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Teacher of the Year Award 4/4/90 [OA 6895]

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John Morton-Finney, the son of a former slave, has had a 100-year love affair with knowledge

'It's Such A Pleasure To Learn'

"*ARMA VIRUMQUE cano*," I said, reciting in Latin the first words of Virgil's *Aeneid*. "*...Troiae qui primus ab oris*," he continued, snatching the rest of the opening line out of my mouth.

I was surprised at my own memory. It had been three decades since I sat in my last Latin class. It had been even longer since he had taught one.

"*Italiam fato profugus Laviniaque venit litora*," he continued, losing me in the rapturous recitation of his beloved ancient language. John Morton-Finney could not contain a soft chuckle. His eyes twinkled knowingly. He had beaten me. Not bad for a 100-year-old man.

John Morton-Finney is a very special old man. Born the son of a former slave, he served in World War I, became fluent in six foreign languages, earned 11 degrees, taught school until he was 81 and still practices law. His thirst for learning has never abated. In his 60s, he started college all over again, earning his fourth bachelor's degree at 75. Today he attends law-school seminars with the wide-eyed eagerness of a freshman.

I have interviewed many smart people in my career—Paul Tillich and Adam Clayton Powell, Jimmy Carter and Edward Teller. But John Morton-Finney has been smarter longer than anyone I ever knew.

So when I learned that he had turned 100, I traveled to his home in Indianapolis to learn the secrets of his love affair with knowledge, of his health and of his unbowed faith in the American dream.

Morton-Finney peered through the door when I knocked at his home on the north side of the city. Then he motioned me into a living room filled with the Victorian furnishings he and his late wife had collected.

I looked at the mementos of his 100th birthday celebration. A proclamation from the Indiana Supreme Court citing him for being the oldest practicing lawyer in the state. A message from a fellow Indiana University Law School graduate, Vice President Dan Quayle. And another message signed by President Bush.

A very private, humble man, he seemed genuinely puzzled that I wanted to know about his life. "There's nothing extraordinary about me," he scolded.

He is so shy, his daughter Gloria told me, he only danced at home. But talk history, and he explodes from his shell, racing over the centuries in lightning strokes, strewing the conversation with quotes from Pericles and Herodotus, Churchill and DuBois.

Photos by Robert Stolarp.

Left: John Morton-Finney at minority students' reunion at Butler University in Indianapolis, 1988. Below: Receiving an honorary doctorate from Butler, 1989.

Fluent in six foreign languages, he now holds 11 degrees. The last one—his fourth bachelor's—he earned at 75.

Morton-Finney reads three or four books at a time, making copious notes. Twenty books are stacked by his bed, next to five sharpened pencils and a TV set tuned to the news. More books paper the walls, climbing to the ceiling. Homer sits next to Cervantes. Cicero next to Shakespeare. Racine next to Chaucer.

Why does he keep reading so desperately? "I can get interested in so many things," he confided. "There is so much to know in this world. And it is such a pleasure for me to learn. Besides, a cultivated man would never say, 'I finished my education' because he graduated from college. There is no end to learning."

In his childhood, Morton-Finney learned about his ancestors, who migrated from Ethiopia to what is now Nigeria. Enslaved in America, they were bought, sold, given away at the owner's whim. Morton-Finney's paternal grandfather was given by the owner to relatives as a wedding gift and taken to another part of Kentucky. The child who would become John's father was sold to another plantation. After President Lincoln issued the Emancipation Proclamation, John's grandmother, now free, went in search of her children.

"Grandmother told me she walked 12 miles barefoot, looking for my daddy," Morton-Finney recalled. "All she had was the dress she was wearing. When she found him, this white woman wouldn't let him go. 'He's mine!' she cried. But the owner's son, who had been fighting with the Rebels, said, 'Mama, you have to give him up. It's the law.' Grandmother told me it was like glory. The owner had beaten this little boy to keep him under control. Now he was the happiest little soul she said she ever saw."

Ninety-five years after hearing that story at the knee of his grandmother, Morton-Finney's heart still swells. "Pioneer women showed no more bravery than the Negro woman did establishing her family after slavery. This is a stalwart character in American history."

The new family settled in Uniontown, Ky. Morton-Finney's father became a barber and married a woman from a family of free blacks. In 1889, their son was born. "I grew up in a Christian home," he told me. "That says it all."

Not quite. There was plenty of poetry reading and political debate. Morton-Finney grew curiouser and curiouser about the world. One day an older playmate read to him news reports from the Spanish-American War. "The illustrations fascinated me. It all made me

BY WALLACE TERRY

alyce Thayer. Rosealyce Thayer
ingfield, Vt., recalls how the
ties didn't act quickly to save her
-old daughter, Caty Richards.
83, while Caty and a friend, Ra-
itz, were out walking, a stranger
Caty into his car at gunpoint. Ter-
Rachel darted into a neighbor's
o report the kidnapping. Minutes
osealyce arrived at the police sta-
d asked the police chief for a land-
: search. "Rachel gave an excel-
scription of the car," Rosealyce
'but no search was made."
ealyce adds that the chief, who
ice left the department, also pre-
l her and her husband, Charles,
searching for Caty on their own.
lice cruiser blocked our driveway,
police officer was stationed in our
—at our phone—to prevent our
g calls," she says.
eph Estey denies this. He was on
ringfield police force then and says:
asy to suggest things could have
lone differently...but, in less than
urs, we had the individual who was
nsible for the crime."
th Rachel's information, the police
who the kidnapper was, says Rose-
. The next morning, they arrested
Schaefer, 31, a mechanic. Then they
Caty's body only a mile and a half
the abduction site. Schaefer con-
d to Caty's rape and murder. From
reports, he also was identified by
32 rape victim, and later he con-
d to the 1981 rape and murder of a
ear-old Springfield girl. Schaefer is
ng 30 years to life.
osealyce Thayer has channeled her
and grief into constructive action.
testified before the Vermont legis-
e for a bill requiring immediate police
ches when a child is reported miss-
That bill became law. Now, with
National Victim Center, she is lob-
ig for an amendment to all state con-
itions allowing victims to be present
very stage of the criminal process.
Rosealyce Thayer wants justice for all
tims. "I want legislation like a kid in
ndy store wants sweets," she says.
want *more*: Victims' compensation.
ety on campus. A bill of rights for
ldren. I want, I want, I want."
Parents who know her sorrow deserve
this and more.

r more information, contact:
Public Awareness About Child Care, pt. P, P.O. Box 545, Station 12, 930 Monaco, Denver, Colo. 80224-1665.
Parents Against Child Abuse, Dept. P.O. Box 1262, Temecula, Calif. 390. (For a copy of the booklet "The aking Shocker," send a self-addressed mped envelope.)
National Victim Center, Dept. P, 307 7th St., Suite 1001, Fort Worth, Tex. 102; or call 1-817-877-3355.
Vanished Children's Alliance, Dept. 1407 Parkmoor Ave., Suite 200, San se, Calif. 95126; or call 1-800-ANISHED.

want to read better." The next day, he bought his first book. It was Webster's *Common School Dictionary*. And it cost 35 cents, all the money he had.

When his mother died, she left his father with far too many children to manage: seven. So John was sent to live with his grandfather in Missouri.

The nearest school for blacks was six miles away. Each day Morton-Finney walked the journey, right past a school for whites that was only half as far.

He was segregated by custom. And by fear.

"Almost every day I would hear about a beating, burning or hanging of a Negro," he recalled. "You have no idea how horrible it was. You learned to give up the road when white folks walked toward you. They could holler, and a gang would appear to beat you into the ground. I grew up afraid of white folks. I don't know that I ever stopped."

In 1911 Morton-Finney joined the Army and served a tour in the Philippines. Once out, he finished his first degree, at Lincoln College in Missouri, and took a job teaching in a one-room schoolhouse. Then came the Great War, and he was back in uniform. "Oh, the destruction," he said. "I saw the survivors of mustard gas. Men spitting up parts of their lungs. I saw the graves of 30,000 Frenchmen."

How did he feel serving a nation in war that had enslaved his father and discriminated against him? "Although my country restrained me by law and by custom," he said, "it was still my country. There was no country in Africa that I belonged to. This is where I lived. I believed I should fight for this, my country. And I would do the same today."

After the war, Morton-Finney earned bachelor's degrees in mathematics, French and history. He tried teaching languages at black colleges, but there was so little money that when he heard there were vacancies in the Indianapolis public schools, he moved there.

By then there was a Mrs. Morton-Finney. At Lincoln College, John had heard about a new French teacher, Pauline Ray from Geneva, N.Y., who had earned her B.A. at Cornell University. Morton-Finney signed into her class and won her heart. "We read poetry to each other," he recalled. "Talked history. We were very harmonious. I married a great lady. I married a mind. *Ma ange.*" His eyes moistened. "I called her that in French. My angel." She died in 1975.

In 1927, Indianapolis—under Ku Klux Klan influence—began segregating its public schools. Crispus Attucks High School was opened for blacks, and John Morton-Finney was the first teacher hired. It was, ironically, a showcase school, having more teachers with higher degrees than any other school in the state. Morton-Finney directed the foreign languages department, teaching Greek, Latin, German, Spanish and French. Although he was proud of the high standards at Attucks, the segregation was a bitter pill.

Still, his love of learning held fast. Every semester, every summer, he would take a course. "I had set this ideal," he said. "No child could ask me a question that I couldn't answer or did not know how to find the answer." Soon he had earned master's degrees in education and French from Indiana University. In 1935 he finished his first law degree; there would be four more.

In 1957 he was asked to retire. He refused. The time to retire, Morton-Finney believes, comes when *you* decide and not someone else. "We waste a great treasure retiring people too soon," he said. "It's called experience."

When I asked him to reveal the secrets of his long life, he said, "I take care of myself," as though that alone would silence me. "Moderation. Moderation in all matters is the key to a long life." And daily walks, fresh air and wholesome meals, his daughter added. No snacks, no desserts, no caffeine and no nicotine.

He has the same common-sense attitude towards race and race prejudice, enabling him to maintain his moorings in what America ought to be, rather than what it has so often been.

"We are making great progress," he said. "There is less prejudice today. Educated black people are getting along fairly well, although I worry about those with no skills. Jesse Jackson did something no one imagined when I was a boy —run for President. When Doug Wilder was elected governor of Virginia, it was the biggest surprise to me since a black man was elected mayor of Chicago. And you don't know how much the appointment of Colin Powell, a black man, to be chairman of the Joint Chiefs of Staff means to me, an old soldier. It turned the world upside down."

And would he admonish black children who consider the pursuit of education "acting white"? His own lifelong pursuit? "When I was teaching high school," he said, "a bookseller came to me, seeking an order. He was white. Now, he apparently did not think highly of me teaching black children Latin and Greek, because he said, 'I don't believe in a black man getting a white man's education.' I asked, 'What is a white man's education?' I am still waiting for an answer. Education is education."

As I was about to leave, Morton-Finney beckoned Gloria, who is a former principal: "Please don't forget to pick up the new course announcements at Butler and the law school. I know there are going to be courses I'll want to take."

At that same moment, two miles away in a second-grade classroom at Mary E. Nicholson School, a 7-year-old boy stood up to read his composition. It was based on a news clipping his teacher, Betty Terry, had read to him about John Morton-Finney. "When I grow up, I want to be an 11-degree man," Ethan Daly read. "I might get 11 degrees teaching, being a lawyer, playing the piano. I wish the 11-degree man would come to our school and tell me how he did it."

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NATIONAL TEACHER OF THE YEAR AWARD / THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990 / 2:15 P.M.

WELCOME TO THE WHITE HOUSE! SECRETARY CAVAZOS, SENATORS PELL AND WILSON, REPRESENTATIVES LOWERY, BATES, HUNTER AND GOODLING. BILL KEENE AND GORDON AMBACH, ROBERT GWINN AND NORMAN BRAUN [BROWN] -- AND TO OUR 1990 TEACHER OF THE YEAR, JAN GABAY [GUH-BAY]:

BARBARA AND I ARE HONORED TO HAVE YOU ALL HERE. THE KIND OF PEOPLE JAN REPRESENTS ARE AMBASSADORS TO THE MOST POWERFUL PROVINCE MANKIND MIGHT COMMAND: THAT GREAT UNDISCOVERED REALM RIGHT UNDER YOUR HAT.

FOR ALMOST FORTY YEARS THE TEACHER OF THE YEAR PROGRAM HAS SINGLED OUT THE FEW, BECAUSE THEY REPRESENT THE MANY. THE PROGRAM'S GOAL IS NOT TO IDENTIFY "THE BEST" TEACHER, BUT THE BEST IN ALL TEACHERS.

ALL TEACHERS ARE DIFFERENT, OF COURSE -- BUT THE BEST HAVE A SPECIAL KIND OF ENERGY THAT USHERS IDEAS TO MINDS, AND IDEALS TO SOULS. THEY UNLEASH THE IMAGINATION, AND TURN YOUNG EYES TOWARD THE BRILLIANT CONSTELLATION OF HUMAN ASPIRATION AND EXPERIENCE.

MAYBE IT'S THE PACE OF HISTORY. THE PULSE OF THE NATURAL WORLD. OR THE POWER OF REASON. BUT WHATEVER AMERICA'S BEST TEACHERS ARE TEACHING, THEY ALL UNDERSTAND THAT LEARNING IS NOT A SPECTATOR SPORT. THE VALUE OF KNOWLEDGE IS NOT IN THE HAVING, BUT IN THE SHARING. AND WISDOM IS NOT RECEIVED -- IT IS PURSUED.

YOU MIGHT HAVE HEARD IT SAID THAT KNOWLEDGE ISN'T FOUND IN BOOKS.

IN ONE SENSE, TRUE -- THERE'S NOTHING INTRINSICALLY HELPFUL ABOUT A BOOK. JUST BLACK MARKS ON FLAT WHITE PAGES. BUT IN HANDS THAT KNOW HOW TO HOLD THEM, HOW TO EMBRACE THEIR IDEAS AND DELIVER THEM WHOLE, A BOOK CAN CHANGE A LIFE, FOREVER.

THOSE WHO BREATHE LIFE INTO ANCIENT TEXTS HAVE SEEN THAT POWER -- SEEN THOSE WORDS EXPLODE IN BRILLIANCE IN A YOUNG MIND.

THROUGH TEACHERS AND THEIR STUDENTS, THE IDEAS OF THE PAST ARE SUSTAINED -- AND THE IDEAS OF THE FUTURE ARE DEFINED.

AND IF THE LIFE OF THE MIND IS ONE OF BOTH WORK AND WONDER, I'D LIKE TO INTRODUCE A MAN AMONG US TODAY WHO'S LIVED THAT LIFE BETTER AND LONGER THAN ANYBODY ELSE.

HE WAS BORN IN 1889 -- THE SON OF A FORMER SLAVE. HE SERVED IN THE FIRST WORLD WAR, BECAME FLUENT IN SIX LANGUAGES, EARNED 11 DEGREES, AND TAUGHT SCHOOL UNTIL HE WAS 81. THAT ALONE WOULD BE IMPRESSIVE ENOUGH. BUT AT THE AGE OF 100 HE STILL PRACTICES LAW -- AND STILL ATTENDS LAW-SCHOOL SEMINARS WITH THE EAGERNESS OF A FIRST-YEAR STUDENT.

TRY TO PRAISE HIM, THOUGH, AND HE'LL SCOLD YOU -- SAYING "THERE'S NOTHING EXTRAORDINARY ABOUT ME."

WELL, HAVING JUST MET HIM, I KNOW THIS IS A RISK -- BUT I HAVE TO DISAGREE WITH HIM. I HOPE YOU'LL JOIN ME IN COMMENDING A MAN WHO MAY BE AMERICA'S MOST SEASONED SCHOLAR -- JOHN MORTON-FINNEY. \\

ONE LESSON WE MIGHT TAKE FROM DR. MORTON-FINNEY IS THIS: IF HE'S STILL READY AND WILLING TO LEARN, SO CAN WE ALL BE. AND IF HE'S ALWAYS LOOKING FOR NEW IDEAS AND NEW WAYS OF THINKING, SO MUST THE ENTIRE SYSTEM OF AMERICAN EDUCATION.

A YEAR AGO THIS WEEK, HERE IN THE ROSE GARDEN, I SENT LEGISLATION UP TO CONGRESS TO HELP REFORM AND RESTRUCTURE AMERICA'S SCHOOLS. TODAY I WANT TO APPEAL TO THE MEMBERS OF THE HOUSE, TO MOVE ON THOSE INITIATIVES.

WE'VE ALREADY MOVED IN CONCERT TO BRING A SENSE OF DIRECTION TO EDUCATION REFORM. WE'VE HELD THE FIRST-EVER SUMMIT WITH THE NATION'S GOVERNORS.

AND WE'VE SET AMBITIOUS GOALS FOR OUR STUDENTS, OUR SCHOOLS, AND OURSELVES -- RALLYING POINTS FOR THE PROGRESS WE ALL KNOW IS GREATLY NEEDED NOW.

BUT WHAT WE MUST REMEMBER, ABOVE ALL, IS THAT EDUCATION IS MORE IMPORTANT THAN POLITICS. AND WHILE OUR '91 BUDGET REQUEST FOR EDUCATION IS THE LARGEST IN AMERICAN HISTORY, OUR PROGRESS WON'T BE MEASURED BY BUREAUCRACIES BUILT AND DOLLARS SPENT.

IT WILL BE MEASURED BY RESULTS, AND BY WHAT OUR CHILDREN LEARN AND ACCOMPLISH.

IF WE JUDGE OUR <u>STUDENTS</u> BY THEIR THINKING, WE MUST JUDGE OURSELVES BY OUR OWN. AND THERE <u>ARE</u> CASES OF VERY CREATIVE THINKING ABOUT EDUCATION GOING ON RIGHT NOW -- IDEAS FOR REFORM THAT HOLD PROMISE FOR THE REST OF THE NATION.

IN MILWAUKEE, WISCONSIN -- BECAUSE OF A GRASSROOTS MOVEMENT MADE UP LARGELY OF POOR, INNER-CITY PARENTS -- A NEW EXPERIMENT IN CHOICE IS APPLYING THE LEVERAGE OF COMPETITION -- AND STIMULATING CHANGE. THANKS TO POLLY WILLIAMS, ONCE A WELFARE MOTHER OF FOUR AND NOW A STATE LEGISLATOR, LOW-INCOME PARENTS CAN CHOOSE TO SEND THEIR KIDS TO PRIVATE NON-SECTARIAN SCHOOLS -- WITH MONEY FROM THE PUBLIC SCHOOL SYSTEM'S BUDGET PAYING UP TO $2500 IN TUITION FOR EACH STUDENT.

CHOICE EMPOWERS PEOPLE. AND IT PUTS COMPETITION TO WORK, IMPROVING SCHOOLS FOR EVERY STUDENT.

IN KENTUCKY, AN ENTIRELY NEW PHILOSOPHY OF MANAGEMENT IS BEING PUT INTO PLACE WHICH IS BASED ON ACCOUNTABILITY. THE SCHOOL SYSTEM IS BEING DECENTRALIZED, WITH LOCAL DISTRICTS GAINING CONTROL OVER OPERATIONS AND INDIVIDUAL SCHOOLS GAINING MORE AUTONOMY OVERALL.

THE STATE IS MANAGING A NEW SYSTEM OF REWARDS FOR TEACHERS AND ADMINISTRATORS -- INCLUDING BI-YEARLY AWARDS OF UP TO $8,000 -- AND LEAVING CURRICULUM QUESTIONS TO THE LOCAL DISTRICTS.

THAT KIND OF CREATIVE THINKING IS GOVERNMENT'S <u>BEST</u> ROLE IN EDUCATION -- SETTING GOALS, PROVIDING INCENTIVES, AND DEMANDING ACCOUNTABILITY.

BUT AS CRUCIAL AS GOOD GOVERNMENT IS, WE ALL UNDERSTAND WHERE THE REAL ACTION IS. IT'S IN THE HANDS OF OUR TEACHERS.

AND THAT'S WHY WE'RE HERE TODAY: TO RECOGNIZE A TEACHER WHO REPRESENTS OUR BEST. HER STORY BEGAN WITH A LITTLE COLLECTION OF BOOKS SPREAD OUT ON HARDPACKED EARTH BENEATH A WOODEN STAIRWAY, WHERE SHE PLAYED SCHOOL WITH HER YOUNGER SISTER.

TO JAN GABAY, THOSE BOOKS REVEALED AN IMAGINED LIFE OF SEEKERS, SAGES AND STUDENTS -- A LIFE JAN HAS SINCE CHOSEN TO MAKE REAL, FOR HERSELF AND THE STUDENTS SHE TEACHES.

OVER THE PAST 17 YEARS JAN HAS DEVELOPED HER POWER TO MOTIVATE MINDS -- TO GIVE KIDS A SENSE OF WONDER, AND BLESS THEM WITH A LIFE OF POSSIBILITIES UNIMAGINED IN ORDINARY MOMENTS.

SHE SAYS HER GOAL IS TO HELP HER STUDENTS FIND AND REFINE THE "KNOWLEDGE, SKILL, AND TALENT THAT THEY DO NOT KNOW THEY HAVE." BUT SHE UNDERSTANDS THAT A REAL EDUCATION GOES FAR BEYOND ACQUIRING SKILLS. IT INSTILLS A LIFE-LONG LOVE FOR LEARNING.

