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OA/ID Number: 13752
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Folder Title:
National Education Strategy Briefing 4/18/91 [OA 6897] [2]

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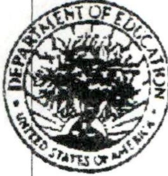

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

91 APR 16 P7:59

FAX COVER SHEET

TO : Dan McGroarty
White House

FROM: Randolph Beales
Dept. of Education

Name and telephone number of sender Randolph Beales
telephone number 401-0085 or 401-0094

No. of pages 2 including cover sheet.

Our fax number is (202) 401-2837

Your fax number is 456-6218

Dan,
Attached is a corrected page 1 to the material. Esteban Pagan, the Hispanic student from East Harlem, is spelled "Esteban Pagan."

Randy Beales

Withdrawal/Redaction Sheet
(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Fax	Short biographies on students proposed for invitation to White House Ceremony; personal information redacted. (1 pp.)	04/16/91	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: National Education Strategy Meeting 4/18/91 [2]

Date Closed: 10/26/2004
FOIA/SYS Case #:
Re-review Case #: 2004-2265-S
P-2/P-5 Review Case #:

OA/ID Number: 06897

MR Case #:
MR Disposition:
Disposition Date:

Appeal Case #:
Appeal Disposition:
Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

POSSIBLE INVITEES TO THE WHITE HOUSE CEREMONY

Esteban Pagan -- Esteban Pagan (pronounced Es-tay'-bon Pay-gon), who goes by "Steve," is an eighth grade student at East Harlem Tech, a public school in East Harlem. It is a school that he was able to choose through the public school choice plan that exists in East Harlem. Steve chose this school because of its excellent science and mathematics programs and because it is an orderly, disciplined school. Next year, Steve hopes to take advantage of private school choice by attending Cardinal Hayes High School, a Catholic high school in the area. Steve says that other members of his family have attended East Harlem Tech and that the school has done well by him and his family. It is a junior high school/middle school covering 7th and 8th grades, and he has attended it in both the 7th and 8th grades. Steve has won several science fair competitions (winning first prize in the district and 2nd prize in the borough) and also winning first prize in a history competition on the Bill of Rights. Steve's goal is to be a science teacher and, ultimately, a professor. As an example of a student who has benefitted from public school choice and may benefit next year from private school choice, Steve is a good example of Part I of the President's Education Plan that focuses on improving today's schools. The excellent math and science instruction that East Harlem Tech offers also represents an aspect of improving today's schools.

1

[redacted] P-6, (b)(6)

John Michael Hopkins -- Mike Hopkins is the "Lead Teacher" at the Saturn School in St. Paul, Minnesota. Mike and the Saturn School are both completing their second year with this program. Mike spends half his time in the classroom and half working with 3 Associate Teachers in developing the program and overseeing the curriculum at the school -- a function that principals handle in most schools. Saturn's half-time principal and its project director manage most of the rest of administrative, supervisory, disciplinary, and other functions that a principal traditionally handles (The Saturn School is run by a council of 8 parents, 4 teachers, 1 paraprofessional, 2 students, and 2 members of the local community). In the classroom, Mike teaches the use of technology. He is a member of the American Federation of Teachers (AFT) and says the AFT has been very supportive of the Saturn School and the "Lead Teacher" idea. Mike would be a representative of Part II of the President's Plan that focuses on researching and developing New American Schools.

2

[redacted] P-6, (b)(6)

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

91 APR 16 P4:58

FAX COVER SHEET

TO : Dan McGroarty
White House

FROM: Randolph Beales
Dept. of Education

Name and telephone number of sender Randolph Beales
telephone number 401-0085 or 401-0094

No. of pages 4 including cover sheet.

Our fax number is (202) 401-2837

Your fax number is 456-6218

Withdrawal/Redaction Sheet
(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02. Fax	Short biographies on students proposed for invitation to White House Ceremony; personal information redacted. (1 pp.)	04/16/91	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: National Education Strategy Meeting 4/18/91 [2]

Date Closed: 10/26/2004
FOIA/SYS Case #:
Re-review Case #: 2004-2265-S
P-2/P-5 Review Case #:

OA/ID Number: 06897

MR Case #:
MR Disposition:
Disposition Date:

Appeal Case #:
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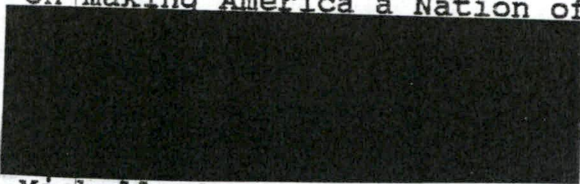
(b)(9) Release would disclose geological or geophysical information

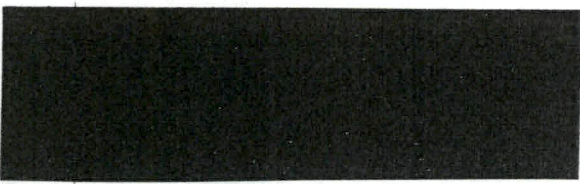
Roy David Kelley -- David Kelley is an electromagnetic troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David attended Greenville Technical College, where he received an Associate of Science degree in Mechanical Engineering Technology. While at Greenville Tech, he was part of Michelin's Technical Scholars Program. After graduating in 1987, he was hired by Michelin as an electromechanical troubleshooter and has quickly risen at the plant through Michelin's five levels of technicians to the next to the highest level. Michelin believes in the value of training and further education for its employees. It sends them frequently to the Michelin Training Center at Greenville Tech so that they can continue their education and training. David, for example, has spent over one year of the four years he has been as a full-time employee at Michelin in training at the Michelin Training Center at Greenville Tech. Greenville Tech and Michelin have a tradition of partnership and cooperation. Greenville Tech donated the land on which the Michelin Training Center is built, and Michelin paid for the construction of the Training Center and now staffs it with instructors. Michelin employees are trained there during the day, and Greenville Tech uses the training center for its night classes. With Michelin's encouragement, David is also taking night classes to work toward a bachelor of science degree in mechanical engineering technology. David Kelley represents Part III of the President's Education Plan that focuses on continued education and retraining of America's work force and on making America a Nation of Students.



P-6, (b)(6)

3

Michelle Yvette Paige Moore -- Michelle Moore is a black single parent from Berkeley, Missouri. Michelle has participated in the Parents As Teachers Program for over a year with her 15-month-old son, Austin. This program has helped Michelle help her son learn and develop, and their helpful hints during the conferences and home visits have been especially good at aiding her in knowing what to do for Austin. Like all children, he has individual needs, but he has special needs because he was born 3 months prematurely. The Parents As Teachers program is helping her get her child ready to learn when he starts school in several years. Michelle represents Part IV of the President's Plan regarding the "other 91 percent" of the time in a child's life that the child spends outside the classroom. Michelle and her son also fit well into National Education Goal #1 (preparing all children by the year 2000 to start school ready to learn).



P-6, (b)(6)

4

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

91 APR 16 P 3:34

FAX COVER SHEET

TO : Dan McGroarty / Peggy Dooley
White House

FROM: Randolph Beales
U.S. Dept. of Education (Secretary Alexander's Office)

Student: Name and telephone number of sender Randolph Beales
telephone number 401-0085 or 401-0094

No. of pages 3 including cover sheet.

Our fax number is (202) 401-2837

Your fax number is 456-6218

Attached are the names of 3 people that Chester Finn and Becky Campoverde thought the President may wish to invite to his education speech on Thursday – and perhaps mention in his Speech. I have included information on all 3 people and how they fit into the education reform plan. I will probably send 2 or 3 more names

① Estebam Pagan - E. Narlem
(Steve)

② Hopkins
Mike

③ Roy David Kelly -
David

④ Michele Moore

Withdrawal/Redaction Sheet
(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
03. Fax	Short biographies on students proposed for invitation to White House Ceremony; personal information redacted. (2 pp.)	04/15/91	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: National Education Strategy Meeting 4/18/91 [2]

Date Closed: 10/26/2004
FOIA/SYS Case #:
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P-2/P-5 Review Case #:

OA/ID Number: 06897

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POSSIBLE INVITEES TO THE WHITE HOUSE CEREMONY

John Michael Hopkins -- Mike Hopkins is the "Lead Teacher" at the Saturn School in St. Paul, Minnesota. Mike and the Saturn School are both completing their second year with this program. Mike spends half his time in the classroom and half working with 3 Associate Teachers in developing the program and overseeing the curriculum at the school -- a function that principals handle in most schools. Saturn's half-time principal and its project director manage most of the rest of administrative, supervisory, disciplinary, and other functions that a principal traditionally handles (The Saturn School is run by a council of 8 parents, 4 teachers, 1 paraprofessional, 2 students, and 2 members of the local community). In the classroom, Mike teaches the use of technology. He is a member of the American Federation of Teachers (AFT) and says the AFT has been very supportive of the Saturn School and the "Lead Teacher" idea. Mike would be a representative of Part II of the President's Plan that focuses on researching and developing New American Schools.

[redacted] P-6, (b)(6)

Mary Eleanor Vasey -- Mary Vasey is a teacher at Metro High School, a "Sizer school," in Cedar Rapids, Iowa, where she teaches English to 9th, 10th, 11th, and 12th graders. She also teaches a class for seniors called "Preparing to Graduate," in which she helps prepare students for the world after high school, including looking at colleges and what they need to know about day-to-day living in the world as an adult. Heavily involved with the Essential Schools Coalition in its efforts to improve and reform education, Mary visits other schools around the country that have decided to become a Sizer school and helps them set up their program. In doing so, she draws upon her experience in the 6 years that Metro High School has been a Sizer school and her work as a teacher at Metro High School since 1977. Mary is a member of 2 local branches of the National Education Association -- ISEA and CREA. As an innovative teacher in a new, innovative school, Mary also fits well into Part II of the President's Education Plan, the New American Schools.

