michigan, 11/12/91
- **Reform Must Be Worth the Money:** "People are saying that we don't mind spending money on school...[reform] but we want to know that the end product is worth the money."
  Bud Burke, president, Kansas State Senate, 1/22/92
- **Starting from Scratch:** "[Break-the-mold] is what is so exciting about...starting from scratch.... What if we didn't take for granted 21 kids and a teacher sitting in four walls 180 days a year from 9 in the morning until 3 in the afternoon...?
  Chester E. Finn, Vanderbilt University, 10/4/91
- **Turning Kids on to Learning:** "The common denominator [when] dealing with the kids who have been turned off, is that we get them turned on to living first...[then] to learning. Often we reverse that process in our schools as we try to jam information into kids who are coming with all kinds of problems."
  Bill Milliken, founder and president, Cities In Schools, 9/24/91

Conference Call, continued

determination plus discipline plus hard work equals the way to success. So it's the commitment from the teachers, the parents and the students, because the school alone cannot educate."

Oklahoma Community Targets Dropout Prevention

Dr. Kara Gae Wilson, superintendent, Tulsa County Public Schools, on a community initiative which attacks the dropout rate on several fronts — a public awareness campaign, alternative education programs, legislative reform and enforcement of the Oklahoma laws requiring parents to ensure their children attend school: "It's made all the difference... we've lowered in two years our dropout rate 43 percent....It's because of the message the parents are getting that this society values education and we expect parents to value it too or we'll see them in court.....[Lack of] parental involvement combined with students who do fall behind academically are two of the main problems that we see over and over in court."

Texas Science Lab Targets Math-Science Goal

Brenda Lanclos, principal, Lanier Middle School, Houston, on a school-based model science lab, a joint project of Rice University and the Houston Independent School District: "It is a model lab, [with] very movable, mobile furniture, which allows the children to group and regroup into different lab partnerships, so that we see children working every day in hands-on activities...We've begun a partnership with middle school students in Hampton, England...The children have been studying problems and sending problems over to their counterparts in England and challenging each other on solving them."

Florida School Board Expands Drug Program

Alison Adler, drug-free schools coordinator, Palm Beach School Board, on the local program "Children Are People," an after-school support program originally designed for children from alcohol-dependent families, now serving all at-risk children: " 'Children Are People' targets third, fourth and fifth graders considered at risk, mostly because of family chemical dependencies....They have after-school counseling; students participate weekly in topics such as feelings, defenses; chemical dependencies are discussed; and right now we are serving 576 students and families."

Mobile Labs Promote Literacy in Rural South

Hugh Nichols, director of regional development, Entergy Corporation, New Orleans, on "New Opportunities," a program to help rural workers in three southern states improve reading, writing and work-related skills: "We began the program simply with a literacy hotline...[then] looked for ways to increase...delivery of literacy instruction....We tried four "fixed" laboratories...[which worked] in metropolitan and urban areas....And it was at that point that we decided to try mobile labs [in partnership with Grambling State University]....You can take education to rural communities and to businesses that are decentralized and improve the economy of the region."

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5. ISSUES

A. THE EDUCATION PRESIDENT

1. BUSH VS. CLINTON -- PRESS CLUB RESPONSE

2. AP STORY

PARTIAL TRANSCRIPT OF QUESTIONS AND ANSWERS
THE NATIONAL PRESS CLUB LUNCHEON
APRIL 17, 1992

Q: You made reference to the Sperling breakfast the other day in which, as I heard it, you said education would not be an issue in this election because Bill Clinton and George Bush are so close together in what they want. Do you still believe that, and, if so, how is the President and Bill Clinton going to differentiate themselves on education?

A: Well as I said, different people heard it different ways. The Christian Science Monitor said Alexander says education will be a battle ground in the fall so here's what I think about that. I think it's up to the President of the United States to set his agenda and it's up to the Democratic nominee to set his agenda and they will. You and other reporters will see the differences. I think, when I might have tried to explain the different kinds of issues, priority issues and then divisive campaign issues, that got confusing. So I think I'll stick with the idea that it'll be a big issue. I think if I were going to predict what might happen I would say that in this case it will be more difficult for the Democratic nominee to be a strong advocate for revolutionary change in the schools because the Democratic nominee will be in this case the establishment candidate. And I think the Democratic nominee will have the same sort of problem with education that Paul Tsongas had with the Democratic party on taxes. And we're likely to see issues develop like the President is saying: "Well let's have break-the-mold New American Schools with everybody involved coming up with the best ideas in the world. And the business-as-usual crowd will be saying: "Well, no, no, no, let's not let everybody get involved, let's give the money only to the people who gave us the schools we have. And the Democratic nominee will be under great pressure to say only for some schools. And the President will say: "Let's give middle- and low-income families more of the same choices of all schools that wealthy people already have," and the Democratic nominee will be under great pressure from the establishment and the business-as-usual crowd to say only choices of some schools. Or, the President will say: "Let's take the Federal money and give teachers flexibility in every state, in every community." And the business-as-usual crowd will say: "We can't untie the teachers' hands in that way we have a lot of rules and regulations we've got on," and that will put pressure on the Democratic nominee.

So I think the President's got an agenda and the Democratic nominee's got a problem. He's got the business-as-usual crowd for his supporters and we'll see what happens.