"ACCEPTING SIMPLE COMPETENCE," SHE SAYS, "IS THE ANTITHESIS OF WHAT I BELIEVE EDUCATION REALLY IS: AN UNENDING QUEST TO UNDERSTAND THE WORLD BY USING ONE'S MIND -- AND TO UNDERSTAND THE SELF BY KNOWING ONE'S HEART."

JAN ALWAYS TELLS HER STUDENTS THAT SHE HAS SUCCEEDED BECAUSE OF <u>THEM</u>. IN THAT SPIRIT, IT'S ALSO TRUE THAT OUR <u>SCHOOLS</u> WILL SUCCEED -- BECAUSE OF PEOPLE LIKE HER.

SO IT'S AN HONOR TO HAVE YOU HERE, JANIS GABAY [GUH-BAY] -- AND TO NAME YOU THE 1990 NATIONAL TEACHER OF THE YEAR. \\

# # #

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990
[TIME]

Welcome to the White House! Secretary Cavazos, [members of the Council of Chief State School Officers and Encyclopedia Brittanica] -- and to our 1990 Teacher of the Year, Jan Gabay:

Barbara and I are honored to have you all here. The kind of people Jan represents are ambassadors to the most powerful province mankind might command: that great undiscovered realm right under your hat.

For almost forty years the Teacher of the Year Program has singled out the few, because they represent the many. Their goal is not to identify "the best" teacher, but the best in all teachers.

All teachers are different, of course, but the best all have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination, and unveil before young eyes the brilliant constellation of human aspiration and experience.

Maybe it's the pulse of the natural world. The pace of history. Or the power of reason. But **whatever** America's best teachers are teaching, they all understand that learning is not a spectator sport. The value of knowledge is not in the having, but in the sharing. And wisdom is not received -- it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true -- there's nothing intrinsically helpful about a book. Just black marks on flat white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life, forever.

Those who breathe life into ancient texts have seen that power -- seen those words explode in brillance in a young mind. In a teacher's hands, the ideas of the past are sustained, and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce one man among us today who's lived that life better and longer than anybody else.

He was born in 1889 -- the son of a former slave. He served in the first World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he still practices law -- and still attends law-school seminars with the eagerness of a first-year student.

Parade Magazine 3-18-90

Try to praise him, though, and he'll scold you -- saying "There's nothing extraordinary about me." Well, after meeting him I know this is a risk -- but I have to disagree with him. I hope you'll **join me in commending a man who may be America's most seasoned scholar -- John Morton-Finney.** \\

One lesson we might take from Dr. Morton-Finney is this: If **he's** still ready and willing to learn, so can we all be. And

if he's always looking for new ideas and new ways of thinking, **so must the entire system of American education.**

A year ago this week, here in the Rose Garden, I sent legislation up to Congress to reform and restructure America's schools. Today I want to appeal to the members of the House, to **give those initiatives some prompt and fair attention.**

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the nation's governors. And we've set ambitious goals for our students -- rallying points for progress that we all know is greatly needed now.

But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our **progress won't be measured by bureaucracies built and dollars spent.**

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In Wisconsin, an experiment in school vouchers for low-income children is giving parents the leverage of competition -- and encouraging change. Low-income parents can choose to send their kids to private non-sectarian schools, with the state paying tuition for each student, and subtracting the money from the public-school system's budget. **That puts parental choice and competition to work, improving schools for every student.**

In Kentucky, an entirely new philosophy of management is being put into place. The school system is being decentralized, with local districts gaining control over operations and individual schools gaining more autonomy overall. The state's department of education is managing a new system of rewards for teachers and administrators -- including bi-yearly awards of up to $8000 -- and leaving curriculum questions to the local districts.

That kind of creative thinking is government's <u>best</u> role in education -- setting goals, providing incentives, and demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

And that's why we're here today: to recognize a teacher who represents our best. Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister.

To Jan Gabay, those books revealed an imagined life of seekers, sages and students -- a life Jan has since chosen to make real, for herself and the students she teaches.

Over the past 17 years Jan has developed her power to motivate minds -- to give them a sense of wonder, and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond

acquiring skills.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it's also true that our schools will succeed because of people like her.

It's an honor to have you here, Jan -- and to name you the 1990 National Teacher of the Year. \\

# # #

Sarah X7193

Acknowledgements:
Intergovt'l: NO GOV'S
Political: Karen: Bell, Wilson, Lowery, Bates, Hunter, Goodling
X2230

(Lange/Cawley)
April 3, 1990
12:15 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990
2:15 P.M.

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For almost forty years the Teacher of the Year Program has singled out the few, because they represent the many. The program's goal is not to identify "the best" teacher, but the best in all teachers.

All teachers are different, of course -- but the best have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination, and turn young eyes toward the brilliant constellation of human aspiration and experience.

Maybe it's the pace of history. The pulse of the natural world. Or the power of reason. But **whatever** America's best teachers are teaching, they all understand that learning is not a spectator sport. The value of knowledge is not in the having, but in the sharing. And wisdom is not received -- it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true -- there's nothing intrinsically helpful about a book. Just black marks on flat white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life, forever.

Those who breathe life into ancient texts have seen that power -- seen those words explode in brillance in a young mind. Through teachers and their students, the ideas of the past are sustained -- and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce a man among us today who's lived that life better and longer than anybody else.

He was born in 1889 -- the son of a former slave. He served in the <u>first</u> World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he <u>still</u> practices law -- and still attends law-school seminars with the eagerness of a first-year student.

Try to praise him, though, and he'll scold you -- saying "There's nothing extraordinary about me." Well, I know this is a risk -- but I have to disagree with him. I hope you'll **join me in commending a man who may be America's most seasoned scholar -- John Morton-Finney.** \\

One lesson we might take from Dr. Morton-Finney is this: If <u>he's</u> still ready and willing to learn, so can we <u>all</u> be. And

if he's always looking for new ideas and new ways of thinking, **so must the entire system of American education.**

A year ago this week, here in the Rose Garden, I sent legislation up to Congress to help reform and restructure America's schools. Today I want to appeal to the members of the House, to **move on those initiatives.**

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the nation's governors. And we've set ambitious goals for our students, our schools, and ourselves -- rallying points for the progress we all know is greatly needed now.

But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our **progress won't be measured by bureaucracies built and dollars spent. It will be measured by results, and by what our children learn and accomplish.**

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In Milwaukee, Wisconsin -- because of a grassroots movement made up largely of poor, inner-city parents -- a new experiment in choice is applying the leverage of competition -- and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a state legislator, low-income parents can

choose to send their kids to private non-sectarian schools -- with money from the public school system's budget paying $2500 in tuition for each student. Choice empowers people. And it **puts competition to work, improving schools for <u>every</u> student.**

In Kentucky, an entirely new philosophy of management is being put into place which is based on accountability. The school system is being decentralized, with local districts gaining control over operations and individual schools gaining more autonomy overall. The state is managing a new system of rewards for teachers and administrators -- including bi-yearly awards of up to $8000 -- and leaving curriculum questions to the local districts.

That kind of creative thinking is government's <u>best</u> role in education -- setting goals, providing incentives, and demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

And that's why we're here today: to recognize a teacher who represents our best. Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister.

To Jan Gabay, those books revealed an imagined life of seekers, sages and students -- a life Jan has since chosen to make real, for herself and the students she teaches.

Over the past 17 years Jan has developed her power to motivate minds -- to give kids a sense of wonder, and bless them

with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond acquiring skills. It instills a life-long love for learning.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of <u>them</u>. In that spirit, it's also true that our <u>schools</u> will succeed -- because of people like her.

So it's an honor to have you here, Janis Gabay [guh-BAY] -- and to name you the 1990 National Teacher of the Year. \\

# # #

Sen. claiborne
" Pell
" Wilson

4 Hse:
Bill Lowery
Jim Bates
Duncan Hunter
William Dooling

Karen
2230

THE WHITE HOUSE

WASHINGTON

SCHEDULE PROPOSAL FEBRUARY 20, 1990

TO: JOE HAGIN, DEPUTY ASSISTANT OT THE PRESIDENT FOR APPOINTMENTS AND SCHEDULING

THROUGH: DAVID DEMAREST, ASSISTANT TO THE PRESIDENT FOR COMMUNICATIONS

FROM: SICHAN SIV, DEPUTY ASSISTANT TO THE PRESIDENT FOR PUBLIC LIAISON

SARAH DECAMP, ASSISTANT DIRECTOR FOR PUBLIC LIAISON

REQUEST: THAT THE PRESIDENT RECOGNIZE THE NATIONAL TEACHER OF THE YEAR AT A WHITE HOUSE CEREMONY.

PURPOSE: To recognize excellence in teaching and to highlight the important role teachers must play in bringing about successful educational reform.

BACKGROUND: Each year the Council of Chief State School Officers recognizes outstanding teaching in America through its National Teacher of the Year Award Program. For the past 17 years Encyclopedia Britannica has funded the program. The National Teacher of the Year is selected from the the 1990 State Teachers of the Year.

The National Teacher of the Year has been honored by the President at the White House every year except one for the past 38 years. Last year, the President honored the National Teacher of the Year at a Rose Garden Ceremony at which time he introduced the Educational Excellence Act of 1989.

DATE & TIME: April 3 or 4

DURATION: 15 Minutes

LOCATION: Rose Garden or East Room

PARTICIPANTS: Mrs. Bush
Secretary Cavazos
National Teacher of the Year and Family
Council of Chief State School Officers

nickname
dance/dress up

staff
call her "Jan"
"so enthus talking lit =
great sense of humor

13 yrs. at Serra
Charter member of Serra - 1979
17 year teaching -

Dr. Sanders
Sec - Betty
admin ant -
3 student Eng. teachers
4 students - hers
family

CCSSO FAX TRANSMISSION SHEET

TO: Carolyn Cawley

FROM: Alexandra Gerson

Council of Chief State School Officers
379 Hall of the State
400 North Capitol Street, NW
Washington, DC 20001

Main Telephone: (202) 393-8161
Assessment Center: (202) 624-7700
FAX: (202) 393-1228

Total pages sent (including this cover sheet): 5

Date: 3/27

Time: 1240

Phone Number faxed to: 456 - [redacted]

6218

Message:

Leah Reed works for Sarah Delcamp, see her for info. on invitation list.

The total # of school children in America is 40,021,518

See Table for any other info.

Call if you need further assistance.

Response requested: ___ YES ___ NO

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

379 Hall of the States, 400 North Capitol Street, NW. Washington, DC 20001-1511 • 202/393-8161 • FAX 202/393-1228
Resource Center on Educational Equity 202/393-8159 State Education Assessment Center 202/624-7700

January 8, 1990

F-O-R I-M-M-E-D-I-A-T-E R-E-L-E-A-S-E

COUNCIL OF CHIEF STATE SCHOOL OFFICERS ANNOUNCES FINALISTS FOR THE 1990 NATIONAL TEACHER OF THE YEAR

Rachel Sara Moreno, a Spanish teacher at Flowing Wells High School, Tucson, AZ; **Janis T. Gabay**, an English teacher at Junipero Serra High School, San Diego, CA; **Billy Dean Nave, Jr.**, a teacher at River Valley Alternative School, Turner, ME; and **Marla McAlister Pyles**, a Social Studies teacher at Greenwood High School, Greenwood, SC, have been honored as the four finalists in the 1990 National Teacher of the Year program in an announcement by the Council of Chief State School Officers. In late January the finalists will be interviewed in Washington, DC by a selection panel of officials from the nation's leading education organizations. The teacher whom they select as the 1990 National Teacher of the Year will be

- m - o - r - e -

President WILLIAM B. KEENE, Delaware Superintendent of Public Instruction • **President-elect** HERBERT J. GROVER, Wisconsin Superintendent of Public Instruction • **Vice President** JERRY L. EVANS, Idaho Superintendent of Public Instruction • **Directors** J. TROY EARHART, Rhode Island Commissioner of Education • B. DEAN EVANS, Indiana Superintendent of Public Instruction • EUGENE T. PASLOV, Nevada Superintendent of Public Instruction • WERNER ROGERS, Georgia Superintendent of Schools • LYNN O. SIMONS, Wisconsin Superintendent of Public Instruction • CHARLIE G. WILLIAMS, South Carolina Superintendent of Education • **Executive Director** GORDON M. AMBACH

introduced the first week in April in a ceremony at the White House.

The National Teacher of the Year Program, sponsored by the Council of Chief State School Officers and Encyclopaedia Britannica, Inc., has been honoring the profession of teaching each year for the past 39 years. The Program has never sought to identify "the best" but rather to designate a representative of the entire profession, chosen from a national group of exemplary teachers. During his or her year of recognition the National Teacher of the Year serves as a spokesperson for the entire teaching profession to colleagues, the business community, government officials, parents, and students to focus America's attention on the education of its children.

The four finalists were selected from nominations submitted by each of the fifty states, the District of Columbia, the Department of Defense Dependents Schools, and American Samoa. The fifty-three 1990 State Teachers of the Year represent the diversity of their profession. They teach in every grade level from kindergarten through grade 12 in districts ranging in size from 215 to 118,500 students. They teach virtually every subject taught in schools and on average have been in the teaching profession for 18 years.

"The State Teachers of the Year represent teaching at its highest level," said Gordon Ambach, Executive Director of the Council of Chief State School Officers. "They know their subjects and their students. Through their creative and dedicated work, these teachers succeed in their classrooms and communities. They provide inspiration to colleagues and students throughout their respective states."

Biographical summaries of the four national finalists as well as a listing of the 1990 State Teachers of the Year accompany this release. For further information contact Jon Quam, Director, National Teacher of the Year Program, 202/393-8168, or Nancy Magurn, Interim Public Information Officer, 202/393-8161.

-#-#-#-#-#-

School System Characteristics
Table 1

8

STATE	FALL MEMBERSHIP PUBLIC SCHOOLS 1987	SCHOOL DISTRICTS Number 1987-88	Membership Under 1000	Percent Membership Under 1000	NUMBER OF PUBLIC SCHOOLS 1987-88
Alabama	729,234	129	3	2.3%	1,298
Alaska	105,678	55	42	76.4%	456
Arizona	572,421	240	123(1)	51.3%	985
Arkansas	437,036	331	223(1)	67.4%	1,112
California	4,488,398	1,024(2)	543(1)	50.1%	7,123
Colorado	560,236	176	107(1)	60.7%	1,307
Connecticut	465,465	166	55	33.1%	970
Delaware	95,659	19	2	10.5%	167
District of Columbia	86,435	1	0	0.0%	182
Florida	1,664,774	67	1	1.5%	2,379
Georgia	1,110,947	186	12	6.5%	1,724
Hawaii	165,910	1	0	0.0%	231
Idaho	212,444	115	66	57.4%	565
Illinois	1,811,446	982	602(1)	61.3%	4,220
Indiana	962,653	303	48(1)	15.8%	1,891
Iowa	480,826	436	332	76.1%	1,633
Kansas	421,112	304	218	71.7%	1,463
Kentucky	642,696	178	34	19.1%	1,399
Louisiana	793,093	66	0	0.0%	1,599
Maine	211,817	200	108(1)	54.0%	749
Maryland	683,797	24	0	0.0%	1,206
Massachusetts	825,320	396	126(1)	31.8%	1,795
Michigan	1,606,344	563	171(1)	30.4%	3,620
Minnesota	721,481	436	286(1)	65.6%	1,570
Mississippi	505,550	152	10	6.6%	983
Missouri	802,060	545	376	68.9%	2,087
Montana	152,207	550	513(1)	93.3%	775
Nebraska	268,100	891	824(1)	92.5%	1,537
Nevada	168,353	17	5	29.4%	305
New Hampshire	163,319	173	108(1)	62.4%	435
New Jersey	1,092,982	592	306(1)	51.7%	2,247
New Mexico	287,229	88	49	55.7%	848
New York	2,594,070	722	240(1)	33.2%	3,971
North Carolina	1,085,976	140	4	2.9%	1,952
North Dakota	119,004	303	289(1)	95.4%	691
Ohio	1,793,411	703	119(1)	16.9%	3,743
Oklahoma	584,212	611	499(1)	81.7%	1,889
Oregon	455,695	304	213(1)	70.1%	1,214
Pennsylvania	1,666,542	501	40	8.0%	3,313
Rhode Island	134,061	40	9	22.5%	298
South Carolina	614,921	91	6	6.6%	1,103
South Dakota	128,817	194	158(1)	81.4%	790
Tennessee	823,783	141	15(1)	10.6%	1,578
Texas	3,236,787	1,063	617	58.0%	5,787
Utah	423,386	40	7	17.5%	725
Vermont	92,755	275	231(1)	84.0%	333
Virginia	979,417	136	14(1)	10.3%	1,761
Washington	775,755	296	160	54.1%	1,852
West Virginia	344,236	55	0	0.0%	1,084
Wisconsin	772,363	431	235	54.5%	2,002
Wyoming	98,455	49	23	46.9%	389
U.S. Total	40,021,516	13,267	8,127	61.3%	83,248

Source: Common Core of Data, Public Universe, 1987-88, National Center for Education Statistics, U.S. Department of Education
Notes: Fall membership figures include Pre-kindergarten enrollment.(1)This figure may vary because some districts did not indicate the size of their enrollment. (2)Number of districts includes some county or intermediate districts that may not operate schools.

For Carolyn Cawley

SCIENTIFIC AMERICAN November 1988 Volume 259 Number 5

Carolyn
here's an
article I wrote for
which you may find
helpful.

Educating Poor Minority Children

Schools must win the support of parents and learn to respond flexibly and creatively to students' needs. A successful program developed in New Haven points the way

by James P. Comer

Thomas Jefferson and other advocates of free public schools believed fervently that an educated populace is the lifeblood of democracy. In their view the school clearly had a political purpose: to socialize children to become good citizens. Jefferson wrote, "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

It is a long fall from this lofty ideal to the grim reality facing youths at the margins of today's society. Poor minority children are undereducated in disproportionate numbers across the country. Academically such children may lag behind the national average by up to two years. In large cities as many as 50 percent of minority children drop out of school. The failure to educate these children makes ever harder the task of rectifying economic and social inequities. Job opportunities increasingly reside in service and technology industries, but poor minority youths are the least likely to have the social and academic skills these jobs demand. Unless schools can find a way to educate them and bring them into the mainstream, all the problems associated with unemployment and alienation will escalate.

The task seems overwhelming. And yet it can be done. In 1968 my colleagues and I at Yale University's Child Study Center started an intervention project at two inner-city schools in New Haven. Unlike many of the reforms that are now being tried or proposed, which focus on academic concerns such as teacher credentials and basic skills, our program promotes development and learning by building supportive bonds that draw together children, parents and school. By 1980 academic performance at the two New Haven schools had surpassed the national average, and truancy and disciplinary problems had declined markedly. We have now begun to duplicate that success at more than 50 schools around the country.

The perceptions underlying our approach are partly rooted in my own childhood. In 1939 I entered an elementary school in East Chicago, Ind., with three other black youngsters from a low-income community. The school was considered one of the best in the district; it was racially integrated and served the highest socioeconomic group in town. All four of us were from two-parent families, and our fathers made a living wage in the local steel mill. We were not burdened by any of the disadvantages—school segregation, inadequate schools, single-parent families, unemployment—commonly cited as causes of educational underachievement in poor black children. Yet in spite of the fact that we had similar intellectual potential, my three friends have had difficult lives: one died prematurely from alcoholism, a second spent a large part of his life in jail and a third has been in and out of mental institutions.

Why did my life turn out better? I think it was largely because my parents, unlike those of my friends, gave me the social skills and confidence that enabled me to take advantage of educational opportunities. For example, I became friendly with my third-grade teacher, with whom I would walk hand in hand to school every day. My parents took me to the library so that I could read many books. My three friends, however, never read books—which frustrated and angered their

JAMES P. COMER is professor of child psychiatry and director of the School Development Program at Yale University's Child Study Center and associate dean of the Yale University School of Medicine. He received an A.B. at Indiana University, an M.D. from the Howard University College of Medicine and an M.P.H. from the University of Michigan School of Public Health. He writes and consults extensively on school improvement. In his most recent book, *Maggie's American Dream*, which will be published this month by New American Library, Comer writes about his mother, an impoverished black woman who grew up in the rural South.

JANIS GABAY
TEACHER OF THE YEAR

Personal info:

Remarks by Dr. Saunders, her principal, to our intern Mindy:

Ms. Gabay goes by "Jan".
She has been a teacher for 17 years.

She is EXTREMELY Organized and in control of her life.
Examples:

--she is very fond of rabbits, and she has 2 of them in her home. They run freely and they are potty trained.

--she always knows the next step in any situation

--she always "does her homework" presents herself well. She has a clothing consultant.

--she has always been a "YOU" person. Compliments others and is generous with kind words. She always tells her students that she has succeeded because of THEM.

--she always says to her students: "THAT'S NOT GOOD ENOUGH!". Pushes them to be their very best. Aggressive but not domineering.

--has a weakness for chocolate

--when she won the California State Teacher of the Year, her sister (a dietician) prepared menus for her to combat fatigue. IE: she told Janis not to eat turkey in the afternoon because it makes one sleepy.