[redacted] P-6, (b)(6)

Michelle Yvette Paige Moore -- Michelle Moore is a black single parent from Berkeley, Missouri. Michelle has participated in the Parents As Teachers Program for over a year with her 15-month-old son, Austin. This program has helped Michelle help her son learn and develop, and their helpful hints during the conferences and home visits have been especially good at aiding her in knowing what

to do for Austin. Like all children, he has individual needs, but he has special needs because he was born 3 months prematurely. The Parents As Teachers program is helping her get her child ready to learn when he starts school in several years. Michelle represents Part IV of the President's Plan regarding the "other 91 percent" of the time in a child's life that the child spends outside the classroom. Michelle and her son also fit well into National Education Goal #1 (preparing all children by the year 2000 to start school ready to learn).

P-6, (b)(6)

Roy David Kelley
retraining - Track 3.
Greenville Tech College.
worked for Michelin.
[illegible] through [illegible] of
technician

St. Sen Bob Schaeffer (Colorado)
Colorado St....

McGroarty/Dooley
April 17, 1991
2:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education is an open door -- to a new world. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and acceleration -- of the information age. Down through history, we've thought of the world's riches and resources as **land and all**

that lies under it. That too is changing. In the future, our **richest national resource** may well be intelligence -- ingenuity -- the infinite capacity of the human brain. Nations that tap this potential will move forward. Nations that neglect to nurture the mind will fall behind and fail.

I'm here to say **America will move forward.** The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America **competitive** in the coming century -- **we must act on education.** If we want America to remain **a leader, a force for good in the world -- we must act on education**. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair -- we must act on education**. // Think about every problem, every challenge we face today. Education **is where the solution starts.**

That is why, for the sake of the **future** -- of our **children** and our **nation** -- we must transform America's schools.

We've all heard the bad news: Too many children arriving at school from broken homes and shattered communities -- not ready to learn. Too many students who never discover the thrill of learning. Too many teenagers who drop out of school -- and drop into trouble. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's **the last bad news** you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across this country, people have started to **transform the American school.** Today, we must push the reform effort forward --use each experiment, each advance, **to build for the next American Century -- new schools for a new world.** //

As a first step in this strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can **measure our success** in terms of **money spent.** We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills alone don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that **if the process is sound,** the **product takes care of itself.** It's time to turn things around -

- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and **let teachers and principals produce them.//**

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there -- and that's what our strategy is designed to do. I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. **For tomorrow's students** -- the next generation -- we must create a new generation of American schools. **For all of us** -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, **outside our schools,** we must cultivate communities where education can thrive. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos -- but the living

center of a community where people care for children and cultivate , not just in the school, but in the neighborhood. Not just in the classroom, but in the home. //

That's our strategy. // You know, people who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school** and **local community.** But the federal government **can serve as a catalyst for change in several ways:**

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects:** math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

And **for high-school seniors,** let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and companies in every community. //

And we can improve our schools by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea.** Every adult American has the right to vote -- the right to decide where to

work -- where to live. It's time they had the right to choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

This idea is simple but powerful: put America's special genius for invention **to work for America's schools.**

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create the New American Schools Development Corporation: a private sector R&D fund of $150 million dollars to generate innovation in education. **Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will **urge the Congress** to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers.** All the high-tech gadgetry in the world can't take the place of old-fashioned virtues. If we mean

to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every **school.** We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

[[COUNSEL/DELETE PARA: First, I challenge the business and labor communities to create a private sector system of World Standards for the workplace.]]

Second, I ask employers to set up Skill Centers where **workers** can seek advice and **learn new skills.** //

Finally, I challenge every company and every labor union to bring the **worker into the classroom** -- and bring the **classroom**

into the workplace. We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

What I've spoken about today amounts to nothing less than a <u>revolution in American education</u> -- <u>a battle for our future</u>. Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn.** //

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

First there's **Esteban Pagan**, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can <u>act now</u> to improve our schools.

Then there's **Mike Hopkins**, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- whose responsibilities range from the teaching class to creating the school's curriculum. Mike and his colleagues at the Saturn School are a great example of what we can do to <u>re-invent the American school</u>.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent **one full year** in his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America <u>a nation of students</u>.

Finally, **Michelle Moore** of Missouri -- a single mother who's active in that state's **Parents as Teachers program.** Michelle's learning how she can help her year-old son Alston arrive for his first day of school **ready to learn.** That's just one example of the way individual parents, local communities and the state can work together <u>outside the classroom</u> to create the right environment for education. ///

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better <u>world of learning</u>. We want each day to become a <u>universe of discovery</u> for students of all ages. At any moment, in every mind, the <u>miracle of learning can take place</u>. //

The only real limit to <u>what our children can learn</u> is <u>how hard we try and how well we teach</u>. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

History of the Irish in Wis. in the 19th Century Sister M. Justille McDonald, Catholic Univ. Press, Wash. D.C., 1954

in Irish-American nominations? It is an established rule with politicians to recognize on their tickets the "elements" for whose support they are under obligations. The Republican State ticket recognizes the "German" and "Norwegian" but fails, and has quite systematically failed to recognize the "Irish," giving some color to the common complaint that an "Irishman has no place in the Republican party."

But there are our Republican managers talking about the "Irish vote" as a distinct political element, and claiming to expect a large accession from it.[56]

The Republicans, after all, did not need the Irish vote under ordinary circumstances to keep themselves in power on a state level. Within certain local areas, towns and counties, where Irish were numerous, however, the Republican party could have profited by converting the Irishmen to their side; hence their efforts in that direction.[57]

In the off-year election of 1890 a political upheaval occurred which placed the Democrats in control of the state government. The Democrats, who were organized under a state central committee as were the Republicans, had worked throughout the second half of the century against such odds as scant financial support and continued defeat; therefore, they had no spoils for distribution to the loyal party workers. However, national issues, particularly the tariff, and local conditions combined in 1890 to bring about a total defeat of the Republican party in the state. This was the year of the Bennett Law campaign.

The controversy centered about a compulsory school bill which had been passed by the state legislature and had become law in

[56] September 27, 1884.

[57] There is also probably truth to the supposition that the Republicans, expecting to lose some rural support because of their endorsement of a protective tariff, courted the Irish on that very question. WSHS, Usher Papers, John Rose to Usher, Galesville, Wisconsin, November 4, 1892, reveals rural Irish opposition to one phase of protection: "I was just informed that some of the Irish Democrats of Ettrick were a going to vote against Cobourn [sic], on a/c of him not voting for free Lumber and binding twine . . . it would be undoubtedly good if you would write and fully explain how and why it was done."

April, 1889. The measure required every child between the ages of seven and fourteen to attend school "in the city, town or district" in which he resided for a period of at least twelve weeks in each year. No school was to be regarded as a school unless there was taught therein "reading, writing and arithmetic and United States history in the English language."[58]

The large German population of Wisconsin was involved particularly because Lutherans and Catholics of that nationality maintained parochial schools in which the German language was used if not exclusively, at least extensively. The German Lutherans were the first to take up the cudgels at their synods in June, 1889, and by the spring of 1890 Lutherans and Catholics were demanding that the repeal of the law be made an issue in the 1890 campaign.[59] Popular debate, when not attacking the churches, cen-

[58] *Laws of Wisconsin* (1889), Chap. 519. William D. Hoard, who had been elected governor in 1888, took the stand in his inaugural address to the state legislature in favor of a compulsory school law and "advocated giving city and county superintendents authority to inspect all schools and require that reading and writing in English should be daily taught therein. As if acting in concert, the *Sentinel* [Milwaukee] and Mr. Thayer [State Superintendent of Public Instruction] endorsed the stand taken by Hoard, who afterwards admitted that his message was aimed at sectarian schools." William F. Whyte, "The Bennett Law Campaign in Wisconsin," *WMH*, X (June, 1927), 376. *Cf.* also, Louise P. Kellogg, "The Bennett Law in Wisconsin," *WMH*, II (September, 1918), 3-25.

That same year on February 13, in the Senate, Levi E. Pond of the twenty-seventh district (Adams, Columbia, and Marquette Counties) introduced "A bill to provide for statistical reports from principals or teachers of commercial, parochial, and other private schools in the state of Wisconsin and for the publication of summaries of such reports in the biennial report of the state superintendent." From the statistics so supplied the state would judge whether sufficient instruction was being given in the English language and on that basis whether the institution qualified as a school according to state law. Petitions against the bill, particularly from German Lutherans and Catholics, flooded the Senate and the measure was not passed by that body. About twenty-five of the protests against the Pond Bill originated among groups of Irishmen and at least five of these had been instigated by Irish Catholic clergymen. What connection, if any, there was between the failure of the Pond Bill and the introduction of the Bennett Law into the Assembly has not been established.

[59] Kellogg, "The Bennett Law in Wisconsin," *loc. cit.*, pp. 10, 14.

tered chiefly around the language question while the Democratic platform, the Lutheran manifesto, and the Catholic Bishops' statement based objections upon interference with parental rights and the threat to the existence of parochial and private schools. In many cities of Wisconsin, including Milwaukee, the spring mayoralty elections resulted in Democratic victories as the climax of campaigns influenced to a greater or less degree by this issue.[60] During the summer the Democrats not only watched the Republicans line up in support of the issue but planned how they could best use it to put their opponents on the defensive.

Events played into the Democrats' hands so well that when the Republicans devised their campaign platform they had only slightly moderated their proposals by promising to revise the statute so as to recognize more explicitly the right of the parent or guardian to select the time of year and place, "whether public or private or wherever located" in which his child or ward should be educated.[61] The Democrats, on the other hand, pledged themselves unequivocally to repeal the obnoxious law. In their plank on the school issue they maintained that existing compulsory education and child labor legislation were sufficient if enforced; they opposed "needless and unjust interference" with rights of parents and liberty of conscience; upheld the public school system which they had founded, denounced the Bennett Law "as unnecessary, unwise, unconstitutional, un-American and un-Democratic," and demanded its repeal.[62] As a result of the campaign the Democratic victory in 1890 was complete with the executive and legislative branches brought under their control. Of the Congressmen elected only one was Republican. The legislature repealed the Bennett Law when it met in 1891.[63]

The 1890 campaign is an example of the interplay of state and

[60] Appleton *Crescent*, April 5, 1890; *Catholic Citizen*, April 5, 1890.