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Alexander Says Clinton's Education Plans Hampered by Traditionalists
By TAMARA HENRY
AP Education Writer

WASHINGTON (AP) - Education Secretary Lamar Alexander said Friday whatever creative ideas the Democratic presidential nominee proposes for improving schools will be rejected by his key supporters - "the business as usual crowd."

Alexander sidestepped the issue of whether his boss, President Bush, and Arkansas Gov. Bill Clinton, the front-runner for the Democratic nomination, have similar strategies to improve learning in America.

"I think the president's got an agenda and the presidential nominee's got a problem (because) he's got the business-as-usual crowd for his supporters," Alexander told a luncheon at the National Press Club.

"It will be more difficult for the Democratic nominee to be a strong advocate for revolutionary change in the schools ... The business-as-usual crowd will not go for revolutionary ideas," he said.

Bush on Thursday proposed giving all Americans a $25,000 line of government-backed credit to pay for higher education or acquire new job skills. The money could be borrowed through the Student Loan Marketing Association, a quasi-governmental agency known as Sallie Mae, which in turn would sell $100 million in securities a year to pay for it.

Terms of repayment would vary, with interest charges keyed to recipients' ability to pay.

Bush said he plans to include the idea as part of education legislation he will propose to Congress later this year.

Clinton has proposed a new national trust fund that would allow any person to borrow money for schooling and be able to repay it either through payroll deductions based on their income, or through community service.

Clinton's campaign spokesman Jeff Eller has said that Bush "borrowed parts" of the Democratic candidate's education program.

Alexander, noting the first anniversary of Bush's education reform program called America 2000, said Bush "has a clear agenda for revolutionary change in education."

He said the six national education goals developed by Bush and the nation's governors as part of America 2000 have been accepted across the country.

He said businesses also have accepted Bush's challenge to work with educators and others to design new ways to teach schoolchildren; teachers are being given more flexibility in operating their classes; and a national system of testing students is being developed.

"The Democratic nominee will have the same sort of problems with education as Paul Tsongas had with the Democratic Party on taxes," said Alexander. "The Democratic nominee will be under pressure" to limit to only certain schools key changes in the educational system.

Meanwhile, Alexander said Bush is working to implement a number of key changes in all schools, including private and religious.

Congress has rejected many of Bush's education initiatives, particularly those that would give low-income parents the choice to use tax dollars to send their children to public, private or parochial schools.

5. ISSUES (continued)

B. WHERE'S THE BEEF?

1. PRESS CLUB RESPONSE

2. UPI STORY

PARTIAL TRANSCRIPT OF QUESTIONS AND ANSWERS
THE NATIONAL PRESS CLUB LUNCHEON
APRIL 17, 1992

Q: This questioner says a recent Washington Post article criticized President Bush for being almost invisible on his education promises. It quoted numerous people saying that his interests appear totally political and that he had nowhere near the genuine interest exhibited by you, his Secretary of Education. The article had numerous examples of his apparent disinterest, including no personal lobbying on recent education spending bills in Congress. To quote a former Democratic Presidential candidate, "where's the beef?"

A: Well, the beef is the first National Education Goals in history, 43 states and more than a thousand communities in AMERICA 2000, a nation moving toward World-Class Standards, break-the-mold New American Schools, a national examination system, flexibility for teachers, choices for students, and a Federal education budget that puts more new money into education than into any other department in this government in new discretionary dollars. The beef is a half-billion dollars for the break-the-mold schools, a half-billion dollars to give families choices, the largest increase in history for Head Start, the largest increase in history proposed for grants and loans to help students go to college. The beef is, yesterday offering every American a $25,000 line of credit for education and job training to be paid back out of earnings. There's plenty of beef, and the sooner members of the news media would report what the candidates propose and the merits of them and let the people worry about that instead of some of these side issues, I think the more people would know about it. I was with the President in Columbus, Ohio, for a day, a day, kicking off OHIO 2000. He got back into the car and he said a miracle happened. I said what? He said someone asked me a question about education. It's not on the front page, it's not at the top of the evening news. It's just the solution to most of what is at the top of the evening news and on the front page. And as people learn more about it in the campaign, they'll see he's not only not been invisible, he gives an enormous amount of time to it. I don't have a single complaint about the amount of time he spends on it, and I don't know of any Cabinet member on the domestic side anyway, who has easier access to him or who spends more time with him.

Alexander says America's schools can be best
By JEFF BATER

WASHINGTON (UPI) - Education Secretary Lamar Alexander, praising his boss George Bush's record in education as reason to re-elect him president, said Friday that America can create the best schools in the world by the year 2000.

In an address to a lunchtime crowd at the National Press Club, Alexander touted ''America 2000'' - the strategy Bush unveiled a year ago Saturday to make Americans better educated that has been largely snubbed by Congress.

Alexander said the plan is working slowly but surely and that it can succeed if implemented to full term.

''This is not a seven-second sound bite,'' Alexander said of Bush's ambitious education reform package. ''This is not even a 100-hour war. There is no solution that we can cook up here for what we need to do about education that comes in the form of legislation and some more money and instant result. It's more than that. And we have finished one year of a nine-year crusade.''

Alexander said during the 30-minute speech that Bush's record as an ''education president'' is reason for Americans to give him a second term in the White House.

''I believe his leadership in education is one very good reason to give him another term because it would be an opportunity for him to finish the job,'' Alexander said.

The education secretary's remarks came a day after Bush, in an election-year speech, heralded ''America 2000'' as it approached its anniversary and reissued an old proposal to upgrade education that has been already shot down by Congress.