Contacts: Jan Gabay: (619) 496-8342 (w)
272-6001 (h)

Dr. Saunders: (619) 496-8342 (w)
579-2087 (h)

March 29, 1990

MEMORANDUM

TO: MARK LANGE

FROM: CAROLYN CAWLEY

RE: TEACHER OF THE YEAR AWARD

1991 Budget:

The nations spending on schooling at all levels has risen dramatically.

Over 6 percent of the GNP is devoted to education.
Total spending on education is estimated to be $353 billion in 1990, representing real increases of 29% since 1980 for elementary and secondary education and 36% for higher education.

President Bush has exercised leadership in education, by transmitting to Congress the Educational Excellence Act, by creating a President's Educational Policy Advisory Committee and by convening the President's Education Summit with Governors.

The 1991 budget requests for education activities are larger than any ever passed by Congress.

ALL I REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN
By Robert Fulghum

It is almost impossible to measure the impact a favorite teacher has on the rest of your life. Many of our best values come right from the sandpile:

Share.
Play fair.
Put things back where you found them.
Clean up your own mess.
Wash your hands before you eat.
Warm cookies and milk are good for you.
When you go out into the world, watch out for traffic, hold hands, and stick together.

Think of what a better world it would be if we all -- the whole world- -- had cookies and milk about 3:00 every afternoon and then lay down on our blankies for a nap.
And it is still true, no matter how old you are -- when you go out into the world, it is best to hold hands and stick together.

March 27, 1990

MEMORANDUM

TO: MARK LANGE

FROM: CAROLYN CAWLEY

RE: TEACHER OF THE YEAR

Administrative:
The Teacher of the Year Award is sponsored by the Council of Chief State School Officers in partnership with Encyclopedia Britannica.

Ms. Gabay will receive the Golden Apple Award. (I am checking on whether the President presents this to her after his remarks.)

Some thought:
Education is a process that goes from cradle to grave, in school and out, and all through your life.

Abe Lincoln, huddled by the fire, with his coal and books. He once walked miles to return library books, now we have a holiday for him and the libraries close.

Education means freedom. A free mind = tear off the chains. Eastern Europe.

On April 4, 1902, Cecil Rhodes willed $10 million for American scholarship for graduate study in England.
— S. African diamond mines

points for humor:
a note from the teacher/parent (sorry I'm late, I had to go get a note from my mother.)

writing "I will not..." on the board

chaperones (Ms. Gabays family will be there...they had to come as her chaperones.

and Jefferson, UVA

Ed. Summit
Ed'l Excellence Act
State O'the Union goals

Mark,

I called the high school in San Diego where this Teacher of the Year works for some more info on her.

The Principal was very nice and is going to be calling me back this afternoon with some anecdotes etc. For now, here's some information we could use:

--she goes by Jan, not Janis

--she's known for "really getting going, excited and unstoppable" when talking about literature.

--she's known for her sense of humor

--she's been at this high school since 1979, and has been teaching for seventeen years

--she'll be accompanied by: her principal, his secretary and administrative assistant; 3 fellow English teachers and 4 of her students; also family (some of whom are traveling from Hawaii)

Janis Gabay
h (619) 272-6001
w (619) 496-8342

CCSSO FAX TRANSMISSION SHEET

TO: Sarah Dekamp

White House

FROM: Jon Quam

Council of Chief State School Officers
379 Hall of the State
400 North Capitol Street, NW
Washington, DC 20001

Main Telephone: (202) 393-8161
Assessment Center: (202) 624-7700
FAX: (202) 393-1228

Total pages sent (including this cover sheet): 24

Date: 3/21/90

Time: 4:

Phone Number faxed to: 456-6218

Message:

Response requested: ___ **YES** ___ **NO**

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

379 Hall of the States, 400 North Capitol Street, NW, Washington, DC 20001-1511 • 202/393-8161 • FAX 202/393-1228
Resource Center on Educational Equity 202/393-8159 State Education Assessment Center 202/624-7700

March 21, 1990

MEMORANDUM

TO: Sarah Dekamp

FROM: Jon Quam

SUBJECT: White House ceremony for National Teacher of the Year

Thank you so much for meeting with me yesterday. I know that everything is in good hands and look forward to working with you over the next two weeks. Attached are the materials you requested. Let me know is there is anything else you need. Thanks again.

President WILLIAM B. KEENE, Delaware Superintendent of Public Instruction • President-elect HERBERT J. GROVER, Wisconsin Superintendent of Public Instruction • Vice President JERRY L. EVANS, Idaho Superintendent of Public Instruction • Directors J. TROY EARHART, Rhode Island Commissioner of Education • H. DEAN EVANS, Indiana Superintendent of Public Instruction • EUGENE T. PASLOV, Nevada Superintendent of Public Instruction • WERNER ROGERS, Georgia Superintendent of Schools • LYNN O.

CCSO News

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
379 Hall of the States
400 North Capitol Street, N.W.
Washington, D.C. 20001

FOR IMMEDIATE RELEASE:
February 26, 1990

MORE INFORMATION:
CCSSO Office of Public Information, (202) 393-8161

Council Applauds Governors' Action on National Goals for Education

"For the first time in American history, the governors and President have stated major goals for education in the United States. They have established clear rallying points around which localities, states, and the federal government can lift student performance in the United States to master the demands of the 21st century," said Council Executive Director Gordon Ambach in Washington. "Even a year ago, it seemed unlikely, if not impossible, that there could be a unanimous approval of six ambitious education goals. Our Council has long been urging major goals for early childhood education and readiness for school; for literacy, mathematics, and science; and for an increase in the high school graduation rate so virtually all students will graduate in the 21st century. The governors and President Bush have clearly and directly taken responsbility for stating and achieving these American Goals," said Ambach.

"The chief state school officer in each state will strongly support the development of strategies and implementation of these goals. In each state and nationwide, Council members will join with the governors, the President, Congress, members of state legislatures, business leaders, colleagues in education, parents, and the public to make certain all American students reach these goals."

###

Janis T. Gabay

Gabay, the California Teacher of the Year, teaches English in grades 10 and 12 at Junipero Serra High School, which enrolls 1,800 students, in San Diego, California. As a teacher of writing and literature, she considers "the entire range of human experience" her province. Some of her most successful instructional methods are those in which learning takes place beyond the classroom. She helped establish a project with The San Diego Union in which student writers are published and paid as reviewers of children's and young adult books. In another project, she encourages students to use community sources to create character sketches, stories, and poetry for the campus magazine for which she is the advisor. She also helped initiate a Writer's Forum at her school which is a way for interested teachers to address across-the-curriculum concerns about writing. Gabay earned her bachelor's and master's degrees at San Diego State University.

PROFESSIONAL BIOGRAPHY

In a land that is now lost, in Kualhelani, the Country that Supports the Heavens, when the twelfth child was born--Aukele was his name--his father took him up in his arms, and he promised him all the honor and power and glory that was his. Aukele means "one who learns" and "one destined to teach the people." --*"Aukele the Seeker," a legend of Hawaii*

After playing, now when it's time to rest,
I like reading Teacher's book the best. — *Victorian nursery rhyme*

On the third day they came upon him in the temple sitting in the midst of the teachers, listening to them and asking them questions. --*Luke 2:46*

We are such stuff/As dreams are made on...
How beauteous mankind is! O brave new world,
That has such people in't. — *The Tempest*, William Shakespeare

In many ways the story of my destiny as a teacher begins with the stories of my childhood as my mother recounted the legends she knew as a child in Lahaina, Maui; on through my elementary schooling when many a favorite playmate was the character in a book my father gave me or in a story the teacher read to the class; continuing into high school as questions posed by teachers through literature became the focus of my education: "Who am I?" "What shall I do with my life?" "How will I contribute to the world?" I lived vicariously through the adventures of both fictional and real life men and women who all had a special trait in common: all were seekers, searchers, students; yet, to resolve their problems, all in some way initially sought and, in turn, became a guide, sage or teacher to another seeker.

a little girl in Hawaii

Perhaps my first conscious effort to pursue becoming a teacher began underneath the broad wooden stairway leading to our house high atop the Kalihi Valley heights of my birthplace, Honolulu, Hawaii, then just a Territory of the United States. Together with my younger sister I "played school" spreading my collection of books over the hardpacked dirt, mimicking the wonderful activities that my kindergarten teacher led us through each morning in Quonset Hut 2A of Damon Tract Elementary School. Naturally, as the older sister, I was the automatic choice for who would play "Teacher." It was a choice that was not so automatic years later, but one made out of true desire and deliberation.

Soon transplanted from Hawaii, the balance of my schooling (including university study) came in my adopted city, San Diego. My father, whose college education was interrupted by W.W. II, and who became a 30-year Navy veteran, and my mother, who had to quit school to help support her family,

PROFESSIONAL BIOGRAPHY

were both unwavering in their commitment that their own children's educations would not be interrupted. This theme became a familiar and comforting refrain from a father who gave me his love of books and learning, and from a mother who delighted in "talking story" with her *Kaole* neighbors on the Mainland.

I was not to be a sparkling tap dancer, a child wonder at the piano, the star trooper of the Brownies. Instead, my youthful glory always revolved around what I did at school--narrating the Open House play, making the honor roll, being elected classroom president. All the wonder, magic and hard work of school activities, coupled with my parents' awe for "Mr. Watts," " Miss Dorius" or "Mrs. Ammons"--teachers, special people, who offered their children a "better life" through education--made me thrive more than anything else. Later, high school offered me intellectual role models through my teachers. And while I did not know at that time I wanted to make it a career, I emulated everything my English teachers did. Finally, in college after my last upper division course, a seminar on *The Tempest*, I was confronted at last with what to do after my long glorious years as a student. To my delight (and relief), I realized I had internalized the lesson all along: I had been a seeker. How best to continue my journey but to transform into another kind of seeker? I would become an explorer, a searcher, one who seeks and shares with others. I would become a teacher.

My greatest contribution as a teacher is the ability to motivate students to demonstrate levels of performance consistent their potential. I see my primary task as helping them identify and refine knowledge, skill and talent that they do not know they have. Accepting simple competence is the antithesis of what I believe education really is: an unending quest to understand one's world by using one's mind and to understand one's self by knowing one's heart. Education is the avenue toward responsible choice, toward self-awareness and self-esteem, toward true freedom. And so, aside from all my many other professional accomplishments, the positive influence I can have as a classroom teacher is my greatest contribution. I strive to connect with every child in my class, to make them aware they are important and that I care about them and their achievements. In the precious time I spend with my students, I work to ~~shape~~ their young lives so one day they, too, will make positive, sustaining contributions of their own. Teaching keeps alive my destiny to share and seek with others.

COMMUNITY INVOLVEMENT

Civic and community involvement has an important, threefold purpose for me: as a representative of the teaching profession, it helps strengthen the community's perception of educators in general; as a role model for my students, it allows me to encourage them to be involved in extracurricular or community activities; and as a citizen, it permits me to experience a kind of spiritual and social "wholeness" that comes from being a contributing member of society.

My involvement ranges from serving our city's disenfranchised, to supporting neighborhood programs, to promoting a stronger sense of community through the arts. As part of my church involvement, I periodically assist in preparing and serving meals to homeless families at the St. Vincent de Paul Center. It allows me the opportunity to interact with families, gain understanding of their varied circumstances, and gives me insight into the sheer will and underlying dignity sustaining these people despite personal setbacks.

Selected to head the Education Commission in 1988 at the Immaculata Parish on the University of San Diego campus, I was responsible for the continuing education of parishioners of all ages by inviting speakers, updating the library collection of books and tapes, and publicizing seminars relevant to parishioners' needs. Presently, I am a parishioner at St. Brigid Parish in Pacific Beach, California.

I am a member of the Pacific Beach Town Council, a neighborhood organization that provides a forum for all ages to discuss local issues of community growth and development. The Council also sponsors youth recreation programs, "concerts on the green," a springtime Block Party, a Christmas Parade, police appreciation dinners, neighborhood talks with district city representatives and many other activities for which members can volunteer.

Because literature and language so powerfully can evoke mental pictures, I have broadened my background in a related way. I volunteer several hours per month to the Museum Arts Council of the La Jolla Museum of Contemporary Art. For one recent activity, I sketched, carved and painted Russian dolls on corkboard as part of a public relations event related to the San Diego Soviet Arts Festival (Fall, 1989). Teachers bear a special responsibility to the communities in which they live. I am proud to be connected with these worthy organizations and activities in my own community.

EDUCATION ISSUES AND TRENDS

In the decades past of education, everyone once was expected to **go** to school; today they are expected to **succeed** in school. Ensuring success is now a key national focus. Specific issues abound: the dropout crisis, bilingual education, teacher certification, students at risk of academic failure, oracy and literacy for all, restructuring to improve student outcomes, and shared decision-making. However, one critical challenge spans them all: classroom accountability, the process of meaningfully assessing the actual nature of student achievement. It forms the basis for change and improvement, and ensures that we really meet the needs of all students from diverse backgrounds.

Whereas in the past a "services delivered" model of the teaching profession was adequate, this system resulted in passive students, uninvolved parents, indifferent communities, and teachers who were mere employees. But social and econonmic changes now demand that students be able to master higher level skills: complex problem-solving, risk taking, critical thinking, and effective communication in subjects across the curriculum. Parents, the community, business and industry look to schools for positive measures of progress, for some measure of effectiveness.

Standardized achievement tests have long been the method of choice for holding schools and districts accountable, and they are accurate in assessment of passive knowledge. However, I believe it critically important to add another dimension of classroom—teacher and student—accountability to serve the wide range of audiences interested in student progress and school programs. Classroom accountability allows teachers to measure students' active understanding of concepts and meaning. With it, teachers can gain understanding of whole-class performance levels, correlate the progress of learning with instructional decisions, and pinpoint concepts that warrant review. In addition, it can be embedded in ongoing instructional procedures, instead of being a discrete, out-of-context activity.

Classroom accountability must embody a broad range and variety of assessment techniques. As an English teacher, I find that many types of assessment can help me check students' growth: portfolios of student work, logs and journals, writing samples, videotapes, student-teacher conferences, long-term projects, and my own direct observation. Such variety yields a more reliable picture of my students' growth than their standardized test scores alone; these alternate assessments also can be used across disciplines.

EDUCATION ISSUES AND TRENDS

Once viewed as tedious, externally-imposed processes, assessment and evaluation should be viewed as exciting opportunities for classes and teachers to grow. In restructured schools seeking to improve literacy, school-related decisions made by staff, parents, and the community can use input from teacher assessment and evaluation to broaden perspectives, provide better information about school conditions, and really promote learning. Most importantly, the results enable students themselves to recognize their strengths and weaknesses, and motivate them to reach higher levels of achievement.

Accountability—assessment and evaluation—is a major issue in education today because all educators have a mandate to provide successful and academically challenging learning experiences for students regardless of backgrounds and initial abilities. Classroom accountability is central to that mandate; it puts the impetus for change and improvement where it properly belongs, in the classroom itself. Unless the essence of change begins in each classroom with a teacher expert in assessing the needs of his or her own pupils and then providing what is needed, all other issues of reform may remain mere rhetoric. For if students are the heart of a school, then teachers should use their full range of abilities to monitor the pulse of their students' learning. With a strong sense of classroom accountability, we can stop pursuing empty promises and begin fulfilling the expectations for success held by parents, business and industry leaders, communities, and young people themselves.

NATIONAL TEACHER OF THE YEAR

Schools must once again be a central focus in each neighborhood, linking teachers, parents, and community to make a positive difference in the lives of our nation's children, our nation's future contributing citizens. As National Teacher of the Year, I would stress that equity and excellence in education are not mutually exclusive if all sectors of a community—teachers, school administrators, support staff, parents, business and industry, and students—work together.

To ensure a quality society for America's children and for coming generations, we must have equality in the education we offer every student, regardless of differences in culture, ethnicity, language or socio-economic status. I would promote the idea that schools and communities can forge a focused alliance to restructure education and meet the needs of children into the 21st century, by providing incentives and recognition, enhancing school-based authority, and retaining good teachers in the classroom.

Moreover, I believe the importance of teaching and the positive contributions of teachers, quite literally, need to be marketed aggressively to the public and to the profession itself. The National Teacher of the Year has a leadership responsibility in this regard which I would pursue by accepting, even cultivating, opportunities to make presentations at appropriate public forums, by writing articles for newspapers and journals, and by making myself available to the media as a representative of today's classroom teacher. I would call for the marshalling of community resources, look for chances to showcase students' talents, and let people outside education know what our teachers do and why it is critical to our society, our economy, and the preservation of our republic itself.

Above all, I would seek to be a practicing ambassador, modeling strength, focus, clarity, and success in my own classroom instructional activities. While some callings may equal teaching, none is its superior. I would communicate that being a teacher is an opportunity to learn and grow; oftentimes, it is more than a pleasure, it is fun! Above all, I would convey through sharing the world of my classroom and my interaction with students, that teaching is more than a challenge--for me, it is a most noble profession, for I truly believe teachers shape the stories of the future.

I would be honored to be named National Teacher of the Year.

U.S. DEPARTMENT OF EDUCATION
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^AM-Teaching Trend,
^Teaching Makes Dramatic Comeback After Early 1980s Slump(

^By LESLIE DREYFOUS=
^Associated Prees Writer=

BOSTON (AP) - A new survey indicates a jump in interest in teaching, which fell on hard times in the early 1980s after word got around that the only thing tougher than finding a teaching job was living on the salary.

Enrollment in the nation's teaching programs rose by 61 percent between 1985 and 1989 and the figure would have been higher had all those who applied been accepted, according to an unpublished study by the American Association of Colleges for Teacher Education.

''As someone who makes his living teaching people to be teachers, I'm ecstatic!'' said Gary Galluzzo, an associate professor at Western Kentucky University and co-chair of the study.

And there's more good news. While the perennially popular social studies have held steady, the interest in teacher-poor subjects such as math and science appear to be keeping apace.

But the progress is not all positive. Researchers said total enrollments may have skyrocketed, but elementary and secondary school teachers are still mostly white and female.

Minority participation in schools of education exceeds 15 percent in only six states while 33 states had minority enrollments of 20 percent or more, according to the survey, which was presented in Chicago last month at the association's annual meeting.

''The enrollment thing is fine and all well, but the fact that they don't have any minorities is really a huge headache,'' said Mary Dilworth, director of research and information for the Washington, D.C.,-based association.

Explanations for the overall surge vary but the numbers come as no surprise to admissions officers, who said they have seen a gradual but constant increase in enrollment each of the last five years.

The average number of education-degree candidates enrolled at 90 U.S. colleges and universities surveyed randomly went from 520 to 835 between 1985-88, the study said.

Administrators at teaching programs around the nation attributed improved enrollment largely to the exposure through the mid-1980s of serious problems in the U.S. education system.

More....

Student aid.—The other large program area for Federal funding is postsecondary education financial aid. The 1991 budget continues to support over $18 billion in aid to almost 6 million students with budget authority of $9.5 billion. This aid, in the form of grants and subsidized loans and jobs, helps make it financially possible for qualified students to obtain a postsecondary education, regardless of family income.

In recent years, some schools have taken advantage of the availability of Federal student aid to enroll students who are not truly qualified for postsecondary education or for whom they will not be providing a good education. Many of these students are not equipped for the job market when they leave school and often drop out of school very early while the school keeps the Federal aid. Some of these dropouts have taken out large loans which they cannot repay, and thus default. The Education Department is taking aggressive regulatory and administrative actions to stop these schools from taking advantage of Federal aid and of disadvantaged students. Additional legislative proposals will further strengthen the Secretary's enforcement powers to prevent program abuses.

Much of the Federal student aid now supports vocational training, in addition to the traditional support for students attending two and four year colleges. The Administration is considering means to rationalize support for vocational training under the student aid programs, the Job Training Partnership Act, and the Vocational Education Act.

The Educational Excellence Act

Shortly after taking office, President Bush proposed eight education initiatives. In addition to providing renewed Presidential commitment to improved education, his goal was to reinvigorate the education reform movement by selectively adding Federal money in selected areas.

The President transmitted his bill, "The Educational Excellence Act", on April 5, 1989. This bill would give incentives to schools to improve educational achievement, expand the use of magnet schools, reward excellent teachers and students, promote the hiring of persons with proven subject matter knowledge and management abilities to be teachers and principals, increase the endowment funds of the nation's Historically Black Colleges and Universities, and provide special funding for the school districts with the worst drug abuse problems.

Congress did not complete action on the bill. Appropriations were provided for 1990 for the two largest programs, Merit Schools and Magnet Schools of Excellence, contingent upon passage of the authorizing legislation.

The budget assumes that Congress will pass the Educational Excellence Act on a timely basis. For 1991, the budget includes $401 million in budget authority for these programs.

Other Education Initiatives

Support for programs for the disadvantaged absorbs the bulk of Federal education spending. Other Federal program activities are less costly, but perhaps in the long run more important for educational improvement. The budget for research and statistics and the Even Start program have already been discussed. Other key policies in the 1991 budget include:

Summit follow-up.—$20 million is requested for activities related to implementing the Summit Agreements. Uses may include activities to help States implement proposed legislation providing flexibility and enhanced accountability, and additional funding for development of measures of progress toward national educational goals.

Dropout demonstrations.—$45 million is requested for a program of dropout prevention demonstrations. These projects will be carefully designed to build on the learning from $22 million in dropout demonstrations now coming to an end. Coupled with evaluation of the prior demonstrations, and $5 million in new dropout research, these projects will help States learn how to prevent young people from dropping out of school and how to help them return to school if they do drop out.