[61] *Blue Book* (1891), p. 390.

[62] *Ibid.*, p. 394.

[63] Substitute measures for the repealed Bennett Law were presented in the assembly by Humphrey Desmond, an Irish-American of Milwaukee, the first assembly district. These became the child labor law and compulsory school attendance law which governed the matter for some time. *Cf. Laws of Wisconsin* (1891), chaps. 109, 187.

national issues in a state election, and also of the difficulty of evaluating the effect of the various forces at work. Events comparable in result to what happened in Wisconsin were taking place in other Republican states with the consequence that the United States Congress came under Democratic control. Certainly if the Bennett Law was not the deciding factor in the Badger state, it was the most publicized issue in the campaign. Although the McKinley tariff and the state treasury issues were actually of greater political significance to both parties, the average voter was probably more aware of the Bennett Law as a phase of the campaign and his voting motivated more by this issue than the other two. This is especially true of the Lutherans and Catholics who felt that the existence of their schools was at stake. It seems hardly possible that the tariff could have effected the party realignment which resulted when the Bennett Law became an issue.[64] The Democrats might have won in any case, but certainly not with the large majority actually attained.[65]

[64] Comparisons of vote totals in Wisconsin for 1884, 1886, 1888, and 1890 indicate this party realignment. The votes cast for governor in 1886, an off year, total approximately 34,000 fewer than in 1884; in 1890 the votes cast numbered about 46,000 less than in 1888. The loss in the Republican vote between 1884 and 1886 was about 28,000 and in the Democratic vote about 32,000. On the other hand, the loss in the Republican vote between 1888 and 1890 was about 44,000, while the Democratic votes increased by about 5,000. Thus where the normal trend in an off year election was downward for both parties, in 1890 the opposite occurred in the Democratic vote. Allowing for a lighter vote in both parties, the increased Democratic vote would seem to indicate two things: first, a goodly number of Republicans deserted their party in this election. That Republicans just stayed home is hardly the explanation; and secondly, Catholics and Lutherans turned out in large numbers to vote the Democratic ticket.

[65] Plumb, *op. cit.*, p. 91. Thomson, *op. cit.*, p. 239, states: "The Bennett law issue proved disastrous to the Republican party." The Waukesha *Democrat*, November 8, 1890, observed that the McKinley tariff had as much if not more to do with the outcome than the Bennett Law. Joseph Schafer, "Editorial Comment," *WMH*, X (June, 1927), 458-460, insists on the importance of the other issues, especially the McKinley tariff in congressional elections, for this was the cause for Republican defeats in other mid-Western states. WSHS, N. P. Haugen Papers, W. F. Street to Haugen, Madison, Wisconsin, Nov. 9, 1890, admitted that the Catholics (Irish and German) and Lutherans had voted to a man while Republicans "stayed at home."

FOUR EXAMPLES:

I'll start with **Esteban Pagan**, Steve, an 8th Grader from East Harlem Tech -- part of East Harlem's long-running experiment in school choice, and just one example of the way we can act now to improve our schools. Steve's school is strong in math and science, goal is to be a science teacher or a college professor.

Then there's **Mike Hopkins**, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- whose responsibilities range from the classroom to creating the school's curriculum. Mike and his colleagues at the Saturn School are a great example of the New American Schools....

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and Michelin has sent him back.... That's the kind of partnership that will make America a nation of students....

Finally, **Michelle Moore** of Missouri -- a single parent who's active in that state's Parents as Teachers program. Michelle's learned how she can help her year-old son Austin get ready for school... That's just one example of the individual parents, local communities and the state can work together outside the classroom to create the right environment for education.

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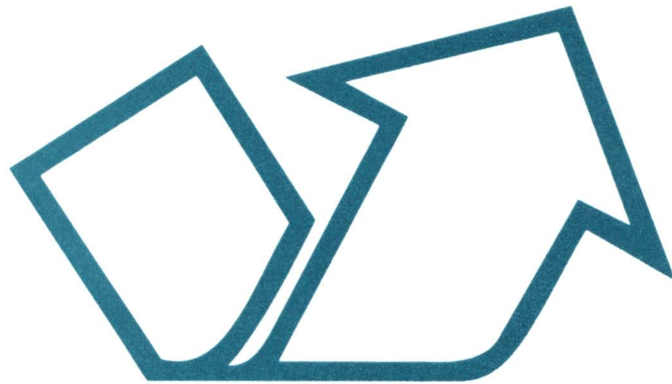
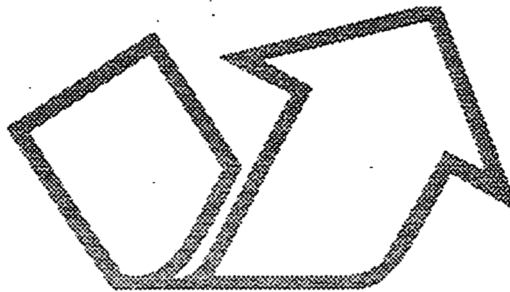
1023 15th Street, N.W.
Suite 600
Washington, DC 20005
(202) 861-0230
FAX (202) 289-6642

Sarah DeCamp
Director of Public Affairs



CITIES IN SCHOOLS

Turning kids around.



CITIES IN SCHOOLS

Turning kids around.

FACT SHEET

WHO: Cities in Schools, Inc., in operation for more than a decade, is the most comprehensive national non-partisan, non-profit organization devoted to dropout prevention.

WHAT: Nationally, CIS is a public/private partnership supported by a variety of private businesses, foundations and individuals, as well as an interagency grant from the Justice, Labor, Health and Human Services, and Commerce Departments. Headquartered in Washington, D.C., CIS operates in 50 communities at more than 240 educational sites throughout the United States.

HOW: CIS is a process which brings existing public and private resources and people into schools where they most benefit at-risk youth.

On the local level, CIS brings together local government, school officials, and private business representatives to form a Board of Directors in each locale. The Board then assesses the community's needs, and arranges for CIS projects to be established at educational sites throughout the community.

Social workers, employment counselors, recreation coaches, educators, health professionals, and volunteers are brought together at each program site, usually by repositioning from their home agencies, to form a support system for at-risk students. These dedicated workers are structured into multi-disciplined teams that serve a manageable number of students. This case management system emphasizes personalism, accountability, and coordination. Thus the children are given direct access to the services they need to solve social, educational, health, and emotional problems that lead to loss of self-worth and identity, and ultimately to dropping out.

On the national level, CIS seeks to institutionalize this unique delivery system as widely as possible in sites throughout the country. It operates regional offices to provide technical assistance and training for developing and establishing CIS communities. CIS regional operations include:

-Southeast Region, headquartered in Atlanta
-Northeast Region, headquartered in Pittsburgh
-Southwest Region, headquartered in Los Angeles
-South Central Region, headquartered in Austin
-North Central Region, headquartered in Chicago

PHILOSOPHY:

CIS realizes that a student's "decision" to drop out of school may be the unwitting result of many factors--family problems, alcohol and other drug abuse, illiteracy, teenage pregnancy, and more. Therefore, CIS treats each student as a unique individual, bringing together in one place a support system of caring adults who offer the resources which will build self-worth and guide young people into a more productive and constructive life.

WHERE: The National Office for Cities in Schools, Inc. is headquartered at 1023 15th Street, N.W., Suite 600, Washington, D.C. 20005, (202) 861-0230.

OFFICERS:

William Milliken, President
James Hill, Vice President, Administration
Jeanne Jacob, Vice President of Advancement
Clark Jones, Vice President, Operations

REGIONAL DIRECTORS:

Douglas Denise, Southeast Regional Director
(404) 761-8118
Alyce Hill, Northeast Regional Director
(412) 776-5711
Robert Arias, Southwest Regional Director
(213) 473-4228
Alfred Ward, North Central Regional Director
(312) 829-2475
Jill Shaw, South Central Regional Director
(512) 463-2821

As of September 30, 1990

OPERATIONAL CIS PROGRAMS: SEPTEMBER 30, 1990

LOCATION	NAME OF PROGRAM
Ardmore, OK	Ardmore Cities in Schools
Atlanta, GA	EXODUS, Inc.
Austin, TX	Communities in Schools-Austin, Inc.
Baltimore, MD	Baltimore City-Cities in Schools
Caldwell Co., NC	Communities in Schools, Inc.
Charleston, SC	Cities in Schools of Charleston County, Inc.
Charlotte-Mecklenburg, NC	Cities in Schools, Charlotte-Mecklenburg, Inc.
Chicago, IL	Chicago Cities in Schools, Inc.
Chicot County, AR	Chicot County At Risk Youth, Inc.
Clear Lake, TX	Bridgeport Cities in Schools, Inc.
Columbia, SC	Cities in Schools-Columbia, Inc.
Corpus Christi, TX	Communities in Schools, Corpus Christi, Inc.
Dallas, TX	Communities in Schools-Dallas, Inc.
El Paso, TX	Communities in Schools-CAST, Inc.
Forrest City, AR	Forrest City Cities in Schools, Inc.
Greensboro, NC	Greater Greensboro Cities in Schools, Inc.
Greensville/Emporia, VA	Greensville/Emporia Cities in Schools
Griffin-Spalding, GA	Griffin-Spalding Cities in Schools, Inc.
Helena/West Helena, AR	Helena/West Helena Cities in Schools
High Point, NC	High Point Cities in Schools, Inc.
Houston, TX	Communities in Schools Houston, Inc.
Inglewood, CA	Cities in Schools of Inglewood, Inc.
Jackson Township, NJ	Jackson Township Cities in Schools, Inc.
LaGrange, GA	LaGrange Cities in Schools
Long Beach, CA	Cities in Schools, Long Beach-Burger King Academy
Marianna, AR	Marianna Cities in Schools, Inc.
McAllen, TX	Communities in Schools-McAllen, Inc.
Miami, FL	Cities in Schools of Miami, Inc.
Miami, FL	PIC/CIS Stay-in-School Program
Mt. Pleasant, TX	Communities in Schools-Northeast, Texas
New Orleans, LA	Cities in Schools/New Orleans
New York, NY	New York Cities in Schools, Inc.
North Little Rock, AR	For Kids, Inc.
Palm Beach Co., FL	Cities in Schools of Palm Beach Co., Inc.
Pasadena, TX	Communities in Schools, Pasadena, Inc.
Philadelphia, PA	Cities in Schools-Philadelphia, Inc.
Pinal Co., AZ	Pinal County Cities in Schools
Pine Bluff, AR	Pine Bluff Cities in Schools
Putnam Co., FL	Cities in Schools of the Putnam County Chamber of Commerce
Richmond, VA	ACDC-Cities in Schools
Rocky Mount, NC	Rocky Mount Cities in Schools, Inc.
Russell Co., VA	Russell County Cities in Schools
Sacramento, CA	Cities in Schools in Sacramento, Inc.
San Antonio, TX	Communities in Schools-San Antonio, Inc.
Schenectady, NY	Schenectady Cities in Schools
Shreveport, LA	Cities in Schools/Shreveport
Southwest, PA	Cities in Schools Southwestern Pennsylvania
Wake County, NC	Wake County Cities in Schools
Westchester Co., NY	Great Potential
Western Upper Peninsula, MI	Cities in Schools

CITIES IN SCHOOLS BOARD OF DIRECTORS
As of September 30, 1990

ROBERT H.B. BALDWIN
Chairman
CIS Board of Directors
Chairman
The Lodestar Group

JAMES M. ALLWIN
Managing Director
Morgan Stanley & Co, Inc.