The plan calls for offering Americans of all ages a $25,000 line of credit for higher education expenses. It was introduced in the House earlier this year but died on procedural grounds without coming to a vote.

''America 2000'' includes building 535 so-called break-the-mold new schools, using federal dollars to give parents greater choice in selecting a school for their youngster, and alternative teacher certification.

With assistance from the nation's governors, Bush also set six lofty education goals for the year 2000 - children ready to learn when they come to school; 90 percent high school graduation rate, up from the current 70 percent; all pupils learning to a world-class standard in at least math, science, English, history, and geography; first in the world in math and science; skilled, literate work force; drug-free, violence-free schools.

Alexander said 43 states and 1,100 communities have adopted ''America 2000.''

''The goals have become the nation's goals,'' he said. ''I feel we're making a little bit of progress every day. We can create the best schools in the world. This is the nation that grew up reading ''The Little Engine That Could.'

''If we can put a missile down a smokestack, we can create the best schools by the end of this century,'' Alexander said.

The education secretary lamented that Congress, which has largely shelved ''America 2000'' as inadequate or even harmful, won't embrace the reform plan.

''It's hard for Congress to catch on,'' Alexander said. ''The president asks for Congress to help communities, create break-the-mold schools, and they won't even provide the funding that would jump-start the first 1 percent of the 50,000 break-the-mold schools that we need.''

Alexander said education will be a big issue in the long run for the White House.

''Elections shape the future of the country,'' he said. ''Education shapes the future of the country. ... The president has a clear agenda for revolutionary change in education.''

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5. ISSUES (continued)

C. SPENDING AND EQUITY

PARTIAL TRANSCRIPT OF QUESTIONS AND ANSWERS
THE NATIONAL PRESS CLUB LUNCHEON
APRIL 17, 1992

Q: What is the strategy to bring African American students to the academic level of their counterparts in the public school system when state and local governments are cutting their education budget?

A: The first strategy -- or first a correction. State and local governments overall aren't cutting their education budget. I know it seems like it because it hasn't been going up as rapidly, but over the last four years education spending in the states is up 25 percent and in the Federal government it's up 41 percent. Now ,it's been a tough time because for two or three years we've been in a recession, that makes managing the money hard. But the first thing to do for African-American students or Hispanic students or any other students, a large number whom may be at risk, is to expect of them exactly what we expect of everybody else and then do everything we can to help them succeed. I like the Henry Levin Accelerated Schools, such as the Coghill Elementary School in New Orleans, and there are many others. It's called accelerated because they slow no one down; they just speed everybody up who's behind. They do not accept, for a minute, that a child cannot learn and they succeed in that goal. Now it takes extra effort, it might take a longer school day, it may take more volunteers, it may take parents who get more involved, it may take foster grandparents, it may take turning off the television, it may take a lot of things; but any community that wants to help at-risk children succeed can do that. It's just a matter of the community deciding to do that. That's all it takes. The children can learn, and it is a grave disservice to African-Americans or anyone else to say, well, all of you who can learn come up here to the front and all of you who are African-American go over here because we assume you won't be able to learn as well. We've done that in our history. We should not do it anymore.

6. EXAMPLES OF AMERICA 2000 COMMUNITIES

EXAMPLES OF THE PRESIDENT'S INVOLVEMENT IN AMERICA 2000

NEW AMERICAN SCHOOLS

- **New American Schools Development Corporation.** Up at Camp David last October, Barbara and I hosted a meeting with Tom Kean, RJR Nabisco Chair Lou Gerstner, Arvin Industries Chair James K. Baker, Boeing Chair Frank Shrontz, and the other stars of the business world who make up the Board of Directors of the New American Schools Development Corporation. The Corporation was formed last July as a part of my AMERICA 2000 strategy. Since then, the Corporation raised over $45 million and just six weeks ago nearly 700 proposals came in from design teams that want to help communities create their own "break-the-mold" schools.

- **Break the Mold Schools -- Saturn School.** Last May I went to St. Paul, Minnesota to visit the Saturn School, where I saw all kinds of "break the mold" innovations in education. For instance, students were building robots and writing the computer programs to make them run. And students were working with other students of their own interest and ability, rather than with students who were simply the same age. You could really get a sense of how dramatically different schools of the next century will be from the schools of today. Barbara and Lamar have gotten the same sense from Jim Comer, whose break the mold Comer schools are transforming what school means for many low-income students and their parents.

NATIONAL EDUCATION GOALS

- **National Education Goals.** All the Governors of both parties and I set the National Education Goals two years ago, and now almost all of them are involved in the AMERICA 2000 partnership to reach those goals, community by community, school by school.

- **September Report Card.** The National Education Goals Panel has continued to represent broad bi-partisan agreement on the direction American education must go. I met with the Panel in June last year, and since then we published the first annual September Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year, these reports will be increasingly powerful engines for change.

STANDARDS

- **Standards & Testing.** The Goals Panel and the National Council on Education Standards and Testing have moved rapidly forward the idea of World Class Standards and a voluntary national

system of exams geared to those standards. Within the next year or two, we will have a consensus -- for the first time -- about what children should know and be able to do in order to live, work, and compete in today's world.