School principals.—Principals and other administrators play essential leadership roles in school reform. A new $25 million program is included in the budget that will improve the abilities of school principals and other administrators. Under this program, talented persons

civic value

not setting goals + leaving teacher to meet them.

preparing to become principals will receive some short-term training and then spend a year with a proven successful principal to learn from this "mentor" how best to address the complex problems of school administration.

Mathematics and science education.—$230 million is proposed for the Dwight D. Eisenhower Mathematics and Science Education programs, a 70 percent increase over what Congress provided in 1990. These programs provide funds to States to improve the knowledge and teaching abilities of mathematics and science teachers. In addition, programs for science, mathematics and engineering education in the National Science Foundation are proposed to be increased by $100 million, to $460 million, a 28 percent increase over 1990. Other Federal agencies, such as the National Aeronautics and Space Administration and the Energy Department, also have education initiatives. The Domestic Policy Council Working Group on Education is providing coordination across agencies.

Literacy.—$239 million is proposed for the Adult Education programs of the Department of Education, an increase of more than 25 percent over what Congress provided in 1990. In 1991, $200 million would be distributed to States to help finance remedial education and thus to improve the literacy levels of adults. The Education Department will also create a new Adult Literacy Clearinghouse to help States, volunteer groups and the private sector share knowledge of what works in literacy programs. Funding is also proposed to be doubled from $3 million to $6 million in 1991 for the VISTA (Volunteer in Service to America) Literacy Corps of the ACTION agency, which supports volunteer efforts to overcome the problems of illiteracy. The Domestic Policy Council Working Group on Education is coor literacy initiatives across many age government, and is developing plans cooperation with volunteer and priva literacy action efforts.

Historically black colleges and unive $95 million is provided to support t ations of historically black colleges an sities and graduate institutions. Mo tantly, an additional $15 million is for matching endowment grants for th tutions, triple the amount provided Encouraging the building of endowme government's most effective contri the future financial independence of stitutions.

SUMMARY OF THE EDUCATION AND POLICIES FOR 199

The 1991 budget for the Educatic ment asks Congress to provide $ more in 1991 than it did in 1990 for ary programs. This is a 6 percent inc projected decline in interest rates, guaranteed student loan subsidies produces anticipated savings of n million which help finance the di program increases. The combinatio tionary increases and loan subsidy sults in a total Federal Education I budget of $24.6 billion, an increase lion over total 1990 budget author the largest education budget ever p

The Presidential and State comm educational improvement support budget represent a new beginning education policy. There can now b tious optimism for improvements in the 1990s and far into the n

IMPROVING JOB TRAINING OPPORTUNITIES

Learning does not end with graduation from high school or college. It is a constant life-long process. If giving every child the opportunity for a basic education is essential in a democratic society, so is providing access to additional training beyond the classroom. Although most job training is prov ployers for their employees, the also provides second chance job those with poor skills who have in the traditional education esta work environment.

THE WHITE HOUSE

Office of the Press Secretary
(Charlottesville, Virginia)

For Immediate Release September 28, 1989

REMARKS BY THE PRESIDENT,
GOVERNOR GERALD BALILES, GOVERNOR TERRY BRANSTAD
AND SECRETARY LAURO CAVAZOS
DURING UNIVERSITY CONVOCATION

The University of Virginia
Charlottesville, Virginia

11:56 A.M. EDT

GOVERNOR BALILES: Mr. President, ladies and gentlemen, as you may have noticed during the course of this unprecedented education summit, Virginia law and tradition oblige us to publicly envoke the name of Thomas Jefferson at least once or twice an hour. (Laughter and applause.) There are worse habits.

Mr. President, it has been an interesting -- sometimes provocative -- gathering. You asked the governors to be candid, and I think we've fulfilled that request -- perhaps beyond your fondest hopes. (Laughter.) I would also say, however, that you gave as good as you got. But these are times for candor and outspoken self-examination. These are times for us to open our eyes and our minds and face the facts. The world has changed more than we sometimes would prefer. The challenges, both internally and externally, are profound and difficult. And, frankly, we have not made it easy for ourselves.

Within the last decade, immense federal budget deficits have accumulated with resulting declines in domestic spending, including education. We need not assign blame, but we ought to acknowledge that the federal budget situation has left the states increasingly on their own to address not only education, but also health care, transportation, law enforcement and other pressing concerns.

Indeed, the federal budget deficits have been the backdrop to the education summit stage. The federal deficits confine our flexibility, limit our options, and explain our shared reluctance to discuss financial resources. To be sure, in recent years the states have stepped into the breach. Imaginative and innovative programs have been created and funded by governors and state legislators determined not to let the red ink in Washington inhibit the potential of our people in their enterprise.

But has it been enough? Has the renaissance of state governments yielded a renewed competitive America? The evidence says no. Indeed, it may be said of the American federal system of government that the whole remains less than the sum of the parts. Education is one example, but not the only one. In other words, if we are to take on education as a nation, we had better get all the parts in accord and pulling together. And you, Mr. President, have taken a valuable and important step in that direction.

Up to this point, Mr. Jefferson's preference for locally-administered education has prevailed. We will not depart from that model entirely. States and localities will continue to provide more than 90 percent of the funding and the preponderance of the direction and supervision.

MORE

And yet, there is a federal role to be more clearly defined, supported and sustained. In response to international economic competition, a consensus has emerged for an American national resolve. The Jeffersonian belief that education is the first, best hope for our Republic's enduring success has not diminished. We have simply discovered that, as the times change, so must our ideas.

That may be the finest result of this education summit that we have begun. State and federal governments together, to think anew our respective roles and to address education for the first time as a nation undivided.

Mr. President, you have a loyal ally to support your efforts in the person of the new Chairman of the National Governors Association. It is my pleasure to introduce my friend and the distinguished Governor of the State of Iowa, Terry Branstad. (Applause.)

GOVERNOR BRANSTAD: Thank you, Governor Baliles. Mr. President, First Lady Barbara Bush, members of the Cabinet, fellow governors and their spouses, President O'Neil and Mrs. O'Neil, and members of the University of Virginia community: It is indeed appropriate that this education summit be held here amidst this historic setting. On behalf of the governors and their spouses we want to thank the faculty, administration and students for hosting us here at this beautiful University of Virginia campus. And I hope we haven't disrupted your class schedules too much the last couple of days. (Laughter.)

With this historic education summit, the President and the governors have taken an important first step in the process of developing for the first time a national consensus for educational goals. We are discussing some of the most critical issues facing America today -- that is, the state of education. Our discussions underscore the breadth and depth and the complexity of the issues that we face. We believe that this summit can serve as a catalyst for change and improvement in American education.

But we know that we can't do it alone. Not even the President of the United States and the Congress, each governor and their legislature can cause the kind of changes that we want. We have to have the involvement of the people who are directly affected; the people who can assure that we get results for America's children.

These are the teachers, the parents, local school administrators and school board members. Students, business leaders, leaders in their communities. People who care deeply about American education. Only with the commitment of all of these people and with their cooperation and help can we be successful in attaining the goals that we hope to agree upon.

Governors recognize that this is a time for results. We are working hard to achieve results in our states. Results like better student performances on math, science and foreign language tests; lower dropout rates and higher graduation rates; improved adult literacy; skilled and productive workers for the jobs of the 21st century.

To get the results we want, we have to hold our education system accountable and give educators the flexibility they need to do their job. It is time to find new measures of performance based on what students know and what students can do; not just the number of classes that they complete in high school or college. It is time for more flexibility in the use of federal dollars. And better coordination and cooperation among all levels of government and the different agencies of the federal government and state governments.

We need to better serve the needs of American families and American schools.

On behalf of the nation's governors, we thank you, Mr. President, for convening this historic summit, for the process that you have started and for our opportunity to help achieve significant goals that will get results for future generations of Americans.

And now I have the privilege of introducing the Secretary of Education for the United States. Lauro Cavazos was appointed by President Reagan in 1988 as U.S. Secretary of Education. He was confirmed unanimously by the United States Senate, and before that, he had a distinguished career as President of Texas Tech University. And I'm pleased to say, he also has a PH.D. from Iowa State.

Lauro Cavazos, Secretary of Education. (Applause.)

SECRETARY CAVAZOS: Thank you, Governor. Thank you. Thank you, ladies and gentlemen. It's my distinct pleasure to be here today as we continue this historic education summit. The decisions we make will affect the lives of millions of children in the United States, and it is for those children and the future of this country that we are here.

President Bush has pledged his support for education and the need to restructure our educational system, and it is an honor now for me to introduce the President of the United States, George Bush. (Applause.)

THE PRESIDENT: Thank you all very much. Thank you Secretary Cavazos. Thank you governors. Thank you, Dr. Cavazos -- Secretary Cavazos. First, my respects to all the governors here, and I want to thank the music of that Air Force Band. Just lovely. Thank you for your performance. (Applause.) I want to thank Governor Baliles and Governor Branstad and so many others who had a very special role.

I want to thank President O'Neil and Mrs. O'Neil. It was only yesterday that I discovered that we had evicted them from the President's house. (Laughter.) And not only did they go peacefully, but they left me this necktie from Eljo's, which I'm sure some of you may recognize. (Applause.) You talk about Virginia hospitality. (Laughter.)

And I also want to pay my respects to the students and especially to the distinguished faculty of this great institution. (Applause.)

And for Barbara and me it's a delight to be back in Charlottesville. Imagine this -- you have a President, the Cabinet, America's governors all visiting your school. And the big man on the campus -- still Sean Moore. (Laughter and applause.) But, you see, we're somewhat familiar. Our son Marvin and our daughter-in-law Margaret, having gone here, both advising me to be humble while I'm at U. Hall. You see, they told me you only do the wave for Ralph Sampson. (Laughter.)

Now, it's easy to keep your perspective and be humble at a school so rich in history and in educational endeavor. And I've also been deeply impressed by the commitment, the creativity and the knowledge that my fellow chief executives bring here to this education reform agenda. In our meetings yesterday, I learned exactly how much you care about the children of your states and the future. And in short, I came to Charlottesville with high expectations, and I've got to say, you have exceeded them.

So the spirit of our summit is not: "Who will get the credit?" The spirit of this summit is: "How can we get results?" We are here to put progress before partisanship, the future before the moment, and our children before ourselves.

I've heard eloquent advice from many of you, and from so many others, in the last few weeks. And I've listened, and I am

deeply appreciative of all that I have learned.

But I've also learned that we should listen to our children. And they have much to tell us. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. And think what these images would have meant to the ever-curious founder of this univerity, who could only look through a primitive telescope at faint patches of light and wonder.

But our children are growing up in an age where wonder is commonplace, peace and prosperity often taken for granted. And our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we're close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs here at Mr. Jefferson's school.

And every step we take at this university is truly a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we gather today, there was just a field of grass, a horizon limited only by the Blue Mountains beyond. But Jefferson surveyed a horizon that no one else could see. He saw the graceful dome of the Rotunda, the elegance of the Lawn and its pavilions. He saw meeting rooms and libraries and lecture halls teeming with professors, students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University -- and his dream -- that inspires us today to follow in his footsteps.

As President O'Neil said, Thomas Jefferson, our first education president, was a relentless advocate for universal public education. "He had a fundmental conviction that on the good sense of an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed those words -- this assessment -- from a friend of mine -- another Renaissance man of our time -- the late Bartlett Giamatti.

Like Jefferson, his life was a metaphor for civility and public service. And it is this commitment to public service that we must carry on. So let us make this an education society.

We have already come close to this Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and its diversity; in its commitment to meeting special needs and individual differences. And we're inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

And yet, after two centuries of progress, we are stagnant. While millions of Americans read for pleasure, millions of others don't read at all. And while millions go to college, millions may never graduate from high school.

The National Assessment of Educational Progress estimates that fewer than one in four of our high school juniors can write an adequate, persuasive letter. And only half can manage decimals, fractions and percentages. And barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of mediocrity, social decay and national decline.

Education is our most enduring legacy, vital to everything that we are and can become. And come the next century --

just 10 years away -- what will we be? Will we be the children of the enlightenment, or its orphans?

Six years ago, the Committee on Excellence in Education issued its powerful report; and yet today, our nation is still at risk. The educational reform movement has done well in articulating its criticisms. And now it is time to define goals. This is the time for action.

I sent my proposals for federal action in education to Congress last spring, including an increase in funding for Head Start. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these principles and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- spend more money alone. And at the federal level, we have asked Congress to provide nearly a half a billion dollars in new funding for 10 worthy programs. Your states may also choose to spend more. But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results.

And this is only the third time in our 200 years as a nation that a President has called a summit with the governors. And I've called you together because you bear the constitutional responsibility for education. And I didn't ask you to such an historic occasion merely to bemoan what is wrong. We are here to work; and work together; to once again make an American education the best in the world. (Applause.) And let me say to the governors before this majestic audience, these sessions have been informative and thoughtful and very useful to me. And I appreciate the obvious extensive preparations that the governors have undertaken in the days and weeks leading up to this summit. The governors have emphasized to me the need for national performance goals and the importance of greater flexibility in the use of federal funds, while accepting enhanced accountability for the results.

And they've also stressed the high priority that helping prepare preschool children should have in federal spending even in time of fiscal constraint.

And finally, the governors have articulated eloquently the need to restructure our education system. You already are consulting with state legislators to better our schools. Our teachers already are giving their heart and soul to their jobs. But we've never before worked together -- President and principal, governor and teacher -- to achieve results in education.

A social compact begins today in Charlottesville, Virginia -- a compact between parents, teachers, principals, superintendents, state legislators, governors and the administration. Our compact is founded not on promises, but on challenges -- each one a radical departure from tradition.

I hope that you will join me, to define national goals in education for the first time. From this day forward, let us be an America of tougher standards, of higher goals and a land of bigger dreams. (Applause.)

Our goals must be national, not federal. That's why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell, Washington's Booth Gardner, Bill Clinton of Arkansas. And my administration will work with you to build on the National Assessment Program's first state-by-state achievement

results. We will work with you to formulate national goals. And then we're going to challenge superintendents and principals to meet these higher goals.

In return, I accept your challenge and will work with you to loosen the grip of federal restrictions. How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Unnecessary restriction is the enemy of the bold. And bold action is what we need most of all. (Applause.)

I ask Congress to allow Washington to be more flexible by passing reform legislation. And I ask you, in turn, to ease state restrictions on local bodies. And then we'll judge our efforts not by our intentions, but by our results.

So to get results, we need national goals and more flexibility from federal and state government. To get results, we will need a new spirit of competition between students, between teachers and between schools -- a report card for all. And to get results, we will need discipline, structure and goals.

And yet I do not counsel a naive nostalgia, some tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every PTA board member already knows -- the American people are ready for radical reforms. We must not disappoint them. (Applause.)

For myself, I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy should mean more than the "three Rs." We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know why Americans died at Bunker Hill, at Gettysburg and at Monte Cassino. And they must do more than identify names on a multiple choice question. They must understand the generosity of Andrew Carnegie and the genius of Alexander Graham Bell and the heroism of Rosa Parks.

Some youngsters will naturally take longer than others. And some will need more study and extra instruction. But we should never send a student from school to school just because he or she has passed an arbitrary birthday. (Applause.)

Second, I see a day when our educational system will be unafraid of diversity. Of course, all schools in a state will share a core curriculum and minimum standards of achievement. But the means by which that curriculum is taught and those goals met should be as diverse and varied as America itself. Let them blend, in myriad ways, the traditional and the modern, the human and the technological. Let us give our schools and our teachers the freedom to do what they do best.

Children also differ -- in their interests and learning styles and capabilities. And so, third, I see the day when choice among schools will be the norm rather than the exception -- (applause) -- when parents will be full partners in the education of their children.

Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life. And educational reform is an urgent responsibility for every parent, every student, every community. And those who do not advance the cause of education hinder it. Parents, students and professional educators must be accountable to one another as a community.

But to be accountable, we need to know just how much progress we're making. So, fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are. And this means accepting the bad news along with the good. We've always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations. (Applause.)

And accountability also means we must act on what we discover. Weak performance in the classroom or the principal's office will no longer be tolerated. But neither will indifference towards good educators. Society has no greater benefactors than outstanding teachers and principals. (Applause.) And so, let them have their day in the sun, get what they deserve -- generous praise and solid rewards. (Applause.)

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know -- when standard and expectations are high, everyone does better. And this includes both the unusually gifted and those with special needs and disabilities. But it must also include the student we too often forget, the average student. (Applause.) All you guys with C's, I want to hear it from you. (Applause.) For I do believe that with a little care and a little work we can unleash within each of these so-called ordinary kids an extraordinary potential.

This same potential can be found within every disadvantged child, those from troubled neighborhoods, children for whom our schools must be a beacon of excellence, a sanctuary from violence, a model of good character, sound values, exemplary ethics. Let no child in America be forgotten or forsaken. (Applause.)

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom that they need.

And such freedom will not lead to a quick and easy solution. It's the work of years. And we've taken such a long-term view in our meetings over the last couple of days.

We've discussed the need for educational reform in terms of our national competitiveness -- you heard Governor Baliles refer to that just a minute ago. But I'm sure you agree that there is more to learning than just our trade balance or the graying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. And he observed that just as the touch of a button on a stereo will fill a room with music, so by taking down one of these volumes and opening it, one can call into range the voice of a man far distant in time and space and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind. (Applause.)

I might say parenthetically that is why my wife, Barbara, for many years, has devoted a lot of her time to making this country more literate. (Applause.)

In essence, that is why we've gathered here at Mr.

Jefferson's school. He was just one man, but look at what one man can do. Imagine what we can do, if we -- more than 50 strong -- are united by this great cause. So let us dream. And let us talk. And if need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

Thank you for your hard work and dedication. God bless you. And God bless the United States of America. (Applause.)

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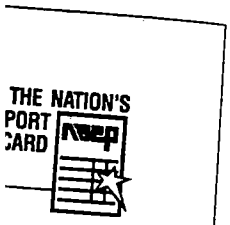

GRADE 12

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were asked to name the current president and given 15 minutes to write a description of his primary responsibilities. Most students — 89 percent of the eighth graders and 94 percent of the twelfth graders — correctly identified Ronald Reagan as the then-current president. However, students appeared to find it more difficult to describe the president's responsibilities in writing. The table presents a condensed version of the guidelines used to evaluate students' responses and the percentages of students who received each score.

Just 7 percent of the eighth graders wrote elaborated responses to the question on presidential responsibilities, while nearly one-fifth of the twelfth graders did so. The following are examples of elaborated papers.

The most important responsibility of the President is to govern and oversee the events of the government while keeping the people in mind. It is his responsibility to ensure that all actions taken by the government and that all laws made protect the rights and interests of the American people. It is, more specifically, his responsibility to conduct foreign relations properly in order to ensure harmony between the United States and other countries in order to protect the welfare of the American citizens. The President must not rely wholly on himself and his knowledge; he must be able to use his cabinet in order to keep a constant flow of new ideas and also to remain in touch with the concerns of the people. The office of President is a very important position. I believe that the President must always consider the American citizens in order to be successful. The rights of the people must <u>always</u> be protected. (Grade 12)

He has the power to veto a bill. If the house or senate passes a bill it goes to the President, he then can veto it or he can hold it for ten days and this makes a pocket veto. He serves as secretary of war and he greets foreign visitors when they come over here to the United States. He has the power to declare war, if he feels it would be in the best interest of the United States. The President has the power to appoint judges to the Supreme Court. He serves also as a spokesperson for foreign affairs. These are some things the President has power to do. (Grade 12)

His duties are to be the spokesperson for the United States, he is Commander-in-Chief of the Armed Forces, and he has the power to accept or veto proposed bills that are passed to him from Congress. The President also has the power to appoint his own cabinet members and top White House clerks. Supreme Court Justices are appointed by the President of the U.S., with the approval of the Senate. Referring back to my first point, if the President disapproves of a Bill

and vetos it, he must give Congress a statement as to why he vetoed the bill. The President is chosen to represent the U.S. with dignity and respect. He is a symbol of leadership that this nation can be proud to look up to. (Grade 12)

Approximately one-third of the students in grade 8 and 40 percent of those in grade 12 wrote responses to the question that were judged as adequate. The following are examples of such responses, which typically provided a brief list of responsibilities with little discussion.

I think being a president has a lot of responsibilities. He or she has to keep peace between other countrys. They sometimes have to make up laws and get it passed. They also have to make long speeches on national t.v. and that takes a lot of self confedence. That is why I think it is hard to be a President. (Grade 8)

His jobs are to keep us out of wars, veto laws, decide what to do with the governments money. If we get into a war, he tells us what to do. Another important function is to appoint Supreme Court Judge. He has got to make the right decision for our country. He has to trade and meat with the other countries. So he really, basically controls the U.S. (Grade 8)

The president has many jobs to do as the president like passing laws if he likes them or vetoing them. But there aren't a lot of things he can't do like declare war. A president gets elected every four years and can serve two terms, our president now has served two terms already and cannot be elected again. He is considered cheif in command of all of the Armed Forces. But there are alot of things the president can't do without the Congress and all the other branches. (Grade 8)

Half the students in grade 8 and approximately one-third of those in grade 12 wrote responses to the presidential responsibilities task that were rated as minimal. As demonstrated in the following examples, these papers tended to provide only general answers to the question.