ROGER C. ALTMAN
Vice Chairman
The Blackstone Group

WALLY AMOS
Founder
Famous Amos
Chocolate Chip, Inc.

JEANNIE P. BALILES

GEOFFREY T. BOISI
Partner
Goldman, Sachs & Co.

ERNEST L. BOYER, Ph.D.
President
Carnegie Foundation for
Advancement of Teaching

GERALD BRESLAUER
President
Breslauer, Jacobson, Rutman
& Sherman, Inc.

DANIEL B. BURKE
President & COO
Capital Cities/ABC, Inc.

PETER C.B. BYNOE
Managing General Partner
Denver Nuggets

J. JEFFREY CAMPBELL
Restaurant Developer

ANNE COX CHAMBERS
Chairman
Atlanta Journal-Constitution

RAYMOND G. CHAMBERS
Chairman
Wesray Capital Corp.

J. ANTHONY FORSTMANN
Managing Director
Forstmann Rayfield & Co.

NICHOLAS C. FORSTMANN
General Partner
Forstmann Little & Company

MURRAY H. GOODMAN
Chairman
The Goodman Company

GEORGE H. JOHNSON
President
George H. Johnson Properties

DELANO E. LEWIS
President
C&P Telephone Company

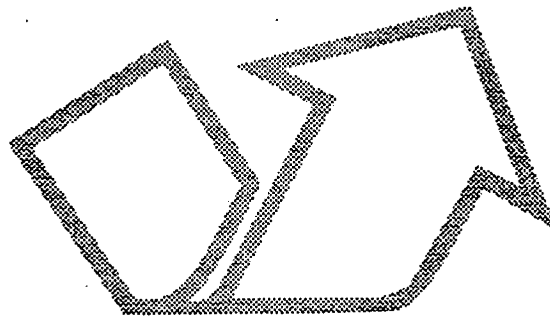
RUTH B. LOVE, Ph.D.
President
Ruth Love Enterprises, Ltd.

WILLIAM M. MARCUSSEN
President
The Marcussen Group

WILLIAM E. MILLIKEN
President
Cities in Schools, Inc.

DEAN L. OVERMAN
Senior Partner
Winston & Strawn

LINDA GALE WHITE



CITIES IN SCHOOLS

Turning kids around.

WHAT OTHERS SAY ABOUT CITIES IN SCHOOLS

"One million young people drop out of school every year. Our nation can no longer afford this drain on our human capital, which has always been America's greatest resource. We can no longer close our eyes. Every American student deserves an equal place at the starting line.

Cities in Schools is about helping to provide children an equal place at that starting line, about people working together towards a common goal.

And therefore, I urge all of you--business leaders, educators, parents, human service providers--to give your support to Cities in Schools, and find out how you can become involved. Thank you, and God bless you."

President-Elect Bush
Appeal on CIS informational video.
November 30, 1988

"I personally visited a CIS site and was extremely impressed with what I saw. I was impressed not only with the progress the students are making, but also with the method by which they are being reached. Because somebody shows that they care about these kids, they are responding and making progress in their lives."

Bill Clinton
Governor of the State of Arkansas
Former Chairman, National Governors Association

"CIS makes sense to me because it views the education of all our young people as a responsibility all of us must share if we are to be successful. The program uses what each of us can contribute."

The Honorable Andrew Young
Former Mayor of Atlanta

"We would not make that kind of commitment, unless we felt that we were making an investment in the communities that represent the backbone of our business...at BellSouth, our return from Cities in Schools has already exceeded our greatest expectations. To put it in an investor's terms, we think Cities in Schools is AAA-rated, and solidly blue-chip...Cities in schools is attempting to deliver our children from the bondage of ignorance. It's leading them into a new land -- perhaps not one of milk and honey, but certainly one of promise."

John L. Clendenin
Chairman, BellSouth Corporation
Former Chairman of the Board
U.S. Chamber of Commerce

"All of us in the business world like a program that gets results. Cities in Schools gets results. Kids who were once dropouts or at great risk, are now graduating from high school and college. They are productive members of society...I am solidly behind CIS."

Lee Iacocca
Chairman, Chief Executive Officer and Director
the Chrysler Corporation

"In my 30 years as an administrator, I've never seen anything serve as a catalytic agent as effectively as CIS. It's a result-oriented mechanism. In Houston, it has produced results faster than any program we've tried, and we've tried many."

Billy R. Reagan
Former General Superintendent
Houston School District

"I learned about CIS when I was U.S. Commissioner of Education. The more I heard about the program, the more I was impressed it was a serious effort to find an educational alternative for those who were not being well-served by the system in its traditional form. I was able to look at some of the data and also spend time visiting some of the schools. I became convinced that if a program's effectiveness can be measured by the seriousness of commitment, imagination and integrity, CIS would rank at or near the top."

Dr. Ernest L. Boyer, President
Carnegie Foundation for the Advancement of Teaching
Former member of U.S. Commission on Education

"This is a model program that the nation could learn much from."

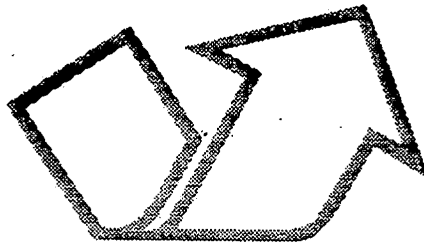
Elizabeth Dole
Secretary of Labor

"By providing students with the support services they need, CIS frees up teachers' time so they can concentrate their energies on teaching. It helps to relieve the tremendous burden teachers have had thrust upon them, of being parents, social workers, psychiatrists, health and nutrition professionals, and more, in addition to teaching."

Mary Hatwood Futrell
President, National Education Association

"This program saved my life. So many told me: 'You'll never be anything' but I am."

Canveta Burke
Atlanta, CIS/Exodus graduate



CITIES IN SCHOOLS
Turning kids around.

NEWS UPDATE - JANUARY 31, 1991
From the National Office

CIS/CHARLOTTE NAMED "POINT OF LIGHT"

Cities In Schools of Charlotte, North Carolina, was honored by ***President George Bush*** as one of his "Daily Points of Light." The President saluted the volunteers of CIS/Charlotte, noting that this recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the volunteers of Cities In Schools; and to discover, encourage, and develop new leaders in community service.

At the Charlotte Cities In Schools program, an average of 95 percent of the students have stayed in school, and an average of 88 percent have been promoted to the next grade. Over 100 employees from IBM and volunteers from other area corporations tutor students once a week. Some corporate volunteers serve as mentors, meeting with students weekly for recreational activities. College students from Davidson College and Johnson Smith University are matched with students, providing them with positive mentoring relationships. In exchange for the help they receive, the students volunteer within the community, visiting nursing homes and mentoring younger students.

The President has been a long-time supporter of the national Cities In Schools effort. During the first presidential debate in the 1988 campaign, he urged Americans, "Do not erode out of the system the thousand points of light -- the people who are out there trying to help these kids -- like Cities In Schools."

LATEST AUDIT IS UNQUALIFIED

Cities In Schools, Inc. received an unqualified audit for the fiscal year ending September 30, 1990. The audit showed Notes Payable at $0 and a Fund Balance of $214,648, which reflects an FY 90 operating surplus of $43,981. The ratio of program services to supporting services was 85 to 15, meaning that 85 cents of every dollar raised was used for program services. Comptroller ***Rosline Fraser*** called this ratio "excellent," pointing out that it exceeds the generally accepted standard for non-profits -- that of the United Way of America, whose ratio is 75 to 25.

"COMPANY STORE" GETS COMPUTERS FROM IBM

The ***IBM Corporation*** has loaned 19 computers, along with the necessary software, to the soon-to-be-operational CIS program at ***Fletcher-Johnson Educational Center in Washington, D.C.*** The Washington program is unique in that it will serve as a "company store," operated directly by the national headquarters and functioning as an example of everything CIS does best. The IBM donation was a welcome step toward the program's goal of providing computer skills to all CIS students, and eventually to parents and non-CIS students at Fletcher-Johnson. Excited youngsters unpacked their new computers on January 9th, captured on videotape by ***David Willison***, CIS's Assistant Director of Research and Evaluation. CIS/Washington should begin serving 6th through 9th grade students in February, under the leadership of Fletcher-Johnson math teacher ***Willard Black***, who will serve as Project Director.