- **National Summit on Mathematics Assessment.** Math teachers started this unprecedented effort to establish world-class standards. I was at the Math Summit last spring in Washington where math teachers from across the country were meeting to discuss the world-class standards for math developed by the National Council for Teachers of Mathematics. This group has done what no one had thought possible: achieve consensus on what every American child should know and be able to do when it comes to math. Forty-one states are revamping and upgrading their math curriculum frameworks to reflect the new standards, and many are considering new ways to assess student progress against those standards. The work on standards for science and history is underway. And the work in English, geography, the arts, and civics is about to begin.

AMERICA 2000 COMMUNITIES

- **COLORADO 2000 & GRAND JUNCTION 2000.** Last June, Barbara, Lamar and I joined Governor Roy Romer, and legislative leaders Ted Strickland and Chuck Berry in Grand Junction, Colorado, for the launch of COLORADO 2000 and GRAND JUNCTION 2000. Since then, dozens of Colorado communities have gone to work. In Grand Junction, for instance, over 600 people -- parents, teachers, senior citizens, school leaders, businesspeople, and political leaders -- are working on task forces to find ways to reach the goals, develop a report card to measure progress, and make all their schools New American Schools.

- **AMERICA 2000 COMMUNITY CONFERENCE.** Since Barbara, Lamar and I were in Colorado last year, over 1,000 communities -- and nearly 1,000 more local Chambers of Commerce -- all across the country have accepted my challenge and are mobilizing to become AMERICA 2000 Communities. In January, I was a part of a conference at the U.S. Chamber of Commerce where hundreds of Chamber and community leaders had come to learn more about how to move their communities toward the National Education Goals. The conference wasn't about the Federal Government telling people what to do. Lehigh Valley's Ed Donley and leaders from other pioneering communities such as Memphis, Detroit, Omaha, and Richmond, were on-hand to talk about how they are working to reach the goals.

- **MAINE 2000.** On September 3, 1991, Barbara and I joined Governor John McKernan, Education Secretary Lamar Alexander and about 1,000 people in Lewiston, Maine, for the launch of MAINE 2000. Since then, over 86 of Maine's 184 communities have become MAINE 2000 Communities, which means they have

adopted the National Education Goals and working hard to develop a community-wide strategy to reach the goals, design a report card to measure progress, and plan for their own "break the mold" New American School. The children of Derry, New Hampshire, wrote me 200 letters about their ideas for New American Schools, and their community is creating the Alan B. Shepard School of Math and Science, opening school all year, and giving families more choices.

- **Other STATE 2000 Kickoffs.** Over the past year, I have also helped launch OHIO 2000, and by phone participated in the STATE 2000 kickoffs of Wisconsin, Utah, Montana, Arizona, New Hampshire, Illinois, and Nevada.

FLEXIBILITY

- **Teacher Flexibility.** Just last week we honored this year's Teacher of the Year, Thomas Fleming of Detroit, Michigan. His story reminded me how important extended family can be. His effectiveness as a teacher reminded me how important the idea of flexibility is, so that hard-working, caring teachers and principals can use their own imaginations to help students reach world-class standards in core subjects.

CHOICE

- **Milwaukee's Choice Program.** A few weeks ago, I talked with Wisconsin State Representative Polly Williams, who has fought so hard for Milwaukee's choice program that gives low-income students the more of choices of schools. The Wisconsin Supreme Court recently ruled that the Milwaukee choice program did not violate the State's constitution. Since April of last year, 10 more states gave parents more choices of schools their children attend as a way to unleash competitive forces to improve all schools. I have proposed half a billion dollar program to help states create their own GI Bill for Children, $1,000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.

- **Pennsylvania's Choice Proposal.** I know that the Vice President, Lamar Alexander, and I supported the bill approved by the Pennsylvania Senate but killed by the House that would have provided parents with a voucher of up to $900 for parents to use at any non-public school The voucher also could be used at any public school across district lines. It's an idea that would help children. It would give middle- and low-income families new choices that wealthier people already have. It is a pioneering idea that will challenge, help, upset, and constructively transform American schools and attitudes toward education.

THE FOUR TRANSFORMING IDEAS

Demonstrating the Groundswell

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WORLD CLASS STANDARDS & VOLUNTARY NATIONAL EXAMS

What Are States Doing?

- The **California** Assessment Program (CAP), designed by statewide committees, content area experts, and classroom teachers, is a state-of-the-art testing system that assesses specific learning objectives, including higher-order academic skills, for students in grades 3, 6, 8, and 12.

- The **Maryland** School Performance Assessment Program is a part of the Schools for Success Program developed under Gov. **Donald Schaefer**'s (D) Commission on School Performance. The program is an authentic, performance-based assessment in reading, writing, language usage, and mathematics at grades 3, 5, 8, and 11.

What Are National Organizations Doing?

- The **National Education Goals Panel** (NEGP), under the chairmanship of Gov. **Roy Roemer** (D) of **Colorado**, is working to develop measures of progress related to all six National Goals—as set by the nation's governors.

- The **National Council on Education Standards and Testing** (NCEST), co-chaired by Gov. **Carroll A. Campbell, Jr.** (R) of **South Carolina** and Gov. **Roy Roemer** of **Colorado** (D), has recommended the development of high national standards which are tied to a national, voluntary system of assessments.

- The **National Council for Teachers of Mathematics** (NCTM), has developed a national curriculum framework in mathematics. The **Curriculum and Evaluation Standards for School Mathematics**, developed by NCTM, has been the impetus for change across the country as math teachers learn better ways to teach math to all children and help them reach higher achievement levels.