To me, I think the most important responsibilities that the President has is to make sure that there is peace here in the U.S. and to keep good relations with the other countries. I guess he just has to keep the country in order (legally) or else there's another scandal. Anyways, the President has to be able to look at both sides of the issue before he makes any decisions in everything that he has to decide upon. (Grade 12)

He has the greatest responsibility of anyone in our nation. He makes major decisions that effects us and our government. His job is very dangerous. But without one in control our country would be in trouble. Thanks to many of our presidents and government we've been out of war since world war II. The president cuts down on pollution and so forth in our country. We should respect this man for what he stands for. He represents the people of the United States. (Grade 12)

His purpose of being a president is to pass the laws and to abide by them. His purpose also is to try avoid wars and to govern the world, to make other citizens feel as tho the United States is a fair country, and as for me his final duties are to treat all men equal. (Grade 8)

The president has many very important responsibilities. The president has to run the country, deal with other countries and keep out of trouble. Reagan has done a good job forming relationships (good) with Russia. But however he can't keep out of trouble. (Grade 8)

Nine percent of the eighth graders and 6 percent of the twelfth graders wrote responses to the question that were considered unacceptable because they provided incorrect information, were incoherent, or digressed from the topic at hand. The following is an example of an unacceptable paper.

He could try to get home that we live on the street and could try get jobs. If I was president, I get people the street get them job and new clothes and a house. And then my mother will be proud of me. (Grade 8)

In summary, 41 percent of the eighth-grade students and 59 percent of the twelfth-grade students produced responses to the question on presidential responsibilities that were judged adequate or better. The remaining papers were considered too vague or too flawed to be considered better than minimally acceptable. Thus, it appears that many students were either unfamiliar with the detailed powers and responsibilities of the president or limited in their ability to express what they did know in writing.

THE WASHINGTON POST ... FRIDAY, MARCH 23, 1990

JUDY MANN

Involving Parents in Schools

Canton Middle School in Baltimore is on the cutting edge of revolutionizing communication among parents, children and schools. When a Canton pupil says he doesn't have any homework, all his parent has to do is call a number at the school and find out if little Ernie is telling the truth.

And if little Ernie has forgotten his assignment or doesn't understand it, he can call the number himself and listen to his team of teachers tell him what he is supposed to do.

The computer-driven telephone recording system, described by Washington Post staff writer Paul W. Valentine in the paper last week, is one of those breakthrough blessings that can help working parents, particularly, keep on top of what their children are learning and doing in schools. The recordings are on 24 hours a day.

"It shouldn't be used to trip up youngsters," Principal Craig E. Spilman said yesterday. "This is a powerful tool which could help parents forge more positive relationships at home between them and their kids. The parents know what the expectations of school are day in and day out. The parents at their leisure can take some time to discuss this with their youngster and use it as a catalyst for doing things together, showing interest and doing it from a foundation of knowledge and fact. It eliminates the parent having to try to figure out what is going on."

The computer telephone service, the first in this area, was the brainchild of Vanderbilt educational researcher Jerold F. Bauch and it is now in 21 schools in the country. In an interview yesterday, Bauch said the start-up cost of the software and hardware runs from $5,000 to $10,000. Schools have a monthly cost of supporting enough phone lines so parents don't get busy signals. He said most of the schools have half the parents calling every day. The phone messages are only about two minutes long, he said, "so there is tremendous time saving for everybody."

"I want teachers not only to tell you what the homework is," he said, "but to make suggestions to you on how to work with your child. The message might say the kids have about 45 minutes of math to do tonight. It might be nice to have them do 20 minutes when they first come home, let them have a snack and watch a little TV, and do the rest later. Break it into two blocks.

"There is no question that students' grades do go up and they go up in proportion to the frequency of parent use."

Bauch said schools in Memphis and Atlanta are reporting 600 to 800 percent increases in parental involvement through the phone system. "We are getting 99 and 100 percent completion rates for homework every day. One teacher said that's unheard of in education." A child who is absent can call and get the assignment.

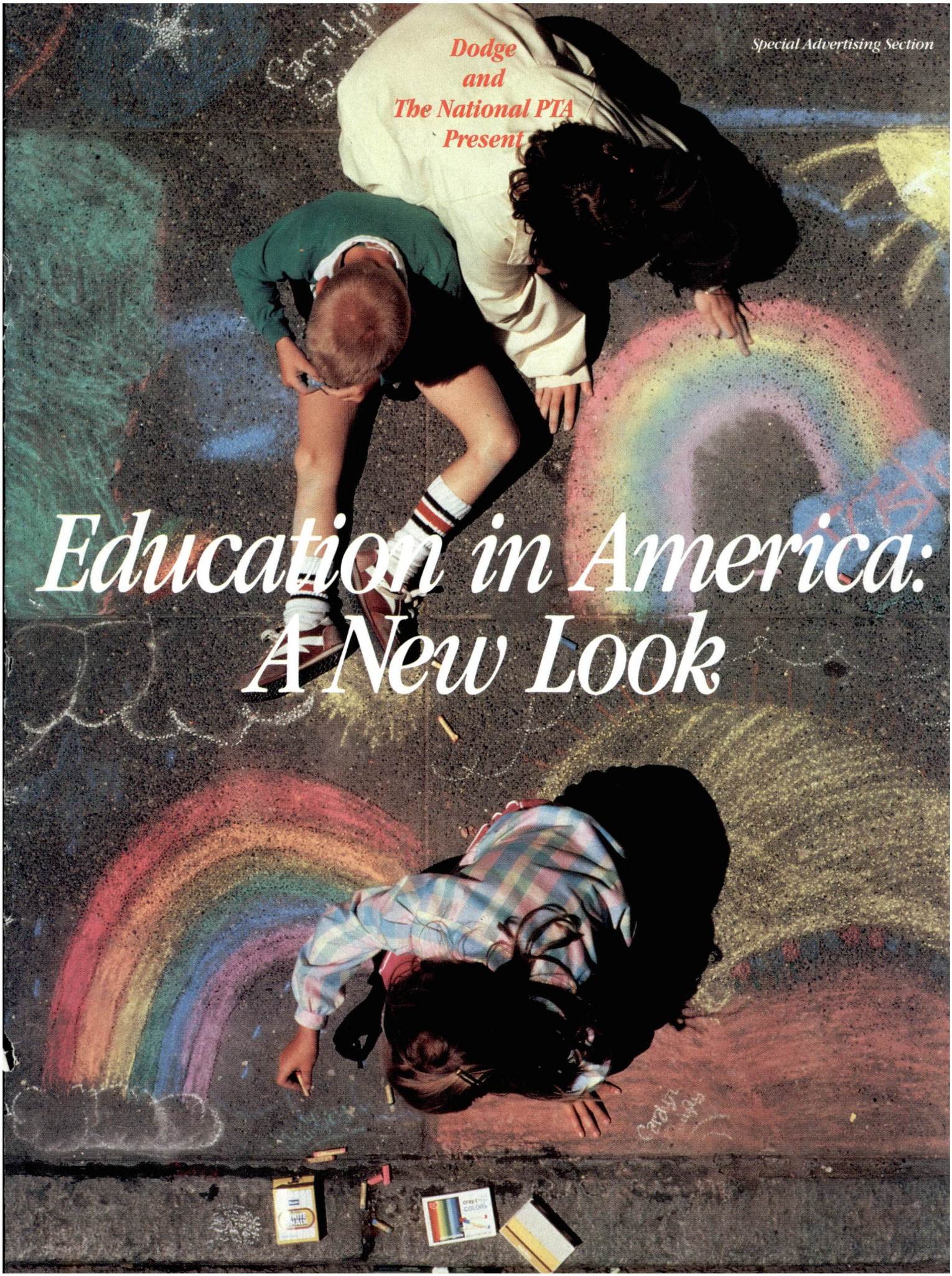
The homework line is part of the Transparent School Model, which allows the schools and parents to communicate about such things as field trips, absences, PTA meetings and anything else. The software fits into a desktop computer and all of it is available off the shelf, said Bauch. He said that Nasco, a Nashville company that helps schools raise money is putting together a program to help parents and children raise money to put the model into their schools.

At Canton, the computer calls parents and lets them know if their children are late or absent. Starting Monday, said Stilman, the computer will call parents of often-tardy children at 6:30 a.m. to make sure they are up. Most children are walkers, he said, and there is no reason for them to be late. Stilman said he calls parents of late students sometimes after he gets into his office and most are appreciative. Any one who is not will be called later.

The downside of outgoing calls, he said, is that the public service commissions charge the schools commercial rates. He makes the important point that phone companies could make an in-kind contribution to education across the country by putting those lines on residential rates rather than rates assigned to profit-producing businesses. "If this is the future of the school districts we are going to have to find ways to cut costs," he said

And he tells this story that will warm the heart of any parent of a teenager: A 14-year-old at Canton told his mother the other day that he hardly had any homework. "Mom calls the homework line and it is loaded with homework. She brought him back up, he got his books, she took him back home and he had an hour and a half of homework. He didn't lie. He said hardly. Hardly in his eyes was whatever he viewed it as. In her eyes it was a lot.

"The potential for increasing communication between home and school is unlimited," said Spilman. It is, and for those parents and kids and schools who are smart enough to take advantage of it the rewards could be enormous.



Dodge
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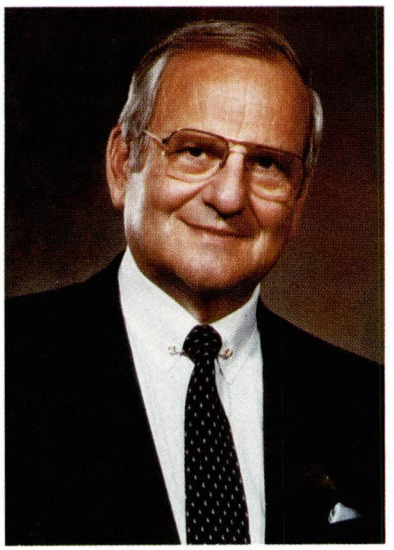
The National PTA
Present

Education in America: A New Look

A SPECIAL MESSAGE TO PARENTS FROM LEE IACOCCA



Lee Iacocca
Chairman, Chrysler Corporation

A couple of weeks ago I went to a school in Syracuse to hand out free books to 150 first graders. I told them to stop watching so much TV at night and to start reading to their parents. Then I read them a book myself—"Sheep in a Jeep."

I had fun, but my mission was serious. Those first graders will be the first graduating class of the 21st Century. That is, those who decide not to drop out along the way.

I want all of them to make it, because their lives will be infinitely better if they do. When they come to our factories and offices looking for work in the 21st Century, there won't be a place for people who can't read and write. We compete against countries with educated labor forces, and if our workers aren't as skilled, America can't compete.

Six-year-olds don't have the foggiest idea what I mean by that, but their parents do. And by the way, I can tell you which kids will make it: the ones whose parents work with them every night.

The products our schools turn out depend on the raw material they get in. It's that way in any field. If a supplier ships me a defective part, the car I assemble is defective and my customer complains. So we work closely with our suppliers. We work as a team.

Same thing with our schools. They don't have much control over the material they get through the door. That's up to the parents. What's unfortunate is that a lot of parents aren't interested in working with the schools.

I was shocked when I heard how uninvolved many parents seem to be in their kids' schools. If we can't get parents involved, I don't know how we'll ever succeed. The odds are against us.

Let's face it: kids learn from the adults in their lives. I can help by passing out books. The National PTA provides an even greater service—they try to get parents involved. I hope they succeed, because I'm convinced if we get more adults dropping into the schools, the kids will stop dropping out.

Education in America: A New Look

This section made possible by the generous sponsorship of Dodge.

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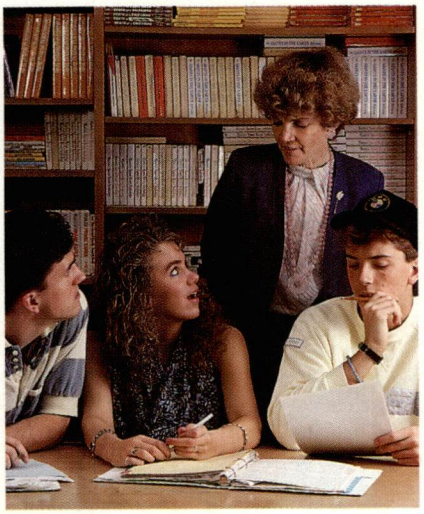

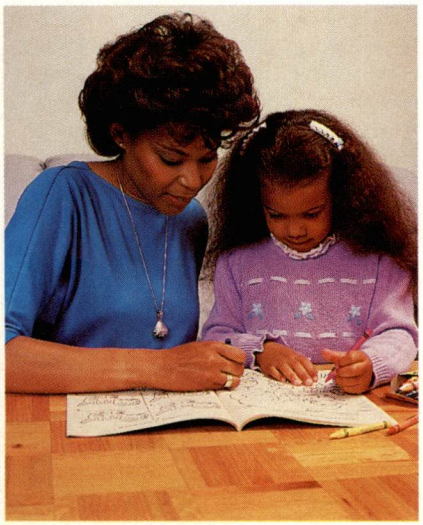

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LEARNING TO DO BETTER

by Ernest L. Boyer

An agenda for nationwide educational reform

Without good schools none of America's hopes can be fulfilled. The quality of our education will determine the strength of our democracy, the vitality of our economy and the promise of our ideals. It is through the schools that this nation has chosen to pursue enlightened ends for all its people.

For years we felt good about our schools. They brightened prospects for our children and served as the driving engine of the nation. We were justly proud as the United States entered the 20th century an economic giant and emerged from World War II as the most powerful, most respected nation in the world.

But then came a remarkable reversal. In 1957, the Soviets shot a shiny 53-pound ball called Sputnik into orbit. America was stunned. Then the Japanese put Hondas on our highways and stereos in our homes. Once again our confidence was shaken, and of all the steps we took in response to these threats, both domestically and abroad, the one most revealing of our nation's character was the commitment to strengthen education.

Since 1983, the nation has been engaged in the most serious and most sustained drive for school renewal in its history. Academic standards have been raised, teacher salaries have gone up, and business leaders have become strong advocates for education.

Still, there remains a disturbing gap between reform rhetoric and results. While some children receive a first-class education, the majority continue to attend schools that rank from fair to mediocre. For large numbers of our young people, education is a failure.

What's gone wrong? Why, after so much effort, is educational performance in the United States so uneven?

The harsh truth is that thus far our push for excellence has been more piecemeal than coherent. It is increasingly apparent that schools are lagging not from lack of effort, but from lack of overall direction.

Clearly, we need a *national* strategy for school reform. But what are the goals that should be commonly pursued? How can we shape a national agenda for education without sacrificing vitality at the local level? It's a new challenge, one we never seriously faced before. Our response will shape education, and the nation, for years to come.

The good news is that a consensus is beginning to emerge. There's a growing conviction in this country that the nation's 83,000 schools, 16,000 districts and even the 50 states, acting on their own, cannot adequately meet the challenge. There's a recognition that if the nation is at risk, the nation must respond.

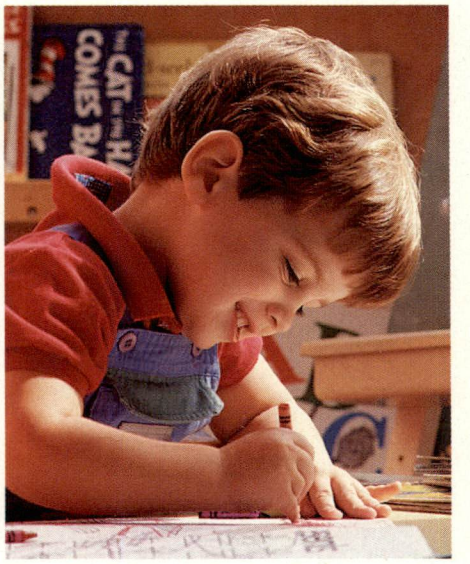
First, America must commit itself to the proposition that every child, regardless of racial, ethnic, or economic background, is entitled to a quality education. This nation simply cannot tolerate a system that divides our children into winners and losers. The satisfactory completion of at least twelve years of formal education must be viewed as the right of every child. The goal must be excellence for all.

President Bush, at last year's education summit at Charlottesville, Virginia, put the challenge this way: "In the final analysis," he said, "improving schools means bringing hope to those who need it most. Let no child in America," the President declared, "be forsaken or forgotten."

Second, we must give top priority to early education. Almost everyone agrees that if children are to succeed educationally, they must have a good beginning – and that for those most at risk, universal preschool education is essential. To accomplish this, Head Start should be fully funded. This effective federal program provides preschool education for three- and four-year-old disadvantaged children. It's a national disgrace that twenty years after Head Start was authorized by Congress, only 35 percent of the eligible children are being served.

I also propose that we reorganize the first years of formal education – kindergarten through grade four – into a single unit called "The Basic School." The basic school would give priority to language, and would have no class with more than fifteen students. The goal must be to have every child, by grade four, write with clarity, read with comprehension, compute with accuracy, and effectively speak and listen. If these skills are not well formed in the early years, it will be impossible to fully compensate for the failure later on.

Third, we should adjust the school schedule to reflect the changing family and work patterns in the nation. In most households today both parents work – away from home – and many children go home from school to an empty house.



We also need after-school and summer enrichment programs – in science, art, and computers, for example – to keep children learning instead of drifting on the streets.

It's also time to consider a year-round calendar, with periodic breaks to give teachers time to be intellectually renewed. Such a restructuring would serve both the social and academic needs of children. Parents who can afford it should pay for these enrichment services, but poor families should be given help to select the programs of their choice.

Fourth, we must clarify the content of education and find better ways to measure school results. It's ironic that after six years of school reform, we still can't agree on what it means to be an educated person. I propose that master teachers and research scholars come together to design goals for the nation's schools. Such a course of study might focus on basic skills and a core of common learning that integrates ideas and promotes critical thinking, too.

We also must find a better way to evaluate our students, and hold schools accountable for results. The President has a Council of Economic Advisors to keep track of the nation's fiscal health; perhaps a National Council on Educational Standards – a non-governmental panel comprised of distinguished citizens from all sectors – should measure the nation's educational health.

The questions we should be asking include: Can all students read with comprehension, write with clarity, and accurately compute? Have all students learned about the world around them? Do they know about their own heritage, and the heritage of other cultures? Have they discovered the interconnected nature of our world? Can students think critically and integrate ideas?

Fifth, we need a national crusade to attract and hold outstanding teachers. New regulations have been imposed on schools, but the heart of the enterprise – teachers in the classroom – has been largely overlooked. And while salaries have gone up, teachers still confront too many students, too much paperwork, and receive too little recognition.

We need a national strategy for teacher recognition, recruitment, and renewal. Specifically, I propose a 1990 version of President Dwight Eisenhower's National Defense Education Act – a program of teacher fellowships and summer institutes in every region of the country to allow teachers to spend time in libraries, in laboratories, and with other teachers, the simple things that college professors take for granted.

Let's also provide summer institutes for gifted high school students, especially in science and mathematics, to encourage them to enter the profession. And I suggest college tuition scholarships for top students in every state who agree to teach at least three years in schools that serve at-risk kids.

If we are to win the high-tech race, nothing is more crucial than recruiting gifted students into teaching. John Kennedy inspired the nation's youth to join the Peace Corps to serve the needy overseas. Why not inspire talented young people to serve in inner-city schools and rural districts here at home?

Let's also give more autonomy to the local school. While national goals and state standards are desirable, principals and teachers must be given authority to restructure schools, making them more responsive and more humane. If I had my way, I would break up every junior and senior high school into units of no more than 400 students each. I would assign every student to a small support group of no more than 20 students, who would meet with a mentor at the beginning of each day to review academic progress.

I'd also like all students to feel needed and to have a sense of worth. In the 1983 Carnegie report *High Schools,* we proposed a new community service term to help teenagers become engaged in day-care centers, in retirement villages, and in tutoring other kids at school, discovering a connection between what they learn and the realities of life.

Finally, schools must be supported by the communities they serve. Teachers simply cannot do the job alone. Colleges must forge partnerships with schools. Business and industry leaders must promote better education. And above all, parents must be partners in the process. Specifically, I and The National PTA propose that every parent turn off the TV and read to children. I also suggest that parents be given released time from work, with pay, at least a day or two each term to consult with teachers and spend time with their child at school. If society sees value in giving employees release time for jury duty and to vote, surely allowing parents time to be engaged in the education of their children is in the public interest.

The imperative is clear. If we value our country and our heritage, we simply must invest more in our children. We owe them a legacy of hope. There should never be one child, let alone a generation of children, who passes through our schools intellectually and civically unprepared. Dreams can be fulfilled only when they have been defined, and educating all children to their full potential remains America's most compelling obligation. ■

Ernest L. Boyer is President of The Carnegie Foundation for the Advancement of Teaching.

THE PTA/DODGE NATIONAL PARENT SURVEY

A Newsweek-commissioned survey shows that parents care, but need to be more involved in the schools

Parents believe their own influence is critical to their children's learning. Accordingly, they often discuss school topics with their kids, help them with their homework, and are aware of the subjects they are studying. At the same time, however, many parents – citing lack of time and work commitments – are not actively involved in school activities or in close touch with their children's teachers.