BURGER KING CORPORATION AWARDS SCHOLARSHIPS

The ***Burger King Corporation*** has announced that it will offer three college scholarships to each Burger King Academy site, beginning in the 1991-92 school year. Each award will be a four-year scholarship; one student at each Academy will receive $3,000 per year toward tuition, and two other students will receive $1,000 per year. The scholarships will be administered through the ***Citizen's Scholarship Fund of America***. CIS Director of Corporate Academies, ***Dr. Ron Lewis***, is excited about Burger King's initiative. "This represents a major commitment to our students," he said, "and is yet another sign of the excellent ongoing partnership between Cities In Schools and Burger King Corporation." Burger King has also expressed an interest in funding even more Burger King Academies beyond the current ten operational Academies, and the additional six for which the U.S. Department of Justice has committed funds. Possible future sites for Burger King Academies include Anchorage, Cleveland, Chicago, McAllen (TX), Orlando, Toledo, and Spring Branch (TX).

In other Academy news, the first CIS Corporate Academies sponsored by ***Goldman Sachs*** are planned to open on March 1 in Philadelphia and Boston. The Philadelphia Academy will be housed within Philadelphia Regional High School, a facility for 9th grade dropouts. In Boston, CIS will be operating in partnership with Jobs for Youth, Inc., which has established an alternative school program for at-risk youth. The Goldman Sachs initiative will also include an Academy in New York City, to be located on or near Wall Street. That Academy is scheduled to open during the 1991-92 school year.

U.S. MAYORS MEET CIS

Cities In Schools was one of a handful of exhibitors at the January meeting of the ***U.S. Conference of Mayors***, held in Washington, D.C. CIS was the only non-profit organization represented, and the only group associated with educational issues and the dropout crisis. Mayors from California to Rhode Island signed up for more information and meetings with CIS staff.

TRAINING COORDINATOR JOINS CIS

The CIS national headquarters is pleased to welcome a new member: ***Salvatrice (Sally) DeLuca*** is the new Training Coordinator for CIS's training institute, the National Center for Partnership Development. Most recently, Sally was the Executive Director of the Noel Foundation, a not-for-profit devoted to entrepreneurial initiatives and economic development opportunities for disadvantaged women. Prior to that, she served as Vice President for Program Management and Assistant to the President at the United Way of America. She acted as the national liaison for local United Way/Cities In Schools partnerships developing collaborations among school systems, social service agencies, and private voluntary organizations to address the multiple needs of youth at risk. As Senior Training Consultant for UWA, she designed, developed, and taught courses for United Way's National Academy for Voluntarism. Sally has also held positions on the faculties of The American University and Georgetown University.

Quote for the Month. . . .

"The deepest hunger in humans is the desire to be appreciated."

-- William James

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1023 15th Street, N.W., Suite 600, Washington, D.C. 20005
Phone Number (202) 861-0230 Fax Number (202) 289-6642

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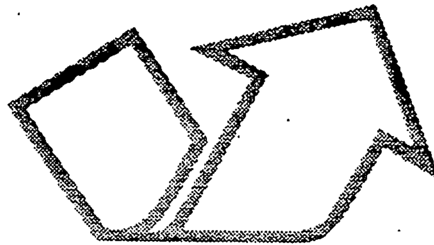


CITIES IN SCHOOLS
Turning kids around.

THE NATIONAL CENTER FOR PARTNERSHIP DEVELOPMENT

Development and Training for the Cities In Schools Program in Collaboration with the Iacocca Institute and the College of Education at Lehigh University

Every year almost 1 million young people drop out of America's public schools. The nature of the dropout problem is complex, involving factors such as family dysfunction, drug and alcohol abuse, homelessness, illiteracy, and teenage pregnancy.

Teamwork, coordination, and collaboration are the watchwords of the educational reform movement that is being mobilized to address this and other critical problems of the schools.

One of the most exciting results of this new emphasis on partnership is taking place at Lehigh University in Bethlehem, Pennsylvania. There, three of the national leaders in educational reform--Cities In Schools, the Iacocca Institute, and Lehigh University--have joined together on behalf of at-risk young people.

Cities In Schools is the nation's largest non-profit dropout prevention program. Since 1977 it has perfected a process that provides the community with a delivery system that channels the community's social services directly into the schoolhouse, where they can benefit young people at risk of dropping out. This process creates public/private partnerships that bring resources and people into the schools: small, caring, accountable teams of repositioned social service providers work alongside teachers and concerned citizens in the battle to keep youth in school, and give them the quality education they deserve.

Cities In Schools' national training programs are the centerpiece of the new **National Center for Partnership Development.** The Iacocca Institute has agreed to lend its support to the National Center, and house its headquarters within the Institute's facilities, which are located on the Lehigh campus. The University's College of Education, in turn, was selected to convert the CIS strategy manuals into a formal curriculum and training materials which utilize state-of-the-art educational technology such as computer-based interactive multimedia sessions.

This joint venture will enable CIS to respond to the growing number of communities that want to learn more about, or adopt, the CIS process. The National Center for Partnership Development will now serve as a national training location, so that local leaders and practitioners from around the country can gather to receive in-depth exposure to the ideas, history, and techniques that help in successfully stemming the tide of school dropouts. Upon returning to their communities, trainees will then receive ongoing instruction from one of the five Regional Training and Technical Assistance Centers that are the National Center's extensions.

Training is currently available in two key subject areas:

The CIS Replication Process. This four-day program is designed for individuals and teams interested or involved in creating broad-based community partnerships that can successfully implement the CIS dropout prevention model. The course includes:

- Community and Leadership Assessment
- Workplan Development
- Agency Agreements
- Fundraising Strategies
- Management Team Recruitment
- Site Plan Development
- Annual Review

Dates for 1991: March 4-7, May 13-16, July 15-18, September 16-19, November 11-14

CIS Project Operations. This six-day program is designed for individuals who are or will be directing local CIS projects. Using a variety of computer-based, print, and video resources, trainees will experience practical, hands-on instruction, reality-based simulations, and personalized action plan development in:

- School and Agency Relationships
- Intake and Referral Processes
- Home Visits and Individualized Student and Family Plans
- Educational Support Models and Services
- Data Collection
- Supervision and Evaluation
- Team Building
- Private Sector Relationships
- Working with Students, Teachers, Parents, Volunteers

Dates for 1991: March 17-22, April 14-19, May 19-24, June 9-14, July 21-26, August 18-23, September 22-27, October 20-25, November 17-22, December 8-13

These training programs are *free of charge*. Trainees are responsible only for their own travel, lodging, and meal expenses. For more information, please contact:

Cities In Schools, Inc.
1023 15th Street N.W., Suite 600
Washington, D.C. 20005
(202) 861-0230
Contact: Sally DeLuca

You may also contact the CIS Regional Director nearest you:

Robert Arias, Southwest Region
(213) 473-4228 (Los Angeles)

Douglas Denise, Southeast Region
(404) 761-8118 (Atlanta)

Alyce Hill, Northeast Region
(412) 776-5711 (Pittsburgh)

Jill Shaw, South Central Region
(512) 463-2821 (Austin)

Alfred Ward, North Central Region
(312) 829-2475 (Chicago)

The Washington Post

MONDAY, FEBRUARY 18, 1991

Delano E. Lewis

Society and Schools: The Team System

William Raspberry's column "What It Takes to Deliver Social Services" [op-ed, Jan. 30] delivered a message to all of us who are concerned with America's social problems. It is not, Raspberry asserts, that America has stopped caring about poor people, small children or troubled families. Rather, we have become painfully aware that isolated "programs" simply don't alleviate the problems they are designed to combat.

Raspberry points with satisfaction to a monograph just published by the Education and Human Services Consortium that argues for the solution: fragmented and depersonalized social service programs must become connected and collaborative. They must stop treating their clients as a collection of unrelated problems and begin to see them holistically as human beings, so that "a truly seamless web of services" may be woven for them.

I first heard this message almost 20 years ago from a man named Bill Milliken. He is now the president of Cities In Schools Inc. (CIS), the nation's largest non-profit dropout prevention program, and since 1986 I have had the privilege of serving on CIS's national board of directors. Reading Raspberry's column was in some respects an eerie experience, because Milliken and the dedicated staff of Cities In Schools have been singing the same song loud and clear for many years—and it appears that the nation is now ready to listen.

Milliken and CIS argue that most social services for "at-risk" youth are already in place—but they are in the *wrong* place. As Raspberry and the consortium note, students and their families are asked to seek out the help they so badly need—health care, drug rehabilitation, career planning—from a confusing variety of disconnected agencies scattered throughout a typical community. The consortium's monograph points out that to expect troubled youth or their parents to negotiate this maze "is truly to ask the impossible."

Bill Milliken puts it this way: "You'd need a PhD in systems to figure it out. *I* couldn't do it. How can I expect it of a young kid who's about to drop out?" CIS instead reverses this process and brings repositioned social service providers into the school itself, where they can serve alongside teachers in the battle to give young people education, direction and hope.

This approach emphasizes building personal relationships with young people and their families. The repositioned personnel function as a team, so all information is shared, and each student's needs are examined in relation to his or her overall situation. This team process also "models" for youngsters a way of cooperating and working together—a model often sadly lacking in their communities.

The 50 Cities In Schools programs currently operational across the country served almost 30,000 young people and their families last year. CIS programs consistently report excellent results in areas such as retention, academic improvement and amelioration of behavior problems. The overall goal of the CIS effort—reduction of the dropout rate for these youth—is well within reach. But Milliken emphasizes that *any* social problem can be effectively addressed with this same combination of coordinated social services and personalized team-building to help those at risk—the very model that Raspberry and the Education and Human Services Consortium endorse.

> *"In the long run, 'parachuting in the experts' may no longer be necessary."*

"Ultimately," says Milliken, "we're talking about institutional change, a change in the way society views its problems. We've got to stop encouraging, even rewarding, competition between helping agencies. Collaboration should be the aim; both government and private philanthropies have to begin putting their resources behind cooperative efforts instead of demanding that social service groups with different agendas engage in a destructive fight for the few funds available."

The CIS approach has another virtue, which is also directly pertinent to Raspberry's column. "If I have any criticism of this excellent paper [the Consortium monograph]," he writes, "it is that it focuses almost exclusively in improving the delivery of government services and hardly at all on the importance of strengthening communities in order to prevent or ameliorate problems before they come to agency attention."