- The **National Council for Geographic Education** and the **Association of American Geographers** have developed "Guidelines for Geographic Education," which identify basic themes in geography and a sequence to be followed in geography education.

- **The New Standards Project**, a joint effort headed by **Marc Tucker** of the **National Center on Education and the Economy** and **Lauren Resnick** of the **Learning Research and Development Center at the University of Pittsburgh**, is developing a voluntary examination system, in which district and state assessments could be compared against a national standard. The Project is developing a core set of assessments that exemplify shared standards. Sixteen states and six school districts are taking part in the project.

What Is The Administration Doing?

World Class Standards:

- **The Department of Education** is funding two national centers to set national standards in science and history.
  - A grant to the **National Academy of Sciences** will support the development of standards in the sciences.
  - An inter-agency agreement with the **National Endowment for the Humanities** is supporting the activities of the **National Center for History in the Schools at UCLA**.

- Work is underway for standard-setting projects in English, civics and the arts.

- The Department is engaged in discussions with the **National Endowment for the Arts** and the **Getty Foundation** to support broader activities in the arts at the national level.

- Led by former Labor Secretary **Bill Brock**, the **Secretary's Commission on Achieving Necessary Skills** (SCANS), supported by the Department of Labor, identified five competencies that high school graduates must develop to be prepared for productive employment in the highly competitive and dynamic workplace of the 21st century. SCANS has called for the development of national skill standards in these competencies.

- Education Secretary **Lamar Alexander** and Labor Secretary **Lynn Martin** have joined forces to spearhead a private-public partnership to help develop voluntary skill standards for business and industry.

Voluntary National Exams:

- To measure students' progress toward achieving World Class Standards, the Department, in conjunction with the **National Education Goals Panel**, is developing a voluntary nationwide examination system. These exams, called **American Achievement Tests**, will be designed to foster good teaching and learning and make use of the best and latest thinking in the area of assessment. The Department plans to offer **incentive grants** for assessment development in 1992. Additional work by states will be supported in 1993.

- Colleges will be urged to use the American Achievement Tests in admissions and employers will be urged to pay attention to them in hiring.

BREAK-THE-MOLD NEW AMERICAN SCHOOLS

The idea behind New American Schools is an invitation to imagine: If the schools we have today didn't exist, what would we create in their place?

More and more Americans are responding to that invitation. More and more, Americans are imagining what their new high-performance, best-in-the-world schools might look like. That is creating a growing demand for New American Schools—schools that belong to communities, schools that break the mold. That demand, and efforts to meet it, are being expressed in countless ways and on various levels—in states, communities, the private sector, and the federal government.

What Are States Doing?

- Principal **Michael Dorer** is creating America's first **charter school**. And by doing that, he's also redefining the meaning of "public schooling." Under a new law in **Minnesota**, Dorer's now private school—Bluffview Montessori School in Winona, Minnesota—is about to become a *public* school. It will become accountable for its performance to the state and local school boards, while all the decisions about the school—staffing, budgets, curricula, and everything else—will remain in the hands of Dorer, teachers, and parents at Bluffview. What's happening in Winona is likely to happen elsewhere. At least eight other states are discussing the idea of letting groups of teachers, parents, or others create their own charter schools—including **California**, **Colorado**, **Connecticut**, **Michigan**, **Alaska**, **Florida**, **Massachusetts**, and **Tennessee**.

- House Majority Leader **Vera Katz** (D) and others pushed through the **Oregon** legislature the Education Act for the 21st Century. Under the new law, schools across that state will be rethinking teaching and learning in light of a number of fundamental changes: Certificates of Initial Mastery and Advanced Mastery for high school students, non-graded classes for primary schools, learning centers for school dropouts, break-the-mold tests for students, school-to-work transition programs, and more.

- Principal **Judy Codding** has foresight. Several years ago, she created Pasadena High School in the image of what **California** chief state school officer **Bill Honig** and others today are hailing as the California high school of the future. That image is outlined by a state-

sponsored study group in "Second to None: A Vision of the New California High School," which recommends that California students take two years of a tougher core curriculum, then customize their last two years of study to prepare for either college or the workplace.

- Talking with school people, Gov. **Booth Gardner** (D) learned about dozens of innovative ideas being stifled by senseless state regulations. To give communities across **Washington** a chance to try out their own ideas in their own neighborhoods, Gov. Gardner proposed a competition that would provide grants for innovative, one-of-a-kind efforts to boost student performance. The announcement drew 134 proposals for the first 21 grants; 101 for the remaining 12. But innovation didn't stop with those the winners. Most of the people who didn't receive grants went ahead and implemented their innovative ideas anyway.

- A coalition of **North Carolina** business, school, and community people suggested a plan that would allow teams of educators to bid on and run new schools. The schools' creators would provide information on funding and an accountability plan—the rest would be up to them. The bill was introduced by Gov. **Jim Martin** (R), passed by the Senate, and is now being considered by the House education committee.

- Gov. **Terry Branstad** (R) is working with a group of business people and educators in **Iowa** to create the first state version of the New American Schools Development Corporation—the New Iowa Schools Development Corporation. It would help schools across Iowa rethink what they're doing and support their efforts to improve student learning.

What Are Communities Doing?