These are some of the major conclusions drawn from a national survey commissioned recently by Newsweek for the National PTA and Dodge.* The results suggest that parents care deeply about their children's education, but are often unwilling or unable to commit to spending time with teachers and in the school. Emphasizing to parents the importance of such a commitment could get them more involved; such involvement, many educators say, is key to improving the quality of education in the United States.

When asked how important certain influences are to their children's learning, 57 percent of the parents surveyed said their own role was "extremely important," while 36 percent said teachers and schools were extremely important. (Twenty-three percent cited religious leaders, 21 percent cited video games such as Nintendo, 20 percent cited computers at home or in the school, 16 percent cited their children's friends, and 15 percent cited television as extremely important.)

Sixty-nine percent of parents surveyed said they discussed school topics with their children every day; 17 percent did so 2-3 times a week. And 36 percent of the parents helped their children with their homework nearly every school day, while 21 percent said they did so 2-3 times a week.

Parents also keep up with what their children are learning. Eleven percent of the parents said they were "extremely" familiar with the curriculum in their children's schools; 34 percent said they were "very" familiar, and 38 percent said they were "somewhat" familiar. And on average, the parents surveyed typically spend 7 hours a week involved in their children's formal education.

While these figures show that parents are interested and involved in their children's learning, the commitment falls off when it comes to working with teachers or participating in school activities. By winter break, when the survey was conducted, more than half of all the parents surveyed (56 percent) said they had not attended a single back-to-school night since the school year started, while 54 percent hadn't gone to a single meeting of the PTA or other parental organization. Thirty-three percent said they never attended meetings of any committee at their children's school.

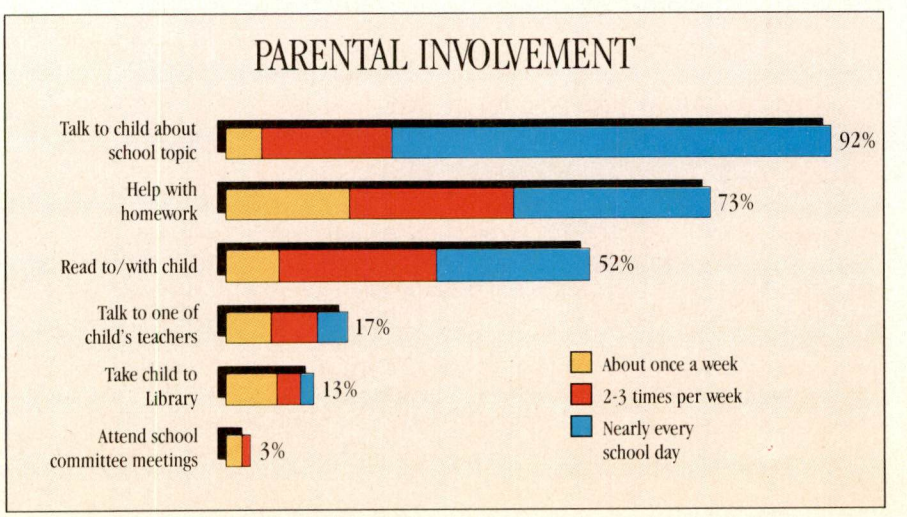
Most parents, however, felt that their children's schools encouraged them to get involved. Fifty-eight percent said their children's school was extremely or very encouraging, and 20 percent said they were somewhat encouraged to participate. Only 8 percent of the respondents said their children's school did not encourage them at all to participate in school activities.

Parents not belonging to any parental group (53 percent) gave a number of reasons for not being more involved. Not surprisingly, 72 percent cited lack of time, and 66 percent said their work schedules conflicted with school events. Twenty-four percent said they were unable to arrange child care during parents' meetings, and 19 percent said their school did not have a parent's group.

Thirty-eight percent of the parents surveyed belong to the PTA. Among PTA members, the level of involvement in school activities was markedly higher: 57 percent of PTA members attended at least one back-to-school night, while only 33 percent of parents not belonging to any parental group did so. At the winter break, PTA members had visited their children's school an average of 9 times, while parents who didn't belong to a parent's organization made an average of 5 visits.

Since both parents often work hard and long hours, it's understandably difficult to find the time to attend events at school or to meet with teachers. However, parental organizations can let parents plug into an existing network of activities and allow them to make the most of whatever time they can spare.

**Results are based on a national sample of adults in 538 households with children enrolled in grades K-12. ICR Survey Research Group was commissioned by Newsweek to conduct the survey by telephone for the National PTA and Dodge between December 29, 1989, and January 7, 1990. The margin of error is ± 4.5 percentage points.*



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America loves Dodge Caravan. Like no other minivan on the road.* Just ask Leslie Nye of West Bloomfield, Michigan about her '89 SE.

"Sure, I'm your typical 90's mother all right. Full time job. Full time mom. And a Caravan in the garage. Too much to do. Too little me.

"Get the kids to school, our two plus three from down the street. With volleyball afterwards. And groceries. Pick up a load of furniture in Ohio. My husband's carting an exhibit to Wisconsin.

"Then skiing in Colorado at Christmas. With a Caravan full of luggage, gear and presents for the whole family. Zipped up Vail Pass at 65 miles per hour without a problem, by the way.

"Don't worry about tonight. We'll drive. We've got the room. Pick you up at seven.

"And Allison, please don't fight with your sister Lyndsay over who sits in the wayback!

"On top of this, I'm an attorney and I've got a big caseload. And I need our Caravan for that, too.

"You know, I just can't imagine not having a Caravan." Neither can we, Leslie. Neither can we.

The new spirit of Dodge.

Dodge

**Just look around you, our Caravan is the best selling minivan of all time. Or ask J. D. Power about their 1989 Light Duty Truck Customer Satisfaction With Product Quality & Dealer Service Survey℠ (1988 models). Or talk to our lawyer, Stan, who told us that you'd save $1,032 on a Caravan LE with the AFF package, based on the list prices of items if sold separately (N/A on Grand Caravan models). But whatever you do, please buckle up for safety.*

OFF TO A GOOD START

In the early years, it pays to fit the school to the child

Jennifer is not yet out of diapers. But she knows exactly where she's going when she's three. "I going to school," she announces proudly. And she surely will. Indeed, many of her age-mates are already there; some of them started as early as two. This year, an estimated 45 percent of all three- and four-year-olds will go to some form of early childhood educational setting.

Time was when preschool was a pleasant option for parent and child. Today it's almost a given. And the early childhood umbrella has grown to include full-day programs in many different kinds of professional child care settings. There are also new choices in federal and state programs for at-risk and handicapped children. Pre-K (pre-Kindergarten), the public school version of preschool, is currently offered in about half the states; families who fit its eligibility profile are clamoring for the relatively few openings. Meanwhile, good private programs are equally in demand, and many child care centers in large cities have long waiting lists.

But the biggest news is that the edges of early childhood education are blurring. Educators are beginning to consider learning from about ages four to eight all of a piece, and as a result are working to make preschool and early elementary school more seamless. Some schools are changing the rules about entering kindergarten; others are pushing first grade down a step or giving parents choices as to what kind of preschool or kindergarten experience their child may have.

All of this ferment in early education has put pressure on parents. First of all, shopping for preschool has taken on some aspects of a college search, but without any comforting handbooks that compare staff qualifications, licensing, costs, and curricula. Parents discover that, unlike elementary schools, most private preschools have few licensing standards. After they've checked out the basics – cost, cleanliness and safety – they're more or less on their own. Add to this the pressure of knowing that the choice you make is likely to matter a great deal up the educational road, and you get a lot of Moms and Dads asking: What will my kid be doing in preschool?

It's certainly the right question. The program is the heart of any preschool. Unfortunately, "program" is often hard to evaluate. All preschools promise that a child will learn in their setting, and that's probably true. Of course, kids will learn *something* wherever they are. But what kind of learning is best and most useful for young children?

There's no consensus. But there are two well-defined (and opposing) camps.

Camp A could be called the Academic or Structured Approach. This school of thought believes that the job of preschool is to prepare children for the primary grades by starting to teach basic skills and facts. It says that children are more capable than they used to be (true for some kids), and that their new capabilities need to be challenged. Adherents of early academics invoke the sound educational principle that early childhood may be the prime time to shape children's development. They quote educators like Burton White, who feels that kids may enter the starting gate for significant learning before age two. The "academics" view preschool as a place for kids to get a leg up on learning. They propose that kids get it by learning numbers and letters through simple drill tasks and even that they move into formal Reading Read-

iness, a province hitherto reserved for first grade, or at least kindergarten.

What's a structured preschool like? It is surely different from the traditional nursery school with "Play is the Work of Children" carved over the lintel. In an academic preschool, the teacher usually plans "lessons" for the whole class, rather than taking her cue from what the kids are involved in. Discipline often is somewhat more strict, and art may consist of everyone cutting out the same bunny or pumpkin. In the preschools that concentrate most heavily on worksheets and other pencil and paper activities, youngsters may have less physical activity in their day.

Part of the impetus for academic preschool clearly comes from school districts that emphasize basic skills and standardized testing in kindergarten and the lower primary grades. Some elementary schools are even pushing first grade curriculum down into kindergarten. There's talk in some quarters of instituting full-day kindergarten, and half-day kindergarten programs for all four-year-olds. And if kindergarten is now what first grade used to be, then shouldn't preschool be something like what kindergarten used to be? For their part, parents who are told that kindergarten is "harder" now don't want their children to fall behind. Working parents in particular are eager for their three- and four-year-olds to learn in preschool what they think they may be missing out on at home.

Enter the Developmentalists, who represent the other, opposing view. These early childhood specialists question seriously whether the birth canal has developed a fast lane. This B group of educators believes firmly in preparation. But it has very different ideas about what it should be and how to achieve it. The developmental approach, which is based on the work of Swiss psychologist Jean Piaget, recognizes that children mature at different rates. It feels that learning should match these differences in development. Young children from two to five "think by doing." Therefore, they learn best not so much from being "taught" as by being active learners – playing and experimenting with objects like blocks that have rich built-in learning potential. At three, four and five, the developmentalists say, kids should be building language, learning to use their bodies, and using real-life experiences and play to prepare for the more structured environment they will encounter in the primary grades.

A preschool based on developmental principles has a much different look from a structured, academic setting. In a developmental preschool you might see kids comparing shapes, practicing invented "writing," reading the words on their toys, dancing, running around outside, painting, doing puzzles, looking at books, or taking a trip in the neighborhood. You'll see them measuring and following directions as they cook, or find them playing "store" – sorting out play money and counting change. There'll be lots of hands-on activity, and the teacher in such a preschool will tend to be more a facilitator and mentor than a lecturer-manager. But perhaps the most important difference between academic and developmentally oriented early childhood education lies in how the child is viewed. A good developmental preschool looks at each individual child and tailors activities and learning experiences to match the child's development. And it considers the parent a partner in the enterprise.

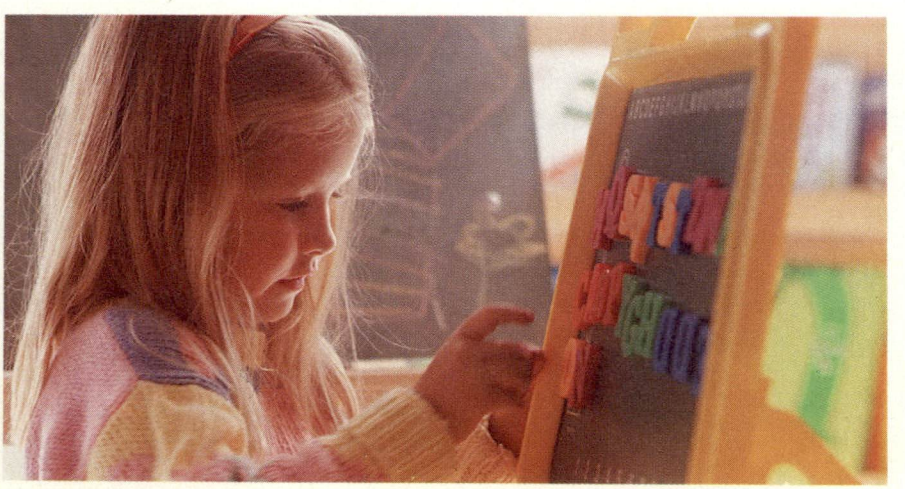
This is not a new idea. Many well-respected independent schools like the one here at Bank Street Children's School in New York City are based on developmental principles, as are some of the new public pre-K programs. But only recently has the developmental approach entered the mainstream of public and private early childhood education.

Reflecting the growing influence of developmental theory, the 70,000-member National Association for the Education of Young Children (NAEYC), the leading professional organization of early childhood educators, stated in a recent report that the "trend toward early academics is antithetical to what we know about how young children learn. Programs should be tailored to meet the needs of children, rather than expecting children to adjust to a specific program."

So where does preschool education stand as we enter the nineties? While the Academics and the Developmentalists continue their debate about appropriate ways and means, the good news for parents is that the importance of early childhood education is now being more fully recognized by *all* the experts. Preschool is being coordinated with and integrated into the total educational system, instead of standing outside the system. Through growing cooperation, professional educators, teachers, and directors of early childhood centers are developing creative solutions to problems that have been bothering this corner of education for a long time.

The elementary schools, for example, are increasingly getting involved in the discussion. NAEYC has distributed 120,000 copies of its booklet, *Developmentally Appropriate Practices in Early Childhood Settings,* to schools around the country, and the National Association of Elementary School Principals recently issued a statement calling for a "new design" for schooling four- to eight-year-olds, and "for young children to be allowed to learn at their own pace through exploration and play."

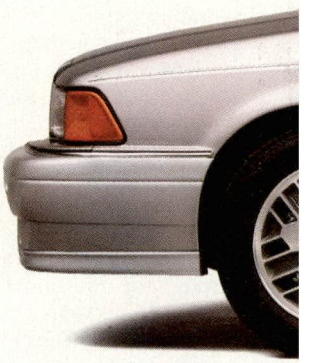
Today's parents have new and exciting choices in preschool. Whether they select from Column A or Column B or a mix of both, they'll be able to choose with more confidence. They may even be able to help shape some of the programs in the preschool of their choice. But you should keep in mind that when it comes down to it, education is about *your* real child, not about theories. And real children, whatever the similarity in their learning stages, tend also to be gloriously unique. Some kids do best in a structured learning environment, while others flourish in a looser setting that fosters creativity. The important thing is to start with the child. Fit the preschool to the kid, not the other way around. ■



by Barbara Brenner

Barbara Brenner is the author of The Preschool Handbook: Making the Most of Your Child's Education *(Pantheon); Love and* Discipline *(Ballantine); and co-author of* Raising a Confident Child *(Pantheon). She is a Senior Editor in the Publications Division at Bank Street College of Education.*

Give our best to the family.



Ah, the task of creating a car to fit the American family. One size definitely does not fit all. That's why Dodge makes family cars to fit all different families.

How about a turbocharged Shadow ES? Room for the kids and quick enough to handle the kid in you. Or take home an even roomier Spirit ES. With an available V-6 and sport suspension, it handles the road as well as it handles your family. And don't forget about our Caravan, America's favorite minivan. We've sold a million minivans already, so why not join the club?

You concentrate on the size and shape of your family. And let Dodge take care of the transportation.

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CHILDREN AT RISK

by Jonathan Kozol

The problems are enormous, but solutions can be found

A litany of plague statistics documents the decimation of the spirits of poor children. The number of homeless children has increased 800 percent since 1980. For black children under six, the poverty rate has jumped to 49 percent. Infant death rates for poor children in the South Bronx of New York are four times the rate for wealthy children on the East Side of Manhattan. Black children are three times as likely to be classified "retarded" by their public schools as whites, while black teenagers read four years behind the level of white classmates.

The litany is getting tiresome because it speaks of symptoms and not causes. One set of statistics heard less often may, for this reason, be a great deal more important. It is that body of too rarely cited data which alerts us to the differences in public education funding for the children of the very rich and the very poor: differences, moreover, which have grown at an unprecedented rate in recent years.

In 1980, the wealthiest school districts in New Jersey spent $800 more per child than the poorest districts. Today they spend $3,000 more. In Texas, in 1978, the richest districts spent $600 more than the poor districts. Today they spend up to $5,000 more. Though affluent districts like to argue that their fiscal edge does not automatically equate with better education, the ferocity with which they fight against all equalizing efforts makes it very clear that they know well what they are getting for their money.

Given these realities, any notion that the rich and poor compete for opportunity upon a level field rings hollow indeed. The price is paid by children whom we term "at risk" but whom, in fact, we *place* at risk by policies that deny them equal opportunity.

In the fall of 1989, President Bush and 50 governors gathered at Monticello for an "education summit." They spoke, in the accepted jargon of the decade, of "restructuring" the public schools and they churned out documents about the need to render public education "more competitive." But the root of the problem – the growing gap in educational resources rich and poor kids receive – was not addressed: not one of the 50 governors dared even once to speak of inequality or segregation.

Twenty-two years after the death of Martin Luther King, schools are more unequal and more segregated than in 1968. In every major city, underfunded all-black schools that bear his name stand in squalid mockery of his ideals.

Unequal educational provision for our children sends a message of contempt to many poor black children, one that soon turns to self-despisal. A thousand desperate pathologies – drugs and violence and early pregnancies and headlong flights into self-ruinous behavior – are the natural results.

What can be done? In many cases, energetic individuals like Anna Dickerson of Chicago have improved their children's poverty-stricken schools (see story on page 17). But a few inspiring success stories won't solve a systemic problem. Broader remedial and bilingual education programs can help, as can programs aimed toward increased parental involvement (if they also help parents who themselves are educationally or socially disadvantaged). Whatever the approach, for changes to be effective they must reflect a genuine commitment to provide the same level of resources to all of our children – rich and poor alike.

When such a commitment is made, "at-risk" children thrive. Consider this: on any given day in Massachusetts, 200 black children from the Boston slums ride the bus to go to school in the suburban town of Lexington. They begin in kindergarten and, although they are provided with a lot of counseling, their education is the same as that which is afforded to their affluent white classmates. Virtually every non-white child bused to Lexington from Boston finishes 12 years of school and graduates; most go to four-year colleges. Low-income black children of the same abilities, consigned to public school in Boston, have at best a 24 percent chance of the same success.

Suburban parents care about poor children. They would like to see them helped. However, they can't expect the problem to be solved by somebody else at a good safe distance. There are ways to help "at-risk" children and ultimately end the "dual society." The answers exist. They are costly, but they are also clear and in many ways self-evident. ■

Jonathan Kozol is the author of Rachel and Her Children: Homeless Families in America, *winner of the Robert F. Kennedy Book Award for 1989.*

Our commitment to education must extend to all the nation's children.

WHY SOME SCHOOLS WORK

Not every school in the country is beset with problems. These four are doing fine

Despite all the reports of drugs and violence, low scores and high drop-out rates, there is good news in education. All over the country, parent-teacher cooperation and innovative programs are turning kids on to learning.

Let's look at successful schools from four diverse communities. What makes them work?

Pine Tree Intermediate School, *Longview City, Texas.* Pine Tree Intermediate has been blessed with advantages. The school is located in an affluent community, and the well-educated members of its PTA are actively involved in school planning. Enrichment programs send students on field trips to museums and bring theater groups into the school. Gifted students receive special attention. "We're a child-centered school," says acting principal Jan McBride.

With its many resources, opportunities abound for high achievers at Pine Tree. But the school's commitment also extends to those who are falling behind. Through the content mastery classroom program it developed, Pine Tree ensures that all students learn basic skills.

If he or she fails to learn a new skill or a basic concept, a student is sent to the content mastery classroom. Using methods tailored to the abilities of the student, the content mastery teacher repeats the material until the student learns.

Henry Eggers Middle School, *Hammond, Indiana.* Parent involvement is a high priority at Eggers.

"Stay involved when your kids are in middle school," principal Jane Kendrick urges all parents. "They want you to come to school activities. Be there for them."

Eggers has created small learning communities in which students are taught for three years by the same team of teachers. Teachers thus become an extended family, helping children make the difficult transition from preteens to teenagers.

Eggers has also instituted an innovative program called the "3 C's" – coping, caring, and communicating – that is part of the regular educational curriculum. Like the learning communities, the 3 C's program aims to help students handle the trials of adolescence, and addresses issues ranging from sibling rivalry and failed friendships to teen pregnancy, drug and alcohol abuse, and suicide.

John James Audubon Elementary School, *San Diego, California.* Like many schools in Hispanic neighborhoods, Audubon has a complicated mission. As does any school, Audubon needs strong parental involvement to educate effectively. But because many Hispanic parents at Audubon don't speak English and have had little formal education themselves, Audubon must teach parents how to help their children succeed in school.

This is no small task. Yet with the help of the PTA, Audubon has found a way to reach and teach the parents.

"We are proud of our volunteers. We have an active PTA with 50 parents on campus weekly," says Minerva Johnson, Audubon vice principal. "Many spoke no English when they joined. They helped out and learned school skills and English along with their children."

The PTA supports two reading programs, Reading is Fundamental and Books and Beyond. According to Jim Boyd, president of the Audubon PTA, these programs instill parental involvement as well as a love of books. "Parents make sure their children read at home. The PTA follows up by giving reading prizes at school. As a result, our kids are reading more and reading better."

Edward R. Murrow High School, *Brooklyn, New York.* "We have high standards," says principal Saul Bruckner. "We expect our kids to write and to compute. There's lots of feedback." The intense environment is infectious: parent conferences are always crowded.