Cities In Schools is aware of the danger to local leadership posed by constant reliance on government resources. To counteract this, CIS has evolved two important guidelines: all CIS programs must rely primarily on private sector leadership, especially from the businesses that are part of the school system's community, and each CIS program is formed as a privately incorporated organization independent of any authority outside the community itself. A local CIS board of directors typically comprises educators, religious leaders, health and social service providers, business persons, Private Industry Council members and community activities, and it is always chaired by a representative from the private sector. Thus the board members are stakeholders and have a vested interest in seeing the effort succeed.

This approach ensures that the community will assume responsibility for solving its children's problems—and it also provides a model for community empowerment. In the long run, "parachuting in the experts" may no longer be necessary, and the crippling reliance on paternalistic "helping" can be brought to an end.

Bill Milliken has worked for more than 30 years in disadvantaged communities, and his reflections are somber and important for us to understand. "Since World War II," he says, "our sense of community has deteriorated. Religious institutions and extended families used to be the mediating structure of any healthy community. Now, in many areas, that's no longer true. In a way, the schools are the last place left for a community to rally behind. But in the process, we wind up asking schools, and teachers, to do so much more than they're able to do. The only effective solution is to reorganize and empower the community around the school, to make it a rallying point and to bring community resources into the schools."

I can only hope that more and more individuals in our communities, businesses and government alike, will hear Milliken's and Raspberry's message. We haven't stopped caring, nor have we run out of resources to help troubled families. Whether it is through our educational support efforts at C&P Telephone or through organizations like Cities In Schools, I am convinced business must be an active partner.

The writer is president and chief executive officer of C&P Telephone.

The New York Times

VOL. CXL...No. 48,419 WEDNESDAY, NOVEMBER 14, 1990 PAGE A-1

Dropout Fight Is Retooled for Grade Schools

By Michel Marriott

The boy seemed a loose tangle of arms and legs as he spoke of spending many of his school days last year at home watching cartoons or outside riding his bicycle. Whenever he rode, graffiti and urban decay whisked by as he pedaled along in his New York City neighborhood, flattening spent crack vials with as little alarm as if they were fallen leaves.

For months, while school was in, this fifth-grader was out.

At the age of 11, Louis N., who wants to be a motorcycle racer when he grows up, came dangerously close to joining the growing ranks of youngsters chronically absent from school, whom some urban educators call "elementary school dropouts."

Maria Meriles, a New York City social worker assigned to the nationwide Cities in Schools program to help troubled students, talking with Eric I. Rosales, a student at Public School 57 in Harlem.

Discouraged and Frustrated

He said he stayed away from Public School 57 in East Harlem because he was convinced that his teachers disliked him.

"She screamed at me and called me stupid," said Louis, whose mother permitted him to be interviewed only if he was not fully identified.

Advocates for children say increasing numbers of very young pupils in troubled neighborhoods are staying home from school more frequently and for longer periods than ever before. Even first- and second-graders are doing so, thus crippling their chances of adapting to the demands of school and mainstream society and increasing their likelihood of dropping out for good.

"We have elementary school dropouts," said Annie Hodge, who is a New York City district director for a nationwide dropout prevention program, Cities in Schools, a nonprofit group operating in 50 cities. "We have kindergarten dropouts. They come in and don't like what they see. Depending on the homes they come from, a lot of them find too much structure in schools and stay home."

Many of these children come from single-parent households headed by women in urban areas ravaged by chronic unemployment, teen-age pregnancy, illegal drugs, violence and crime. Many receive little supervision at home, she said. Some, even before they were born, were exposed to drugs like crack, which can make them oblivious to classwork and prone to misbehave.

"So, a lot of them just don't come to school," Ms. Hodge said. "And nobody at home is making them come."

Urban school officials across the country say traditional measures, like truant officers and teacher-parent conferences, are too overburdened to work.

"The caseload per capita is so high that it is impossible to imagine the truant officer system being able to keep track of so many kids," said Charles Schultz, director of educational studies at Trinity College in Hartford. "So many are falling through the cracks that there isn't much of an official means of recapturing them."

Cities in Schools, which helped Louis N. return to classes, not only counsels the troubled student, but its workers also act as if they are part of the child's extended family and offer other support.

"I have a social worker who goes to a child's home at 7 A.M. and takes the child to school" said Deidre Meyerson, executive director of Cities in Schools in New York City. "We never penalize the parents. We try to work with them."

There are no statistics on precisely how many elementary pupils are regularly missing school, Federal education officials said. But officials of Cities in Schools say the number of elementary students who need their help has risen 25 percent to 30 percent in the last five years. Before that time, said the group's national president, William E. Milliken, the program's emphasis was almost exclusively on high school students.

"We are just beginning to move down into that age group," Mr. Milliken said of the grade school pupils who are chronically absent from school. The attention has moved, and we realize we have to get to these kids earlier and earlier."

He said that New York was one of the first places the phenomenon had surfaced, but that similar problems have been identified in California, Florida, Texas and other states with troubled urban areas.

About four million Americans 16 to 24 years old, or 12.6 percent of the people in this age group, were out of school without a diploma in 1989, according to a study released this fall by the United States Department of Education. An average of 429,000 students in grades 10 through 12 drop out of school each year, which is 4.5 percent of the students enrolled in those grades, according to the same study.

The problem is most acute among Hispanic and black students, Federal education officials said. In 1989, 33 percent of Hispanic youths 16 to 24 were not enrolled in school and did not have a high school diploma; for blacks the figure was 13.8 percent.

Parents Aren't Doing Well

Leslie Rescorla, a clinical psychologist at the Child Study Institute at Bryn Mawr College in Bryn Mawr, Pa., and an assistant

professor of human development there, said trouble begins early for many who end up dropping out of school. Increasing numbers of low-income families are falling victim to an array of problems that are affecting their children at pre-school and elementary school ages, she said.

"A lot of kids in high drug areas have parents who aren't functioning well," she said. "Many are either not home or are basically preoccupied with their own drug or alcohol problems. It is not likely that they are going to get up early and get their kids off to school."

Another reason more young children are staying home is a lack of a family culture that supports education, said Tom Lasley, chairman of the education department of the University of Dayton in Ohio. Also, for children in many of the country's most devastated neighborhoods, he said the example of what is achieved by those who stayed in school is often not an inspiring one.

I'm a little nervous, but I'm happy she's coming," said Eric I. Rosales before a visit by Maria Meriles, left, who asked his mother, Rosa, to help maintain his improved punctuality at Public School 57 in East Harlem.

"They look at older kids who stayed in schools and see them still walking the streets or working at McDonald's," Dr. Lasley said. "They just don't see anything great happening to these people."

The Earlier the Better

But to give these children from troubled families a chance at an education and to help them learn its value means reaching them earlier and earlier.

"When you start in high school when the child is a teen-ager, he is basically set in his mind." Ms. Hodge said. "How much intervention can you do then?"

Cities in Schools tries to help children take better advantage of a city's existing youth services, said Mr. Milliken, who founded Cities in Schools in 1977.

In most places, he said, troubled pupils are asked to navigate a maze of career counselors, health and child care officials and drug counselors, who are often scattered around the city. The Cities in Schools approach coordinates social and educational services, getting them all in a child's school.

For example, at Public School 57, also known as James Weldon Johnson School on East 115th Street in East Harlem, an education specialist, a recreation specialist and a social worker see about 45 students a week in a small classroom on the third floor. Through counseling, home visits with the parents, after-school classes and field trips, pupils are guided back into feeling they are part of their schools, Ms. Meyerson said.

Working with Cities in Schools counselors and attending after-school reading courses administered by the program, Louis N. improved his reading skills as well as his relationships with teachers. So far this year, his first year back on a full-time basis, he has only missed one day of classes.

Maria Meriles, a city social worker assigned to work with Cities in Schools, also at Public School 57, said she has watched troubled students become well adjusted when someone takes the time to listen to their problems and help them work them out.

Fear of the Streets

For example, Eric I. Rosales, a plump, extroverted 12-year-old, was often late for class despite the fact that he lived across the street from school. Recently, Mrs. Meriles made a home visit with him, riding the cramped elevator to the 12th-floor apartment Eric shares with his parents and grandmother.

"I'm a little nervous, but I'm happy she's coming," he said as he escorted the social worker to his apartment's metal door. Inside Mrs. Meriles spoke in Spanish with Eric's mother, Rosa Rosales, encouraging the family to help Eric keep up his improved record of punctuality. Eric's father, a washing machine repairman, stood nearby.

Mrs. Meriles also urged the mother, a native of Guatemala, to let her son out of the house more often. Mrs. Rosales said she feared for her son in the dangerous streets surrounding the high-rise public housing project. Mrs. Meriles said that she understood, but that Eric needed a chance to work off energy and play with other children.

After about 30 minutes, Mrs. Meriles helped Mrs. Rosales complete forms to help get dental care for Eric. Then she left.

While Mrs. Rosales seemed willing to cooperate in meeting her son's needs, only time will tell if she would.

Martino Black, Eric's principal, said Cities in Schools has certainly made a difference in his school in an era of shrinking budgets. The program, which is based in Washington, is in 15 New York City schools.

"Through the program, we now have the people to do the footwork and find out why that child isn't coming to school on a regular basis, why that child isn't doing as well as he can," Mr. Black said. "Their sole job is to address these kinds of concerns and deal with the potential dropout. They do it well."

ENDANGERED SPECIES
CHILDREN OF PROMISE

IS AMERICAN EDUCATION ON A COLLISION COURSE WITH THE FUTURE?

REPRINTED FROM BusinessWeek

CITIES IN SCHOOLS

Cities in Schools (CIS), Washington, D.C., is one of those rare, genuinely bipartisan programs that enjoys the active support of former First Lady Rosalyn Carter and current First Lady Barbara Bush. Its purpose is simple: "reconnecting the disconnected." The plan's originator, Bill Milliken, speaks from experience. A product of Pittsburgh's mean streets, Milliken is a school "dropout" who has dropped back into society with a powerful message: There are three places to save our kids—the streets, prison, or the schools.