- In the fall of 1991, the **Derry, New Hampshire** school district launched an effort to create a **21st Century Learning Community**. This is a complex initiative that weaves community resources together in a unified, comprehensive educational plan. The planning process involves a steering committee of parents, local business executives, teachers, school administrators, and other community members. Innovations will include a year-round program of studies, a "lab school" to focus on math and science, a new middle school that will also offer preschool services, career development programs, GED preparation, and even college courses. The community of Derry is well on its way to becoming an AMERICA 2000 Community.

- Businessmen **Rob Hurless** and **Dick Jahn** wanted change in **Casper, Wyoming**, schools; and they didn't want to sit around waiting for it to happen. So when they heard **Lamar Alexander** call for new American schools back in 1989, they responded. They started a Business Advisory Council that, working with the school district, sponsored a competition to create five break-the-mold schools in Casper. The competition attracted 37 proposals, from which five were selected for funding to create Casper's "Lighthouse Schools."

- **Dade County, Florida**, was undergoing a population explosion. It would have to build 49 new schools in seven years. Rather than build the old traditional schools, the teachers union and then-Superintendent **Joe Fernandez** agreed to use this as an opportunity to seek innovative ideas for teaching and learning inside each new school. They issued Requests for Proposals in 1989 for eight new schools and received 44 responses. Nine new schools have been created so far, each being a product of its own unique Request for Proposals. In response to one of the RFPs, the Design and Architecture Magnet School, the district received 7 proposals.

- Hundreds of communities are leading or have joined Design Team proposals submitted to the **New American Schools Development Corporation**. And more than 1,000 communities have accepted the President's four-part challenge and are on their way to becoming **AMERICA 2000 Communities**.

What Is The Private Sector Doing?

- The **New American Schools Development Corporation** (NASDC) was created to support New American School design work and technical assistance. It is a non-partisan effort, led by a board of directors whose members include both parties—former **Governors Kean** (R) and **Baliles** (D), former congressman **James Jones** (D), and others. NASDC has received more than 9,000 inquiries, more than 2,000 participants at its conferences, and 686 Design Team proposals. Those proposals include 226 business partnerships; 140 colleges and universities; 136 think tanks, foundations, and other organizations; and 240 school districts and 47 schools—over 1,000 schools in all.

- **Ted Sizer** of Brown University has developed nine "essential school" principles that are helping 120 schools across the U.S. rethink their approaches to teaching and learning. Another 200 schools are considering using those principles, and eight states are participating

in **Re:Learning**, an effort to help change state and district policies in ways that support the efforts of Essential Schools. Seven additional states are considering joining Re:Learning.

- Former school superintendent **David Bennett** has started a private, for-profit firm, **Educational Alternatives, Inc.**, (EAI). EAI now operates a public school in South Pointe, **Florida**, and is negotiating with more than 15 other school districts to manage all or part of their operations. (N.B.: Like charter schools in Minnesota, EAI is blurring the distinction between public and private schools.)

- Accelerate, don't remediate. That's the philosophy that launched **Henry Levin**'s **Accelerated Schools** project. It began several years ago in **San Francisco** with the Daniel Webster Elementary School, which last year registered the city's highest gains in test scores. The project has grown from 54 schools last year to more than 140 schools this year. The idea is so popular that last summer, the project had to turn away more than half the 250 schools that applied for its summer training workshop.

- **Chris Whittle** has launched the **Edison Project**, a research and development effort that will lead to opening at least 200 innovate private schools in urban areas across the country within the next few years and 1,000 schools by the year 2010.

- Two years ago, Principal **Constance Jones** heard **E.D. Hirsch**, Jr., speak at the University of Virginia about his "core knowledge" curriculum. A year later, she and teachers at Three Oaks Elementary School in Fort Meyers, **Florida**, became the first in the nation to use that curriculum. Others were so impressed with Three Oaks' results that 20 of the district's 31 elementary schools are now using Hirsch's core curriculum.

- The **RJR Nabisco Foundation** is awarding up to $250,000 to 15 schools per year (from 1990 through 1994) for school innovation. Last year, 1,600 schools applied.

- Nearly 150 schools in 18 school districts are reorganizing decision-making around Yale Professor **James Comer**'s three-part governance structure: a school planning and management team, a mental health team, and a parent group.

What Is The Administration Doing?

- **President Bush** has proposed legislation that would provide venture capital for the creation of at least 535 high-performance New American Schools—at least one per congressional district.

PARENTAL CHOICE OF SCHOOLS

What Are States Doing?

- Former Gov. **Rudy Perpich** (D) led **Minnesota** to enact the first state-sponsored school choice program in 1985, a "postsecondary options" program that allows high school juniors and seniors to take courses and earn credit in colleges, universities, or vocational-technical institutes. Participating students express high satisfaction with the program and Minnesota high schools, faced with competition and the threat of enrollment loss, have responded by quadrupling offerings of advanced placement courses.

- Eleven other states have since enacted postsecondary options programs: **Arizona, Colorado, Connecticut, Florida, Iowa, Kansas, Maine, Ohio, Oregon, Rhode Island, and Washington.**

- Based on the success of **Minnesota**'s postsecondary options plan, the state adopted a statewide open enrollment plan in 1988 that allows any family to send their children to public schools outside their resident district.

- Ten additional states have enacted legislation providing for statewide interdistrict or within-district open enrollment: **Arkansas, Colorado, Idaho, Iowa, Massachusetts, Michigan, Nebraska, Ohio, Utah, and Washington.**

- **Iowa** has a statewide open enrollment plan, a postsecondary options program, free transportation for low-income students attending private schools, and a $1000 tax deduction for parents who send their children to private schools (recently upheld by a U.S. district court).