"We want all our kids to have a chance to tackle the hard subjects," Bruckner says. "So we mix students of different ability levels in our classes. We encourage our kids to try."

Murrow – which was recently designated by the U.S. Department of Education as a school of excellence – takes the penalty out of studying the tough subjects. All courses are ten-week mini-courses with the grades weighted accordingly. Thus, students can try calculus or chemistry without wrecking their overall grade-point averages.

Bruckner believes that when the burden to succeed is placed on the students, they respond. "Our kids have lots of freedom," he says, "and lots of responsibilities." ■

by Shandel Gilbert

The author, a former junior and high school teacher and college instructor, is publisher of Letterbug, *a reading and writing newsletter for elementary school students.*

Introducing the s
for front and ba

The 1990 Dodge Monaco ES

Ah, backseat drivers. How they nag, fuss and pester. Since these persnickety passengers do have some legitimate concerns, we decided it was time to address them.

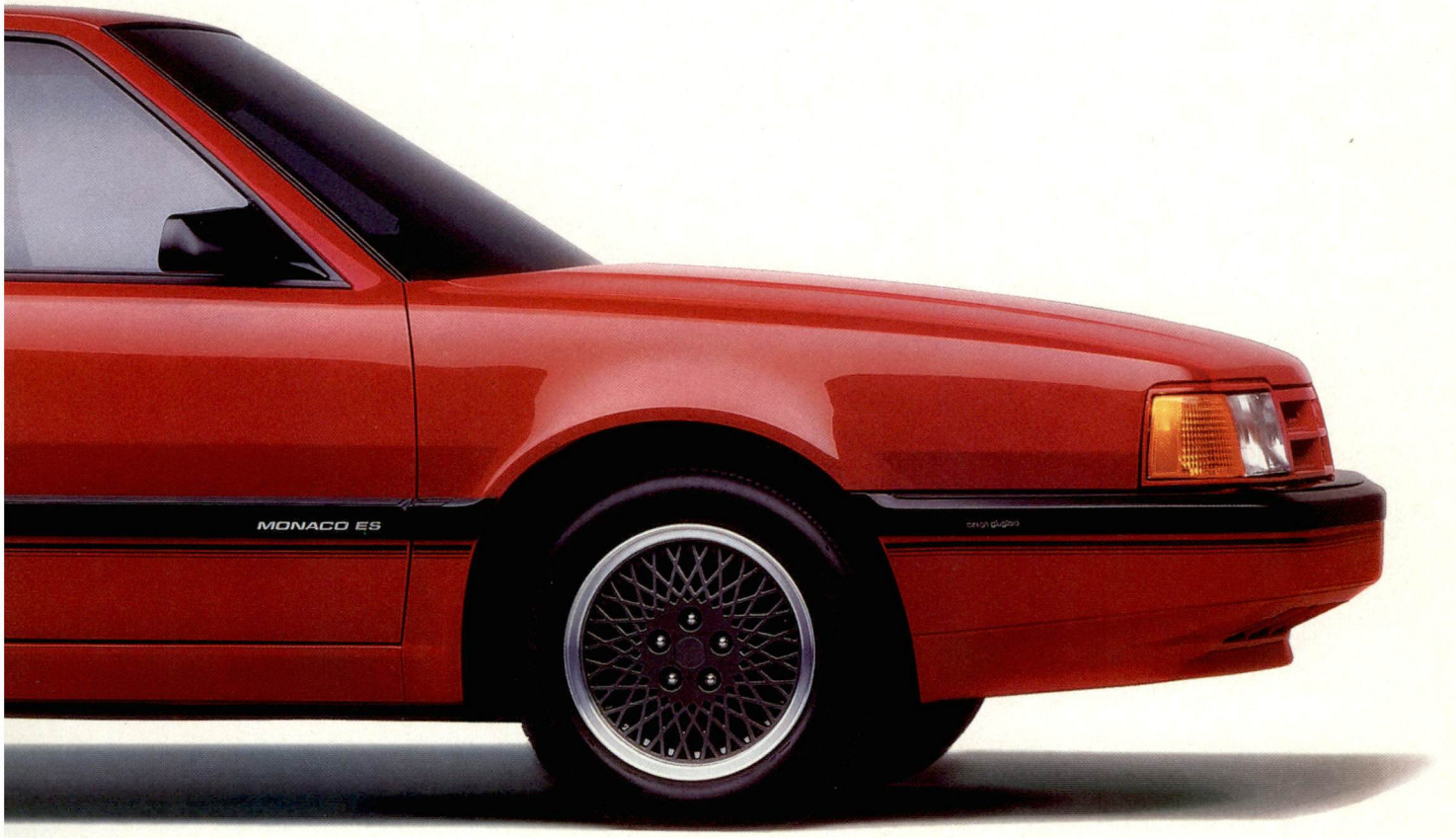
Enter the new Dodge Monaco, the roomiest sedan in its class.* Created to abolish comments like "Doesn't your seat go up any further?" and "If we took *my* car, there'd be plenty of room."

Which is not to say we ignored drivers behind the wheel. Because they'll be impressed with the nimble performance of four-wheel independent

If you could hear these people talk, you'd know not one is complaining about room. In fact, they're bragging about how comfortably it seats five adults.

*Dying to know which class? Ward's intermediate class. Buckle up for safety. It just makes sense.

edan engineered ckseat drivers.



suspension and a fuel-injected 3.0 liter V-6 with plenty of moxie. Reassured by Monaco's front-wheel drive and four-wheel power disc brakes (standard on our ES model).

Sit back and enjoy the ride. Controls are easy to reach, so you don't have to do side stretches to reach this Monaco's automatic climate control, radio, or optional compact disc player.

Not to mention the smart styling of a sporty aerodynamic design. And options like a compact disc player with Jensen speakers, a power sunroof, leather seating and a trip computer that will give you everything except directions.

However, there are a few concerns we couldn't help. If your backseat drivers spout things like "You should've taken a left back there," you're on your own.

The new spirit of Dodge.

Dodge

IS SMALLER BETTER?

The nationwide move toward decentralization aims to give greater power to schools, teachers and parents

In a climate of acute concern over education, earnest coalitions of parents, educators, business people and government officials are trying to reform that which has chronically resisted reform – the very structure of our school systems.

These new coalitions believe that answers to pressing school problems can be found in greater community and parental involvement in school decision making, coupled with fewer middle managers and the direct participation of school employees.

Whether it's called school decentralization, school-based management or shared decision making, this new system transfers more authority from the district level to the school level, where students' needs can be better assessed, and where schools can be held accountable by parents and community leaders.

There is no strict blueprint for decentralizing schools. The essence of the plan is to allow each school to choose what will best serve its needs. However, there are some common threads in decentralization.

In its most basic form, school decentralization transfers decision making from one centralized authority, such as a school board, to each school within the district. Schools may then independently select textbooks and curriculum, and plan transportation, extracurricular activities and even budgets. More complex plans give parents, teachers and school administrators equal say in all decisions affecting students – including hiring school employees and reviewing their performances.

In one form or another, decentralization may transform your neighborhood school sometime during the next decade.

However, notes National PTA president Ann Lynch, "If you have reform without the parents you are back to square one. We believe decentralization must be reviewed by informed citizens. Half of a child's life is spent in school and the other half at home. If two different groups are raising that child without communicating, then the child will suffer."

Decentralization is not a new concept. New York City, the first large city to try it, has learned a few hard lessons during the past 20 years which may benefit other cities – like Chicago, Miami, Los Angeles, Detroit and Memphis – that are currently decentralizing.

With few safeguards in place, decentralization in New York City fostered the development of a corrupt patronage system. Investigations have revealed that political affiliation was so important in some parts of the city that teachers and school administrators felt it was almost mandatory to belong to a political group to be promoted. Recently, it was disclosed that more than a third of New York City's local school boards have faced allegations of corruption and mismanagement. Charges as serious as extortion, drug dealing, and misappropriation of funds have been leveled against district administrators, prompting officials to create an independent investigative panel.

However, New York City's difficulties have not discouraged other school districts from trying their hand at decentralization. From rural communities to large cities, various types of decentralization have begun in every state.

One apparently successful plan, which began about three years ago, is the School-Based Management/Shared Decision-Making Pilot Project in Dade County, Florida, the nation's fourth largest school district. Nearly half of the district's schools have volunteered for the program, which allows teams at each school to decide everything from how to allocate their budget to how teachers should be

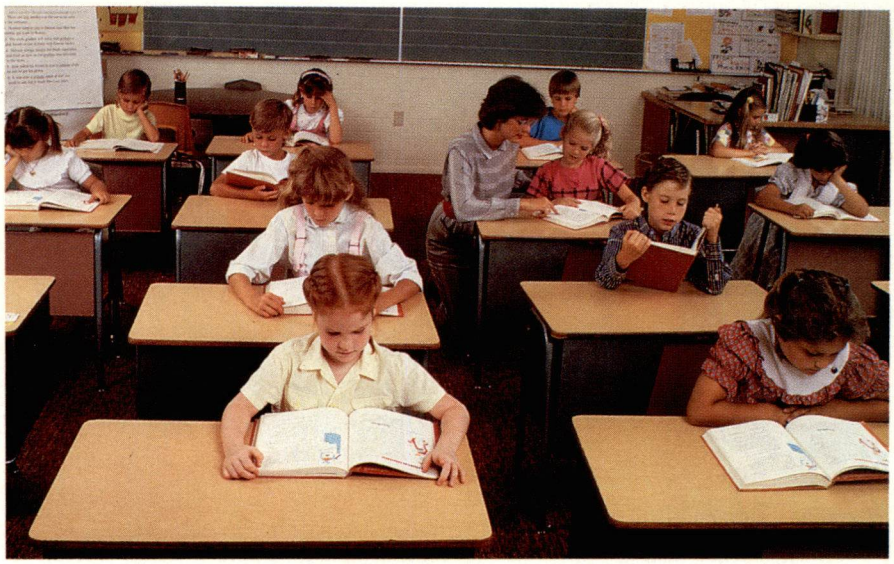
hired and fired. The plan also calls for involvement by parents and area businesses.

The management teams are held accountable for spending and student achievement, and will answer to district administrators and parents if they fail. To compensate participating teachers for their increased managerial responsibilities, Dade has agreed to raise teacher salaries 28 percent to an average of nearly $40,000 by 1990-91, according to the American Federation of Teachers.

In Memphis, Tennessee, seven inner-city schools were closed and then reopened as deregulated schools. All teaching and administrative positions were declared open, and even veteran teachers had to reapply for their jobs before a newly formed hiring panel of administrators, teachers, parents and local residents. Principals were chosen by committees of teachers, parents, and school board administrators.

At each of the seven schools a council of three teachers, one principal, two parents and one local resident will work with the entire staff to allocate resources. (Secondary schools will include a student member.) Teachers and principals received a $3,000 raise, and will receive additional stipends if the program is successful.

"The first thing parents should ask themselves about a proposal for decentralization is *who* is asking for it and *why,*" cautions PTA president Lynch. "Everyone involved in the school should examine the group proposing the change and decide whether their goals will fulfill everyone's needs."



According to Lynch, proposed changes sometimes come from groups with narrow personal agendas to fulfill, and adoption of such agendas can end up hurting a school.

"Changes that are made must not upset equality of education for all," Lynch says. She maintains that federal guidelines will help keep local schools aware of the needs not only of the brightest students, but also of those with physical and learning disabilities, and of children from underprivileged homes.

To give parents what she calls a "visible partnership" in educating their children, Lynch proposes that parents have a say in what happens in their schools. She does, though, caution parents and community members to take that responsibility very seriously. If they don't, they may find themselves squeezed out of effective decision-making roles.

Informed involvement by parents is crucial to making decentralization work. Lynch says parents and community members should learn all they can about their school district's existing structure, budgets, standards, drop-out rates and school employee contracts. "With proper training for all those involved in decentralization, plus a system for accountability, there is no reason that decentralization cannot benefit everyone," she concludes. ■

by Karen Mesterton-Gibbons

The author is a Florida-based freelance writer and editor specializing in education issues.

The Winds of Change in Chicago

Facing what a former U.S. Secretary of Education called the worst school system in the nation, Chicagoans are entering the second year of a radical plan to overhaul that system.

"If we approached this reform purely in the context that it was written, it would be like the Boston Tea Party," parent and school reformer Anna Dickerson notes wryly. "We'd throw out everything and everyone and start over. But it shouldn't be done that way. We need to work with educators and principals and bear our part of the burden of educating our children."

Under the new plan, a local committee governs each of the 540 schools in the district. Each committee is made up of six parents, two teachers, two community representatives and the school principal — all elected by their peers. High school councils also include an elected student representative. The first elections for these representatives were held in October of 1989; each elected member is serving a two-year term.

Despite the long hours necessary to fulfill such responsibilities as setting goals for the school, reviewing the principal's contract, approving curricula and motivating children, parent council members are not paid.

They will, however, be compensated: "Our children will have a better education," says Dickerson, a 37-year-old single parent of twin 8-year-olds. She was recently elected to serve on the Ralph H. Metcalfe Magnet School Council. "We all knew when we ran that we would not be paid," she says, "but 44 people ran for the parents' slots at our school."

School reformers expect the new program to save millions of dollars and to channel more money into the schools and less into middle management.

Dickerson, who holds down a full-time job and does extensive volunteer and union work, says that plotting the school's goals has taken more time than any of them expected, but that it has been very satisfying. She views her personal goals for the school as equally important.

"We need to stir up other parents to get them more involved with the kids. The other day I saw a kid throwing rocks at the school windows and I said, 'Honey, you don't need to be doing that,' and I stopped him. You see, I think that is one of the parents' responsibilities."

K.M.G.

WHAT PARENTS CAN DO

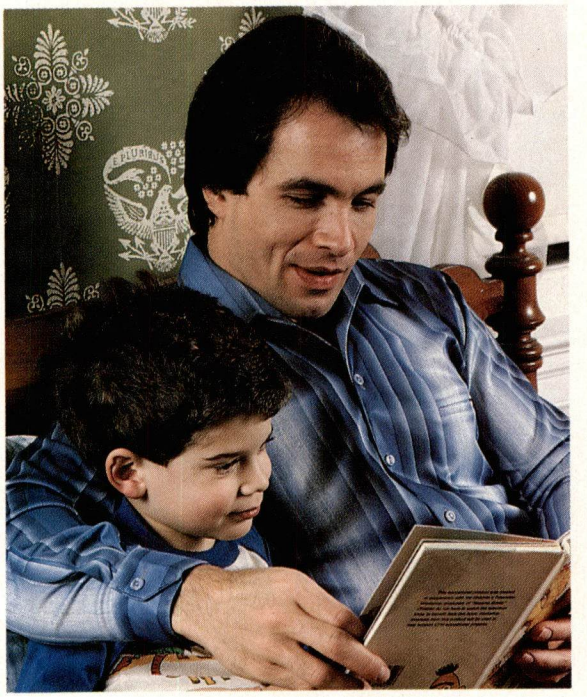
Get involved with your kids and stay involved, urges the PTA

How much influence do parents have on their children's education?

"A tremendous amount," says Pat Henry, National PTA first vice-president. "Research has shown again and again that parents are children's first and most important teachers. Just having parents involved in their children's education helps children learn and having them involved in their children's schools improves those schools."

What can parents do to help improve their children's education? The National PTA suggests that as soon as their children are born they begin to talk to them, read to them and help them develop strong feelings of self worth. As their children grow from infants into toddlers, parents should limit the time they spend in front of the TV and plan other activities that will stimulate their curiosity.

Once children start school, parents can't breathe a sigh of relief and leave their children's education to the teachers. Instead they should monitor closely their children's school work and activities. Parents who help with homework, actively participate in their children's education and demonstrate how much they value education motivate their children to learn and to do well in school.



Parents can help their children in many other ways. These include: taking them to the library, providing them with books and magazines that interest them, encouraging them to write their own stories and letters, helping them to set high but realistic goals, praising them for their efforts and their successes, and stimulating them to do well in all subjects, including mathematics. Many parents suffer from math phobia and unconsciously pass on this feeling to their children. In today's technological society, doing well in math and science is important for all children – for girls as well as boys.

Parents need to pay attention to how their children spend their out-of-school hours as well. Youngsters need lots of time to play, get exercise, have fun and learn in their own ways. They also need to be supervised. Many experts believe that children under the age of twelve should not be left at home alone for long periods, as they usually spend their time watching TV rather than playing or doing their homework.

Once youngsters reach their teenage years parents should continue to monitor their whereabouts, their companions and their activities. Parents need to remind youngsters that attending school and learning are vitally important. Athletics, jobs and friends are important, too, but education should come first. ■

by Melitta Cutright

Melitta Cutright is Director of Communications and Programs for The National PTA, and author of The National PTA Talks to Parents: How to Get the Best Education for your Child.

Nine Ways to Help Your Children Do Well in School

1. Show your children that their education is important to you. Set aside at least fifteen minutes a day to talk about assignments and school activities.

2. Monitor their homework, helping them if they need it, but don't do it for them.

3. Read to or with your children and let them see you reading every day.

4. Turn off the TV except for special shows or at agreed-upon times. Serve as a good role model — don't spend all your time watching TV.

5. Get to know their teachers and obtain any special help that your children may need.

6. Attend all parent-teacher conferences, PTA meetings and as many school events as possible. Learn about school rules, budgets and curriculum and make your opinions known.

7. Be sure that your children are properly supervised before and after school hours. Teachers say the number-one cause of students' difficulties in school is that too many are left alone before and after school.

8. Don't allow your teenagers to spend their weekends partying. Partying and drinking can have very negative effects on their schooling and their health.

9. Help your children feel good about themselves. Children with good self-esteem are better students and grow up to be happier and healthier adults.

For more information, *The National PTA Talks to Parents: How to Get the Best Education for Your Child* (Doubleday, 1989) is available from bookstores or from The National PTA. For an order form, send a self-addressed stamped envelope to PTA Book, National PTA, 700 North Rush Street, Chicago, IL 60611.

A MESSAGE FROM THE NATIONAL PTA PRESIDENT

Ann Lynch
President
The National PTA

Strong schools are the foundation of a strong nation. But for too long many Americans ignored our public schools, the need of our students for a top-quality education, and the need of our nation for a well-educated workforce.

Within the last few years the situation has begun to change. We are in the midst of the long, hard process of evaluating what has and has not worked in education, of determining how to provide special help to the students who need it most, and of using what we have learned to strengthen our schools. For this reason I believe that we can begin the 1990's with new hope—with a vision of a strong American educational system that will prepare all our children for life in the 21st century.

The National PTA is encouraged by the growing interest in education that we see at all levels in society. Parents are taking more responsibility for their children's education today. We see this in our homes, our schools and in the increasing membership of the PTA, which is at a 20-year high of nearly seven million members.

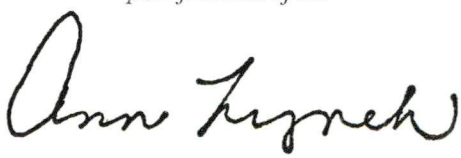
Educators, many of whom once discouraged parents from what they viewed as "interfering" in the schools, are now working with parents to strengthen their schools and to increase parents' involvement in all phases of their children's education.

President Bush has pledged to put education at the top of the national agenda where it belongs. I have met with the President on several occasions to discuss plans of action. And education is a top priority in many state capitals around the nation, as well.

In thousands of communities, business and industry leaders are making unprecedented contributions to the schools. They are providing financial assistance, administrative expertise, volunteer time and much more. They are doing this because they recognize that well-educated workers and consumers are vital to our nation and to our nation's businesses. They know that America cannot flourish with a large group of poorly educated and unemployable citizens.

The National PTA is delighted to be working with Dodge and Newsweek to bring you this information about the status of education today and our hopes for tomorrow.

I am personally hopeful about the future of American education, but I know that it will take the efforts of all Americans to strengthen our schools and to provide high-quality education for all children. Therefore I urge each and every one of you—regardless of whether you have children in school—to get involved in children's education and in your local public schools. Strong schools need strong support from all of us.



NATIONAL CONGRESS OF PARENTS AND TEACHERS · 1897 · PTA

The National PTA
700 North Rush Street
Chicago, Illinois 60611-2571
312 • 787 • 0977

"A Chrysler air bag saved my life."

March 8, 1989

Mr. Lee Iacocca, Chairman of the Board
Chrysler World Headquarters
12000 Chrysler Drive
Highland Park, Michigan

19128 Merriman Road
Livonia, Michigan 48152

Dear Mr. Iacocca,

I am writing to thank you and your team of engineers for having the forethought and expertise to install air bags in the Chrysler LeBaron.

On February 23, 1989 while traveling eastbound in the left lane a driver to my right made a left turn directly into the right front end of my car forcing me up over the median strip and head-on into a tree. I was traveling approximately 45 miles per hour, the accident occurred so quickly I had absolutely no reaction time. I am certain I made impact with the tree going between 40 and 45 miles per hour.

I am living testimony that the air bag was the single item that saved my life. Needless to say, I totaled my 1988 LeBaron, but I walked away with a few bruises and bumps. In fact, my injuries were so minor I refused emergency medical treatment at the scene of the accident.

Speaking on behalf of the eight to ten police officers and paramedics as well as some 20 people gathered after the accident, we all agreed the air bag was my lifesaver.