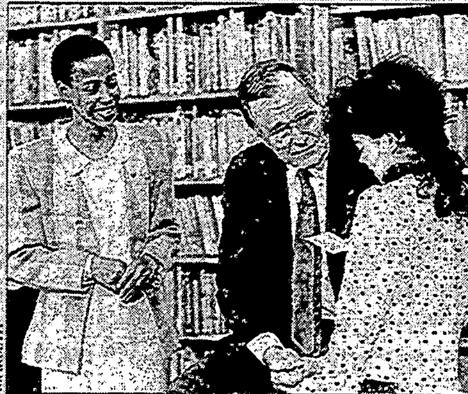
Milliken is convinced that schools are the natural places of community concern and interest, that they should be an oasis of care and concern for the disadvantaged and dispossessed. With proper organization and vigil, they can be.

Twenty years ago, with the support of a friend—and former heroin addict—Milliken dedicated himself to serving kids at risk and began a "street ministry" in Harlem. From there he began a series of "street academies," later adopted by the N.Y. Urban League to serve at-risk youngsters in a small, intimate, and supportive setting.

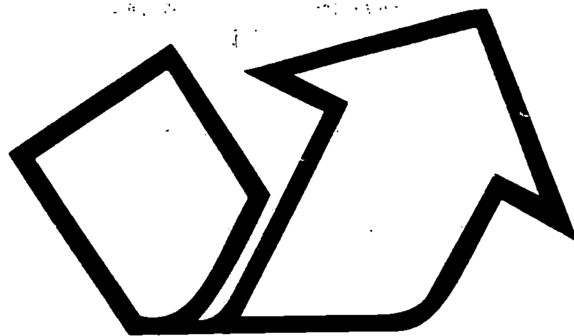
Since those humble beginnings, Milliken has successfully sought the support of corporate America to help underwrite his rescue operation; the dozens of supporters include major corporations such as General Foods, BellSouth, GTE, Amoco, Coca-Cola, and Federated Department Stores.

CIS is not the product of educators, but of individuals who, like Milliken, believe that schools are where the action should be. The program establishes partnerships in communities, between businesses and the schools as well as other public sector service providers: health, welfare, juvenile justice. The purpose is not just "one-stop shopping" for social services, but to give youngsters the sense that there are caring adults who can help them over the rough spots.

A typical CIS program (if there is one) is an Atlanta-based alternative school on the sixth floor of Rich's department store. Few of the kids enrolled had ever seen an adult with regular work habits, and few of the adult mentors involved in the project—many from Rich's—had ever worked with troubled youngsters. Were it not for the unconventional location, neither would know about the other. —D.P.D.



President George Bush listens attentively to a question from a student in P.S. 146, East Harlem, N.Y. The President toured schools participating in Cities In Schools, a dropout prevention program.



CITIES IN SCHOOLS

Turning kids around.

NEWS UPDATE - MARCH 12, 1991
From the National Office

LATEST STATISTICS: CIS GROWTH CONTINUES

The new Quarterly Report on the Cities In Schools network of local programs for the period ending December 31, 1990, shows all-time high figures in every category. Three new programs -- Marin County, California; McDuffie County, Georgia; and Louisville, Kentucky -- are now operational, bringing to 53 the total number of CIS programs. We are now serving 33,277 students at 262 educational sites nationwide. This represents a 28 percent increase in the number of students served, compared to one year ago, and a 43 percent increase in the number of sites!

NATIONAL BOARD MEETING HELD IN JANUARY

The Board of Directors of Cities In Schools, Inc. held its quarterly meeting on January 30 in New York City. Comptroller ***Rosline Fraser*** was present to receive congratulations for guiding CIS through its tenth consecutive unqualified audit. The Board was also informed that the Federal Government's Office of Management and Budget audit found CIS's stewardship of Federal funds to be "without flaw." Recently hired Vice President for Public Affairs and Development ***Jeanne G. Jacob*** presented plans for her department to advance CIS in 1991, which the Board greeted enthusiastically. Plans were also approved for an International Board Summit in Washington, D.C., May 6 - 8, featuring the heads of all local CIS boards, and the chairs and members of the national, Entertainment Industry, and London, England boards.

SAN ANTONIO CIS 9TH GRADERS BEST IN DISTRICT

The ***San Antonio CIS/Burger King Academy***'s 9th grade students scored the best in their district, and well above the statewide average, on the Texas Assessment of Academic Skills test. The test is designed to measure a higher order of critical thinking skills and problem solving abilities. "My high test score gave me the momentum to take the GED [high school equivalency] test," said ***Antonio Hererra***, a 17-year-old freshman at the Academy. "I am moving on to a brighter future." Congratulations to all the San Antonio Academy 9th graders, and to Academy Director ***Warren Wagner*** and his colleagues!

MULTIMEDIA TRAINING CURRICULUM READY TO ROLL

CIS's training institute, the National Center for Partnership Development, is ready to begin Project Operations training featuring an exciting, interactive curriculum. ***Dr. Frank Harvey*** and his staff at Lehigh University's College of Education developed this computer-based curriculum. It is adapted from the training manual, "Directing a Cities In Schools Project," written last year, with the help of the National Office for Social Responsibility, under the direction of CIS Vice President for Administration ***Jim Hill.***

Interactive multimedia training utilizes print, video, and computer resources, accessible at each trainee's terminal. The videotapes feature presentations and interviews by local and national CIS staff, as well as simulated "real-life" situations which trainees view and respond to. Another important feature of this curriculum is its adaptability to individual learning styles, allowing trainees to proceed at their own pace.

During the last week of February, CIS trainers were instructed in using the new curriculum. They will begin offering it to new CIS Project Directors during the first

training session, March 17 - 22. If you are interested in learning more about this stimulating five-and-a-half-day experience, call your Regional Director. Nine more sessions are scheduled in 1991.

D.C.'S CIS STUDENTS HEAD FOR KNOXVILLE, KENNEDY CENTER

The new Cities In Schools "company store" program at ***Fletcher-Johnson Educational Center in Washington, D.C.*** is on the brink of becoming operational, and it can already feel proud of its students.

Five Fletcher-Johnson science students, including two CIS youngsters, ***Detrick Robinson*** and ***Lakisha Smith,*** were winners in the citywide "Odyssey of the Mind" competition. The contestants were challenged to design and build a device capable of holding a specified amount of weight. The Fletcher-Johnson "super-collider" was made from toothpicks and other small pieces of wood, and could support 375 pounds. Next comes the national competition to be held in Knoxville, Tennessee in May. We're pleased that science teacher ***Wali Mohammad,*** who guided the students in their winning entry, will be participating in the CIS program.

Some of the Fletcher-Johnson CIS students are also getting a Saint Patrick's Day treat. The ***John F. Kennedy Center for the Performing Arts,*** the capital's internationally recognized theater and concert hall, is providing 20 free tickets to CIS students and parents. They will attend a "multi-ethnic tribute to music" on March 17 featuring ***Seamus Eagon of the Duke Ellington School of Dance.*** The event is part of the Kennedy Center's "Encore Concerts for Families" series. CIS students will continue to be invited for future performances in this series.

CIS WELCOMES DIRECTOR OF DEVELOPMENT

Julia A. Wolf has joined the Cities In Schools national staff as Director of Development. She comes to CIS after nearly six years at the National Academy of Engineering, where she directed the corporate campaign that raised over $22 million in contributions toward the five-year, $46 million capital campaign. Prior to her work at the Academy, Julie was with Youth For Understanding, where she provided an exchange student and host family population of nearly 7,000 with counseling and other support services. She also coordinated program support among 13 U.S. regional offices and 25 offices overseas. Julie is currently in the final stages of a Masters program in International Affairs at The George Washington University.

Ideas for Fundraising. . . .

We invite local programs to send us interesting and effective fundraising techniques they have used. Here is the first:

> For several years CIS/San Antonio has arranged with a local company to take over the operation of their parking lot during Fiesta, an annual city-wide festival. CIS students (adequately supervised) and others act as ticket takers, and the $4 to $5 parking fee per car is donated directly to CIS.

Quote for the Month. . . .

> "When you don't recognize that your first line of defense is your own people, with priority to those who are weak and hungry . . . then the missile has not been invented that will save us."

--Pastor John Steinbruck,
Luther Place Memorial Church,
Washington, D.C.

Cities In Schools, Inc.
1023 15th Street, N.W., Suite 600, Washington, D.C. 20005
Phone Number (202) 861-0230 Fax Number (202) 289-6642

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Metro & State

SECTION C The Atlanta Journal □ THE ATLANTA CONSTITUTION ★★★ SATURDAY, OCTOBER 20, 1990

Moment with a legend

Poitier tours school

Actor Sidney Poitier hugs Marcey Perry (above) of Atlanta public schools' Rich's Academy after the senior performed a song, "Wind Beneath My Wings," in his honor. The Academy Award-winning actor, in Atlanta to visit his two daughters, stopped by Friday for a tour of the alternative school; answered students' questions (right); and watched a performance by students. Mr. Poitier is considering a fund-raiser for the school, formed in 1981 for dropouts and students on the verge of dropping out. Rich's Academy, with students between ages 14 and 21, is in the Rich's building in Downtown. Another celebrity, model Claudia Schiffer, was at Macy's Friday. Article, Page C2.

Mr. Poitier wipes away tears after students performed, "It's never too late to turn your life around."

A CORPORATE ACADEMY OF CITIES IN SCHOOLS

As chief executive of Burger King Corporation, I am pleased to introduce an exciting new educational endeavor that our company is initiating called Burger King® Academy.

Burger King Academy is a special program that will help remedy a problem that is virtually crippling America's future. The problem is dropouts. The numbers in and of themselves are staggering. One million kids drop out of school every year. In some U.S. urban centers the dropout rate reaches 50 percent. This problem not only takes a toll on human lives, but costs this country billions of dollars each year in lost tax revenue, welfare, unemployment and crime prevention. It also costs American businesses a combined $25 billion a year to train people to read, write and count.

Burger King Academy provides an alternative academic setting where high school students who have been identified as at-risk of dropping out can successfully complete their high school education. The Academy, designed and administered by local school systems and Cities In Schools, the nation's leading dropout prevention organization, brings together existing community resources to provide the students with a nurturing and personalized learning environment.