- **Vermont** has had a 'tuitioning' law since 1869 that provides for towns without schools of their own to pay for their students to attend other public or private schools. The program covered 7,633 students in 1984-85, including 2,761 private school students.

- Through **Minnesota**'s "second-chance" choice program for at-risk students, 700 dropouts have returned to school and an ongoing evaluation of this program indicates that it may offer the personal attention and learning opportunities that at-risk students found lacking in their neighborhood schools.

- **Charter schools** programs enable teachers and others to establish their own public schools under charters issued by state and local education agencies. They give families more alternatives to select from. These schools receive public funds, and are accountable for student performance results, but operate more autonomously than public schools do currently. **Minnesota** adopted a version of charter schools in May 1991; a number of other states, including **Colorado, Connecticut, Tennessee, Alaska, Florida, Michigan, Massachusetts,** and **California**, are now considering their own charter schools program.

What Are Communities Doing?

- **Polly Williams**, a black civil rights activist and state legislator, won the passage in 1990 of a parental choice program for **Milwaukee** students from low-income families, which was recently upheld by the Wisconsin Supreme Court. The program, whose backers include Gov. **Tommy Thompson** (R), permits K-12 low-income students in the city to attend any nonsectarian private city school, with the state paying participating private schools up to $2,500 per child.

- The **Memphis** "Optional Schools" program, which originated in 1976 to address a desegregation order, offers students from Memphis and surrounding districts an opportunity to enroll in the special program of their choice. The implementation of these options has served to re-enroll many of the 30,000 students who left the district following the original desegregation ruling, and the "optional schools" reflect a more desegregated population than the district as a whole.

- **East Harlem District 4**, whose population is 96 percent minority and mostly low-income, allows families to choose among district schools. District administrators credit school choice as a major factor in helping raise test scores; for example, the percentage of students reading at or above grade level shot up from 27 percent in 1978 to 46 percent in 1989.

- **Cambridge, Massachusetts** was one of the first U.S. communities to implement a voluntary school desegregation policy that was community-developed. Implemented between 1979 and 1981, the program allows parents of K-8 children to select from any of the district's magnet elementary schools, subject to space availability and desegregation constraints. As a result of the school choice plan, the proportion of students attending public schools increased from 80 percent in 1978 to 85 percent in 1990.

- **Epsom, New Hampshire**, a small town of about 4,500 people, is the first community in the nation to grant a property-tax credit to taxpayers who pay the costs of educating children outside the regional public school. Under the plan, adopted in 1990, taxpayers receive up to $1,000 in property-tax abatements for tuition in public or private schools. Relatives and businessmen can use their property tax abatement to pay for the education of children of parents who do not own property.

- In **California**, a coalition of citizens, businessmen, and private educators have taken the issue of school choice directly to the voters. The Parental Choice in Education initiative, which would provide $2,500 tuition vouchers for each child enrolled at a non-public school, will appear on the November ballot if supporters can gather enough signatures.

- In **Pennsylvania**, the REACH Alliance (Road to Educational Achievement Through Choice) mobilized a groundswell of grass-roots support for a school voucher plan that would provide $900 tuition vouchers for any child in the state who attends any school other than his or her local public school, including a sectarian school. Although the bill failed in the state House after winning passage in the Senate, supporters have vowed to redouble their efforts to achieve passage of voucher legislation. The REACH measure has significant bipartisan support in the legislature, including House Speaker **Robert O'Donnell** (D).

- In **Illinois**, TEACH America (Taxpayers for Education Accountability and Choice), a citizen and business coalition dedicated to promoting school choice, is active in lobbying the state legislature for greater school choice, including private school vouchers, a Golden Rule-type program for low-income families, open enrollment, and postsecondary options.

- In addition to the REACH Alliance and TEACH America, a number of grassroots organizations dedicated to increasing parental choice of schools have emerged in recent years. They include **Louisiana**'s Right to Learn Committee; **Floridians** for Educational Choice; TEACH **Michigan** (Toward Educational Accountability and Choice); **Indiana**'s COMMIT; the **Tennessee** Parent Power Program; **Arizona**'s PACE (Parents Advocating Choice in Education); **California**'s EXCEL (Excellence through Choice in Education League); and TEACH Oregon (like Ill.).

What Is The Private Sector Doing?

- Frustrated with the Indiana legislature's failure to pass a school choice program, the **Golden Rule Insurance Co.** started a privately-funded voucher program for low-income students in Indianapolis, in the fall of 1991. The plan provides vouchers for up to one-half of tuition, up to $800. 766 low-income students are now being served, and 147 students are on a waiting list. 65 schools participate, and their average tuition is $1,150. Golden Rule has pledged $1.2 million toward the program, over 3 years. Pharmaceutical giant Eli Lilly is supporting the program, and other companies elsewhere in the U.S. have shown interest in it.

- In **Delaware**, former Gov. **Pete du Pont** (R) has been talking with business and community leaders about establishing a program resembling Golden Rule's to provide low-income families with scholarships for children to attend schools of their choice.

What Is The Administration Doing?

- The Department has proposed a **"State GI Bill for Children"** demonstration program that would initially provide $500 million in new federal money to states and localities to enhance the educational opportunities of children from middle- and low-income families. Participating localities would permit families to select from among any lawfully-operating elementary and secondary school. Eligible children would receive annual scholarships of $1,000 made of matching federal and state funds[1].