I am currently in the process of purchasing a new vehicle, and guess what kind of car I am buying next? You got it, the one - the only the LeBARON.

People say I was lucky. I say luck had nothing to do with it.

Again, my sincere thanks to you all.

Very truly yours,

Karen Loiselle McGowan

A reminder: Chrysler Motors Corporation is the only American carmaker to put driver-side air bags in every passenger car they build in the U.S., from the lowest to the highest priced models.

CHRYSLER MOTORS

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DODGE TRUCKS · JEEP · EAGLE

In Kentucky, Schools Face Broad Change

By EDWARD B. FISKE

The Kentucky General Assembly voted yesterday to abolish its system of financing and operating the state's 1,500 public schools and to substitute an entirely new philosophy and structure of management.

The lawmakers acted in response to a decision by the State Supreme Court in June 1989 declaring the state's school system unconstitutional because of inequalities in financing between rich and poor districts and because the overall performance of students was inferior to that in other states.

At the heart of the plan approved by the legislature is a dramatic change in the role of the State Education Department, which will go out of the business of regulating textbooks, curriculums and other details of day-to-day school operations. Instead it will manage an unusual system of rewards and penalties for schools and their staffs, with the state setting goals not only for academic performance but also for matters including students' health and attendance.

Decentralizing School Systems

The system will also be decentralized. Local districts will gain much control over day-to-day operations, and individual schools will gain substantial autonomy.

The plan is to begin in January and will be put into effect over five years. Many details remain to be worked out, including the critical matter of how the state will measure whether schools are meeting the goals.

The schools that succeed will be given a free hand in personnel and

Continued on Page A12, Column 4

The first school sys. w/ decentralized mgmt

slow action

slow progress / blacks enroll, principle

Schools in Kentucky Facing a Sweeping Overhaul

Continued From Page A1

curriculum, and extra money for bonuses for teachers and other staff members. Those that do not meet the standards face the possibility of the most severe sanctions of any state, including state involvement in the dismissal of individual teachers and the closing of schools.

Plan Seeks Two Groups of Goals

Lawmakers assert that this carrot-and-stick system is unlikely to perpetuate the inequities the court found in the current system, because each school will be judged solely on its ability to increase the performance of its students, not measured against a statewide yardstick of achievement.

While other states have faced court orders to overhaul their systems of financing schools to close the gap between rich and poor districts, and some have sought to improve educational quality through steps like decentralizing the management of school systems, Kentucky is the first to address both in a comprehensive package.

"It's the first time that any state has scrapped its existing system and started over again," said Frank Newman, who testified before the group that helped establish the state's plan. He is also the president of the Education Commission of the States, a federally supported research organization that helps states develop education policies.

In the June 1989 decision that led to the changes, the Kentucky Supreme Court ruled that the state's formula for dispensing aid to schools was unconstitutional because of the differences in the amounts the state's 178 districts spend for each student. The spending varies from $1,800 to $4,200 a year. The state has 570,000 students.

Plan Sets Minimum Spending

Under the new plan, the minimum spending level for a student will be $2,900 in the 1990-91 school year. Overall state financing for elementary and secondary education will increase from $1.5 billion this school year to $1.9 billion next year. There is also a complex system of requirements and incentives for local districts to raise more money for their schools.

Local school districts will gain a stronger hand over operations.

The final action on the program came yesterday when the House of Representatives voted 58 to 42 to accept the Senate's version of the education program. The Senate had approved the bill Wednesday by a vote of 30 to 8, adding to the House version requirements that relatives of school board members cannot be employed by a school district and school employees cannot take an active role in the school board campaigns. Although some members objected to these system, it accepted the argument that unequal resources are inherently unconstitutional, a view courts in other states have taken as well. It also went beyond previous decisions, and even beyond what the plantiffs had argued, to consider the academic results produced by the system.

The court found that as measured by standardized tests, Kentucky students were performing in the lowest quarter nationally and well below their counterparts in neighboring states. Moreover, Chief Justice Robert Stephens wrote for the majority, student performance "is fraught with inequalities and inequities throughout the 178 local school districts."

The plan approved by the General Assembly was developed by a 22-member study group set up after the court ordered the Legislature to develop a new formula for dispensing school aid and to overhaul its system of organizing and governing public education by the end of the session this year.

The most dramatic changes concern governance and curriculum. As in most states, Kentucky's State Board of Education exercises considerable regulatory power over what goes on in schools. For example, it specifies the number of minutes that schools must devote to each subject each day.

That would change on July 1, 1991, with the creation of a new department. It would be headed by a commissioner of education, to be appointed Jan. 1, 1991, by the State Board of Education, instead of the present superintendent of public instruction, who is elected.

The new department will be charged with developing a set of performance standards for each subject and grade level by the 1991-92 school year. Over five years it will also be developing new techniques to assess how each school does in meeting these goals and others, like reducing dropout rates and improving student health.

The department will develop a curriculum framework to help districts meet the new goals, but there will be no mandated state curriculum.

"They will be helpers, not regulators," said David Hornbeck, the former Superintendent of Education in Maryland, who was a consultant to the Kentucky study group.

"The philosophy is that successful schools are free to do what they want," said Jack Foster, Secretary of Education and Humanities. "Requirements are for those not getting the job done."

The legislation also provides for an unusual set of rewards and punishments that will begin in the 1993-94 school year. Teachers, principals and other staff members in schools that exceed state targets for performance will be rewarded with cash bonuses, ranging from several hundred dollars to as much as $8,000 apiece every two years.

If a school fails to improve, the State Education Department is required to provide grants, technical advice or other assistance for two years. If the school is still not successful, it will be declared a school in crisis, and one or more educators chosen by the department will be assigned to the school. The educators will have the power to dismiss employees, and parents will be given the option of transferring their children to another school. If the school fails to improve, it can be closed.

The legislation requires districts to give local schools control over their own budgets and curriculum.

Dave Anderson
Sports of The Times

George Vecsey
Sports of The Times

Ira Berkow
Sports of The Times

The New York Times

WALL ST. JOURNAL 3/26/90

Wisconsin to Allow Some Students to Use Education 'Vouchers' at Private Schools

By Gary Putka
Staff Reporter of The Wall Street Journal

Wisconsin lawmakers voted to allow a limited number of Milwaukee students to switch their per-capita state education allotment to private schools, creating the first system of school "vouchers."

The plan is the most radical application yet of the school-choice philosophy in education reform. Similar plans in several states allow students a choice of public schools, with extra funds for the school chosen. But the extension of the idea to private schools has been opposed vehemently by school boards, teachers' unions and public school administrators.

Under the Wisconsin plan, about 1,000 low-income Milwaukee students will be able to leave the public school system next fall and attend private nonsectarian schools in the city. For each student who elects the option, the state will pay full tuition of up to $2,500 at the private schools, and subtract the amount spent from the budget of the Milwaukee public schools.

Wisconsin Gov. Tommy Thompson, a Republican who has unsuccessfully advocated other state-subsidy proposals for private schooling, said he was "elated" with the state legislature's action and plans to sign the measure into law.

"This takes choice one step further than anywhere else in the country," Mr. Thompson said. "I believe very much in challenges and the free enterprise model. Any time you have a monopoly, you have a potential for stagnation, and a number of public schools have become stagnant."

Robert Peterkin, superintendent of Milwaukee's 97,000-student public system, has supported some forms of school choice in the past, but called the new law "a threat to education." He said the law doesn't take into account racial-balance objectives of the system's desegregation plan, will drain resources from inner-city schools, and contains no mechanism to improve the schools that lose students.

"The concept that the competitive marketplace will magically make the public school system improve is simplistic," Mr. Peterkin said. "What will cause the system to improve is insistence on achievement and a plan to bring it about. Otherwise, five years from now, we'll be looking for something else."

Mr. Peterkin said the school district "would probably take legal advice" on the ramifications of the plan, but had no immediate plans for a legal challenge.

Wisconsin debates over school choice have been closely watched by political conservatives, including those in the White House. Many conservatives in the past have advocated a wide-open voucher system that would also allow state funding for religious schools. Although the U.S. Supreme Court has in the past looked down on the notion as a violation of the constitutional separation of church and state, many on the right now believe that the conservative majority in the court would allow such a plan.

"I think this is a fabulous first step for Wisconsin," said Ted Sanders, U.S. undersecretary of education. "I assume after some experience Wisconsin might even look at some other possibilities."

Part of the political impetus for the voucher pilot comes from widespread inner-city dissatisfaction with the performance of the public schools. Over the opposition of the Milwaukee school board, the state has allowed funding for about 450 students to attend private kindergartens. Another 450 attend special private schools for "at risk" students at public taxpayers' expense. Most of these students are members of minority groups.

State Rep. Polly Williams, a Democrat with an inner-city Milwaukee district, sponsored the new voucher plan and was Mr. Thompson's main political ally in passing it. Ms. Williams, who is black, said that under the Milwaukee metropoiltan desegregation plan, inner-city schools were fixed up and given more resources to attract white students and have wound up excluding many blacks who live nearby.

"The Milwaukee schools constantly ask for more money each year, blame the students and say they can't learn," said Ms. Williams. "But the problem is the schools can't teach. These schools have to change."

Ms. Williams and the governor said they believed demand will exceed the 1,000 slots next fall, leading to possible additional slots in future years.

Fujitsu Ltd.

Fujitsu Ltd., Tokyo, said it will increase its final dividend for the year ending Satur-

Japan Household Spendin Increased 2.5% in Januar

Special to The Wall Street Journal

TOKYO—Japan's household spendin in January rose an adjusted 2.5% from year earlier, as both wage-earning an nonwage-earning families increase their outlays, the statistics bureau of the prime minister's office said.

Spending by households throughou Japan averaged 294,518 yen ($1,898) i January, the fifth consecutive month o growth from year-earlier levels. Spending grew 2.5% in November and 1.9% in December.

Wage-earning families spent 311,562 yen, up an adjusted 3.3% from a year earlier. The real income of wage-earning families in the month rose an adjusted 1.2% to 385,947 yen.

Independent business owners and their families spent an average of 263,829 yen, up an adjusted 2.1% from January 1989.

The largest increase was posted in the transportation and communication category, up 18% from a year earlier. A statistics bureau official said a sharp increase in spending on autos in the month helped push this category up.

Spending on furniture and other household wares rose an adjusted 9%, helped by increases from durable goods such as air conditioners.

Japanese households also spent an adjusted 8.4% more on education, compared with a year earlier, according to the report.

Harvard Faculty Unit Backs Rules On Business Ties

By David Stipp
Staff Reporter of The Wall Street Journal

BOSTON — Harvard Medical School's faculty council adopted new conflict-of-interest rules that call for close scrutiny of faculty business dealings but are less restrictive than earlier proposals.

The rules previously proposed would have barred faculty members from accepting consulting fees from companies whose products they are testing in human clinical trials. The rules also would have prohibited faculty members from owning stock in companies supporting their research.

Those measures came under fire from some faculty members who argued they would chill relationships between faculty members and companies that help move medical advances from laboratory to bedside.

A number of medical schools are mulling new conflict-of-interest policies in light of growing faculty ties with biomedical

Up From Mediocrity

Wall Street Journal

March 29, 1990

Polly Williams represents an inner-city Milwaukee district in the Wisconsin Legislature. For years, her constituents have begged her to find a way to let their children go some place other than the local public schools they consider beyond reform. This month, Mrs. Williams persuaded her fellow legislators to pass the nation's first experiment in school vouchers for low-income children. Her efforts may kick-start a new wave of education reform that adds parental choice and competition to the recent flood of tax dollars that have been poured into education.

Polls show a solid majority of Americans favor allowing parents a choice of where to send their children to school. But support varies greatly among income groups. Educational choice has only tepid support among upper-income voters: Their local schools still more or less work. Choice is most popular among minority and lower-income parents, whose children suffer the most from failing public schools.

Under the Williams proposal, which Republican Governor Tommy Thompson will soon sign into law, some 1,000 low-income Milwaukee students will be allowed to attend private nonsectarian schools next year (to qualify a family of four can earn no more than $12,000 a year). The state will pay up to $2,500 in tuition for each student, and subtract the money from the public-school system's budget. Mrs. Williams says parents and their children will finally have the leverage of competition to force change in the ossified Milwaukee public schools. "They waste $5,000 a year per student, and all they do is treat low-income people like pawns in some game," she told us. "Parents deserve a better choice on where they can spend their tax money."

She points to Urban Day, a private school in her district, as an example of why local parents want choice. Urban Day successfully prepares students for college or vocational school and, at about $3,000 a year, at much less cost per pupil then the public schools. Donations allow tuition to be set at $650 a year, and parents also agree to perform 20 hours of volunteer work or pay an extra $300 a year. Active parental commitment to a school is now widely recognized as a significant reason for the success of a school—public or private.

Mrs. Williams says her support for school vouchers stems from her own experience. A former welfare recipient who raised four children on her own, she went back to college and was elected to the state Assembly in 1980. A lifelong Democrat and state chair of Jesse Jackson's 1984 and 1988 campaigns, she says many of her fellow liberals put the interests of the education lobby above the welfare of inner-city children. Her first attempt to pass an educational-choice bill failed 54 to 44 last year when white, liberal Democrats refused to join black Democrats and Republicans in support of her bill. "They say they're liberal, but whenever it comes to empowering black people, they stab us in the back," she says. "We want self-determination, not handouts and dependency." She came back to win this year after 200 black parents filled a legislative hearing in Milwaukee to clamor for a voucher plan.

While Mrs. Williams says that competition between public and private schools is an essential element of educational choice, she also supports a program pioneered in Minnesota in 1987 that allows parents to send their high-schoolers to schools in other districts and earn credits in college or vocational programs. Teachers were initially suspicious of the idea, but now 61% of them favor the concept. Elements of the program have been adopted in Utah, Iowa, Arkansas, Nebraska and Ohio. Choice proposals are now being debated in 20 states.

The response of the entrenched education lobby to this groundswell of support for choice is illuminating. Far from questioning the public-school monopoly, school boards, administrators and teacher unions are digging in for trench warfare to protect their rice bowls. The Wisconsin ACLU is already making threatening noises. Michael Brennan of the Wisconsin Education Association Council says advocates of choice want to "shove kids out of the system and hope the problem goes away."

The Educrats also have their own answer to the collapse of public education in the inner cities. They propose that courts mandate that wealthy school districts ship truckloads of money to poorer districts under the guise of "social justice." But at this juncture, one might ask who today are the real forces of reaction?

Parents in Mrs. Williams's district aren't buying any of this. They have painfully learned that more money spent on a failed system does not necessarily produce a better education. They want nothing less than a chance to make their own decisions about the future of their children.

Black Enrollment in College Up After Long Decline, U.S. Says

By MICHEL MARRIOTT

Reversing years of decline, enrollment of black students at colleges and universities in the United States increased from 1986 to 1988, particularly in private institutions, according to new figures compiled by the United States Department of Education.

Much of the rise is being attributed to an institutional trend toward being more creative and aggressive in recruiting minority students while offering them more financial aid, experts said yesterday.

Modest Rise in Public Schools

"We frankly don't know all the reasons for this," said Richard Rosser, president of the National Institute of Independent Colleges and Universities, which released its analysis of the Federal statistics on Wednesday. "But clearly, we've seen a major increase in the effort."

Black enrollment rose 7.1 percent at private colleges and universities from the fall of 1986 to the fall of 1988, the data show. At public institutions in the same period, the rate of increase was much more modest, 0.2 percent.

Similar increases are also found in figures compiled by the United Negro College Fund and obtained yesterday. They show a 5 percent rise last year over the previous year in the entry of black students into the fund's 41 member institutions.

Minority students make up 19.9 percent of the student population at public institutions and 18.4 percent at independent schools.

Adrienne Rhodes, spokeswoman for the organization, said much of the increase was represented by college-bound black males, a dramatic reversal.

Throughout the 1980's, college enrollment by black males was on a steady decline, prompting educators and sociologists to express concern about a socio-economic gap emerging between black men and women.

But last year the American Council on Education reported that the ratio of black women to black men in college was higher than any racial group. About 60 percent of black college students were female in 1986, according to the council.

Reagan Cuts Cited

Overall, black enrollment fell 5.4 percent at independent colleges and 4.6 percent at public institutions between 1982 and 1986, according to the Federal figures, which are compiled every two years. Some educators attribute that drop to sharp cuts by the Administration of President Ronald Reagan in Federal student grants and loans, which greatly affected minorities who disproportionately tend to come from families with low incomes.

But Dr. Rosser, who for 10 years was president of DePauw University in Greencastle, Ind., said independent colleges and universities had doubled their financial assistance to students since 1980. From 1970 to 1980, he said, assistance rose only about 9 percent.

Gay Clyburn, a spokeswoman for the American Association of State Colleges and Universities, said public colleges, where most of the country's black students have enrolled because of the generally lower costs and more liberal admission requirements, had made a concerted effort to recruit blacks. Despite that, she said, for the last decade the association's figures showed black enrollment decreasing.

Mrs. Clyburn said the Federal figures showing black student gains "were a surprise to us."

Call to 'Focus on Retention'

But Ed Wiley, the assistant managing editor of Black Issues in Higher Education, a biweekly publication based in Fairfax, Va., said: "We should not get too excited over these figures in isolation. We have to focus on retention as well."

Some schools are reporting substantial results from programs that link public middle and high schools to colleges, such as use of mentors, college counsels, and tutors.

At Earlham College, a four-year liberal arts school in Richmond, Ind., administrators began offering black applicants from Indiana grants rather than loans, said Len Clark, the college provost.

He said black parents "don't like to go into debt, and they worry about their ability to pay the loans back.

"We are pretty clear that this policy is having a positive impact on black applicants," he said.

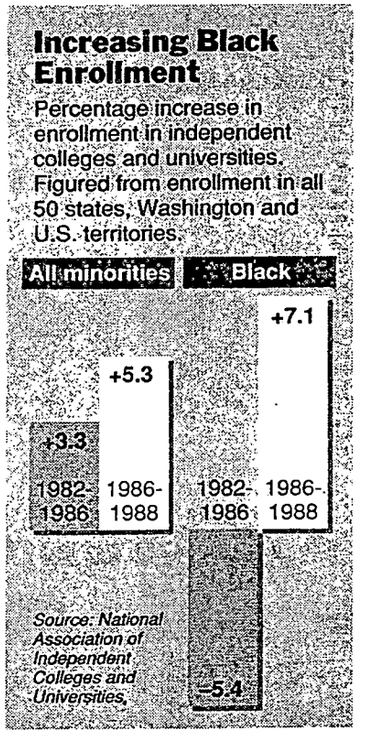
Minority students make up 10 percent of the school's student body of 1,100, Dr. Clark said.

"We think the best liberal arts education is one that exposes students to the diversity of people in this country and exposes them to the world," he said. "We are not doing this for blacks; we are doing it for students because we know they learn from their environment."

What's Sunday without The Times?

Conviction in 'Snuff' Film Trial

ALEXANDRIA, Va., March 29 (AP) — A Federal jury has convicted an Alexandria man on conspiracy charges in a plot to kidnap, torture and murder a young boy for production of a pornographic movie, called a "snuff" film. Though no one was actually kidnapped, the jury found, in a decision on Wednesday, that there was enough evidence to convict the defendant, Daniel T. DePew, on two charges of conspiracy. Mr. DePew, 28 years old, could be sentenced to life in prison; he will be sentenced May 27 by Judge T. S. Ellis III.



The New York Times/March 30, 1990

Photocopy-Preservation

5. MILWAUKEE PARENTAL CHOICE PROGRAM [1989-91 Change to Current Law: $2,900,000 GPR and $2,300,000 GPR-Lapse]

Create a parental choice program in which the state would pay for the cost of pupils in grades kindergarten through twelve who reside in the City of Milwaukee to attend, at no charge, any nonsectarian, private school located in the City, beginning in the 1990-91 school year. Provide that the program would sunset after the 1994-95 school year.

Limit eligibility to any pupil whose total family income does not exceed 175% of the federal poverty level. In addition, establish three limitations on the program's participants: (1) no more than 1% of the Milwaukee Public Schools membership (pupil count) could attend a private school under the program in any school year; (2) no more than 49% of a private school's enrollment could consist of pupils attending under the parental choice program; and (3) participants would have to be pupils who, in the school year prior to their initial enrollment in private schools under this program, were either enrolled in MPS schools or not enrolled in school at all.

For each pupil, the State Superintendent would pay to the private school an amount equal to 53% of the average cost per pupil for pupils enrolled in the MPS system, provided proof of enrollment in the private school is received from the pupil's parent or guardian. A sum sufficient GPR appropriation would fund the payments to the private schools. However, these payments would be partially offset by a reduction in state equalization aid to MPS. The reduction in aid would be determined by multiplying the district's equalization and supplemental (TIF) aid per member by the number of pupils attending private schools under the parental choice program. Pupils participating in the program would be counted in the school district's membership for equalization aid purposes even though they attend private schools. The aid reduction would lapse to the general fund.

It is estimated that if the maximum number of pupils participate in the program (approximately 930), state payments from the sum sufficient appropriation would be approximately $2.9 million GPR in 1990-91. However, the pupils would generate an equalization aid offset of approximately $2.3 million resulting in a net cost of $0.6 million GPR in 1990-91. The fiscal effect could be lower if participation is less than the maximum number of pupils allowed under the proposal.

Amended in final passage. Now revenue-neutral