- The Department has also proposed a **$30 million School Choice Demonstration Program** that would enable low-income families to choose the school their children attend. Eligible children include those in grades 1-12 who qualify for free or reduced priced lunches.

- The Department of Education issued regulatory guidance in 1992 calling for **Chapter 1** funds to follow the child who moves from one school to another—be it public or private.

- The Department of Education's **AMERICA 2000 Excellence in Education Act** of 1993 includes provisions clarifying that states may use **Chapter 2** block grants to enhance parental choice in education.

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[1]Under negotiation with OMB. State match may not be required.

- The Administration's 1992 version of the same act included a **$200 million Education Certificate Program Support Fund** to demonstrate the effectiveness of parental choice. For eligibility, states and/or LEA's would have to ensure that families can choose among a variety of public and nonpublic schools. The funds could be divided between states and LEA's, and would be distributed to school districts according to their share of Chapter 1 funds for the prior year[2].

[2]**N.B.:** This has been superceded by the "GI Bill for Children." It is included here to provide a complete list of recent Administration initiatives.

FLEXIBILITY FOR TEACHERS AND PRINCIPALS

What Are States Doing?

States across the country have taken bold steps to allow teachers and principals with good ideas to improve their schools unencumbered by stifling state regulations. The following examples illustrate what states are already doing to *increase local flexibility*:

- In **Texas**, state education commissioner **Lionel Meno** can grant waivers from regulations including final exam requirements, prescribed staff development time, required textbook selection, and teacher certification. More than 500 waivers have been granted since January of 1991.

- In **Tennessee**, legislation introduced by Gov. **Ned McWherther** (D) has led to sweeping elimination of 3,700 education regulations, and local school boards can now waive state regulations without having to obtain final approval from the state. Waivers may address any education area—structure of the school day, curriculum, staffing, transportation, and professional evaluations are just a few.

- Nearly 200 **South Carolina** schools with a history of superior academic achievement have been granted automatic release from numerous state regulations, under a sweeping state deregulation initiative. In addition, other schools with sound school reform proposals may request that the State Board of Education grant them waivers from regulations governing staffing, certification, class scheduling, and class structure. Approximately 21 waivers have been granted to date.

- About 50 of **Illinois'** school districts have been granted waivers by the State Board of Education, exempting them from cumbersome state rules and regulations so that they can implement experimental programs like year-round schools and work-study programs.

- Since last June, **Florida** State Commissioner of Education **Betty Castor** has approved 14 waivers from state regulations for elementary schools seeking to restructure. Each waiver request must be backed up by a solid research plan.

- Last year, the **Maryland** State Board of Education approved a policy for waiving state regulations that stand in the way of school improvement. The State Superintendent of Schools will approve or disapprove the waiver, and the State Board of Education must concur for a waiver to be granted.

What Is The Administration Doing?

States and localities need to be given the freedom to deliver federally funded programs in a way that makes sense in a local context. The Administration is doing three things to increase local flexibility:

1. **Eliminating unnecessary and counterproductive federal laws and regulations that interfere with efficacy and innovation.**

2. **Making sure that states and communities know that they can implement well-planned school reform programs *without violating federal laws or regulations.***

3. **Seeking the authority for the Secretary to waive federal regulations that block the way to reform.**

    1. **Some examples of laws that impede flexibility:**

    - **Chapter 1** requires that all its beneficiaries be tested using nationally standardized tests. Even though some states already test all children using their *own* standardized test, they are nevertheless required to re-test Chapter 1 students separately in order to comply with federal regulations. Moreover, existing standardized tests are among the same ones that have come under fire for failing to measure the complex skills like writing and problem solving that we want children to learn.

    - Separate regulations and reporting requirements often result in **Chapter 1** students being plucked from the middle of their regular reading activity in order to receive a Chapter 1 reading activity in another part of the same room. This absurd disruption in the learning process is counterproductive and unnecessary; yet such "pull-out" programs continue to be widespread.

2. **Increasing awareness of existing opportunities for flexibility:**

- **The Department of Education** (ED) has undertaken a thorough review of program regulations, and is providing assistance to states so that they can make use of existing opportunities for flexibility.

- ED has just issued a booklet that guides local projects to opportunities for flexibility in **Chapter 1**.

- ED has provided recommendations to the **National Governors' Association** on what states can and cannot do with federal program money.

- ED staff have met with state officials in **Minnesota, New York and Kentucky**, to advise them on how to use existing flexibility in federal law and regulations to carry out their education reforms.

3. **Waiver authority for the Secretary:**

- The federal government has now gone as far as it can go in helping states to use funds flexibly. But we need to go further still. That's why the President, in his **AMERICA 2000 Excellence in Education Act**, has proposed that the Secretary of Education be empowered to grant waivers from federal regulations for states and localities with innovative plans to improve student outcomes.

- The head of every other Cabinet-level domestic agency already has such waiver authority.

- Waiver authority has benefited communities across the country. For example, Department of Health and Human Services' waivers have cleared the way for states to demonstrate different approaches to welfare reform. Some of these approaches have increased welfare recipients' earnings from jobs and decreased government spending for public assistance.

- The possibility of obtaining federal waivers offers a strong incentive for states, localities, and schools to try out innovative reforms rather than to continue to conduct "business as usual."