As a company that employs more than 250,000 people, many of them teens, we acutely recognize and appreciate the importance of quality education to the future of America. We at Burger King, therefore, are proud to take the lead in national dropout prevention through the Burger King Academy program, which is part of our "Education Enriches Everyone" campaign to better education in the United States.

Burger King Academy is one way we can give something back to the communities where we do business. Our goal is to have ten Academies up and running by next year. For more information about Burger King Academy, I invite you to please contact the Burger King Corporation External Affairs Department, 17777 Old Cutler Road, Miami, Florida 33157.

Sincerely,

Barry Gibbons
Chief Executive Officer

The Situation

The national dropout rate has reached alarming proportions and is impacting the future of this country socially, economically and psychologically. Consider the following statistics:

- The dropout rate has climbed to 29% nationally and is well over 50% in our country's largest urban areas.
- 25% of high school seniors drop out and 50% of teenage girls who become pregnant drop out and never return to school.
- Children at high risk are those that come from homes headed by single parents who did not finish school, hold low paying jobs or are on welfare.
- Dropouts cost this country $240 billion a year in lost earnings, taxes and social services. For the nation, the high dropout rate threatens the health of our economy and presents the potential development of a permanent underclass.
- Low self-esteem is considered to be a primary factor in why America's children drop out. Students leave school for reasons such as being discouraged, poor performance and grades, and lack of interest in school.
- 85% of juveniles in the court system and 75% of the prison population are dropouts.

Working Partnerships

Burger King Academy relies heavily on cooperative efforts between the public and private sectors. Typical contributions include:

Public Organizations

- Cities In Schools offers an established, reputable educational name and experience in Burger King Academy program design and implementation.
- U.S. Department of Justice has provided a grant that includes $650,000 for the initial funding and development of 10 Burger King Academies.
- Local community provides social services, counseling services and support, health and human services and possibly the site.
- Local school board provides teachers, textbooks, school supplies, student transportation and possibly the site.
- Private Industry Council provides employment skills and on-the-job training and internships for Academy students with local businesses.

Private Organizations

Burger King represents the private partner and will provide funding, jobs for Academy students and communications support for the Burger King Academies.

Curriculum

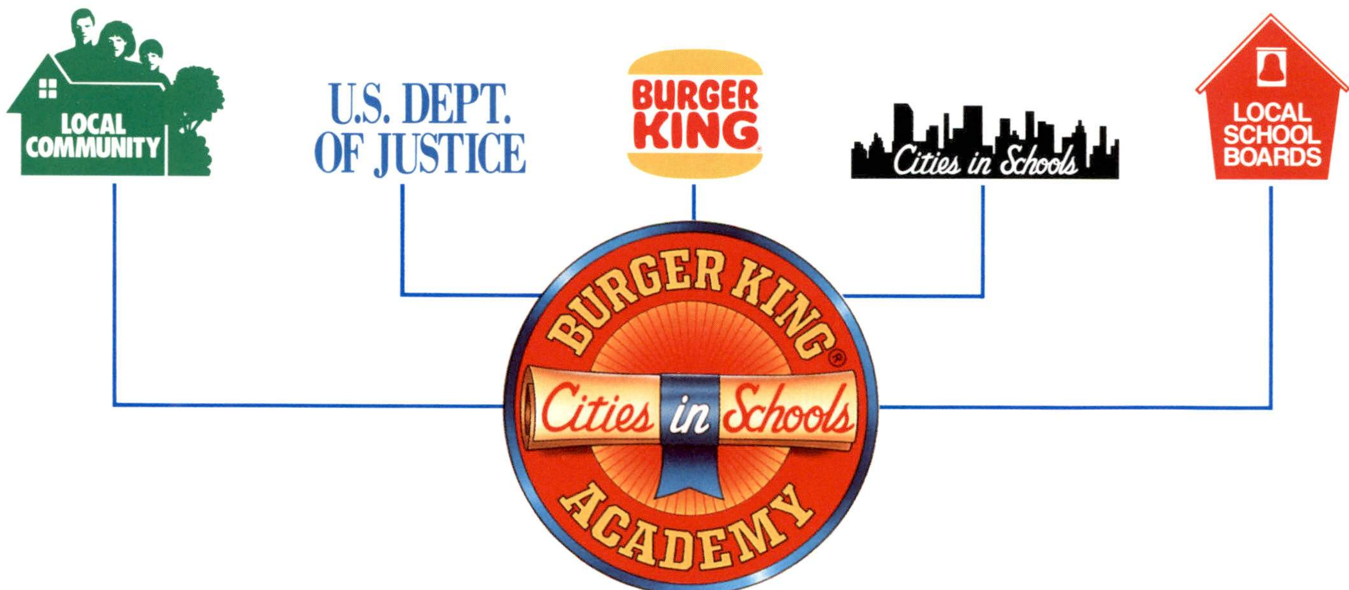
Burger King Academy is designed as a school of choice to meet the diverse needs of a multicultural and multiethnic community. The Academy provides a unique environment where at-risk high school students who have already dropped out of school, or are in a traditional school setting but functioning below their potential, can learn and become productive citizens.

These at-risk students are characterized as being unmotivated underachievers faced with personal constraints such as pregnancy, substance abuse and problems with the judicial system.

Through a unique curriculum implemented in a nurturing environment, Burger King Academy focuses on getting these unmotivated, troubled students back into the mainstream of society.

At a Burger King Academy, approximately 125 students in grades 9-12 will receive a specialized curriculum which includes: individualized academic instruction in mathematics, reading, writing and verbal communication; employment and job skills, training and career placement opportunities; social services such as health care and personal and family counseling; and personal enrichment opportunities that help build students' self-esteem and confidence.

Additionally, Burger King Academy students will receive on-the-job training and internships offered by local community businesses, including Burger King.



©1989 Burger King Corporation

President Bush

"My wife Barbara and I have been involved with the Cities In Schools program for some years, and we've both seen firsthand the results of this unique partnership.

I've seen educators, social service providers and volunteers all working together to keep at-risk children in school. But what I saw and what stayed with me was the look of excitement and hope on the faces of these children who might have been consigned to the scrap heap of failure.

Both Barbara and I have visited Cities In Schools sites and have seen the enthusiasm and hope this program generates. Our nation can no longer afford the drain dropouts create on human capital—which is America's greatest resource.

Cities In Schools is about people working together towards a common goal. I urge all of you—business leaders, educators, parents and human service providers to give your support to Cities In Schools and find out how you can become involved."

—President George H. W. Bush

An Education Enriches Everyone Program administered by Burger King Corporation External Affairs Department

THE WHITE HOUSE

Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:00 P.M. EDT
APRIL 18, 1991

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY

FACT SHEET

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS FOR TODAY'S STUDENTS

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.

- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).

- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assess-ments at district and school levels.

- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.

- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.

- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.

- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include $40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.

- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.

  -- A $200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.

  -- National school choice demonstration projects will be supported through a $30 million initiative.

- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.

- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.

- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.

- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

A. Research and Development

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.

- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide $550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to $1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.

- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.

- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.

- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. AMERICA 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals;

- Establish a community-wide strategy for achieving the goals;

- Develop a report card for measuring its progress; and

- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute $150–$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.

- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.

- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.

- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

McGroarty/Dooley
April 17, 1991
3:45 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century races toward us. Anyone who wonders what that century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom and enterprise. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and

acceleration -- of the information age. Down through history, we've defined resources as soil and stones -- land and the riches buried beneath. No more: our greatest natural resource lies within ourselves -- our intelligence -- ingenuity -- the bracing capacity of the human mind. Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will not.

I'm here to say **America will move forward.** The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America **competitive** in the coming century -- **we must stop convening panels to report the obvious and start making our schools work better.** If we want America to remain **a leader, a force for good in the world -- we must lead the way in educational innovation.** If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair -- we must dispell the darkness with the enlightenment that a sound and well-rounded education produces.** //

Think about every problem, every challenge we face today. The solution to each starts with **education.**

For the sake of the **future** -- of our **children** and our **nation** -- we must transform America's schools. The days of the status quo are over. //

Across this country, people have started to **transform the American school.** They know that the time for talk, talk is over. Their slogan is: Don't dither. **Just do it.**

Let's push the reform effort forward -- use each experiment, each advance, **to build for the next American Century -- new schools for a new world.** //

As a first step in this strategy, we must challenge not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

Let's stop trying to measure progress in terms of **money spent.** We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed teachers -- freed of non-educational burdens -- committed parents -- determined to support excellence -- committed students -- excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

We who would be revolutionaries must accept responsibility for our schools. For too long, we've adopted a "no fault" approach to education: Someone else is always to blame. And while we point fingers, students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right -- if we had good pay scales, test scores, pupil-teacher ratios -- good students would pop out of our schools. It's time to turn things around -- to focus on the student. To set standards for our schools -- and **let teachers and principals figure out how best to meet them. //**

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. For those who need a refresher course [[-- there may be a quiz on this later--]] let me list those goals right now. // By 2000, we've got to

One: Ensure that every child starts school ready to learn, using such government programs as Head Start, along with private programs and initiatives;

Two: Raise the high school graduation rate to 90 percent;

Three: Ensure that each student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects.

Four: Make our students first in the world in math and science achievement;

Five: Ensure that every American adult is literate, and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

And Six: Liberate every American school from drugs and violence, so that schools encourage learning. //

Our strategy to meet these noble, national goals is founded in common sense -- and common values. It's **ambitious** -- and yet, with **hard work, it's within our reach.** And -- I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. **For tomorrow's students** -- the next generation -- we must create a new generation of American schools. **For all of us** -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, **outside our schools,** we must cultivate communities where education can thrive. // That's our strategy.

You know, people who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school**, each **local community,** and each **home.** But the federal government **can serve as a catalyst for change in several ways:**

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects:** math and science, English, history and geography.

We will develop **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am

determined to have the first of these tests -- for **4th Graders --** in place by the time school starts **in September 1993.** //

And **for high-school seniors,** let's add another incentive -- a distinction sure to attract the attention of **colleges and companies** in every community across the country: a Presidential Citation to students who excel on the 12th Grade test. //

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea.** Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time parents were free to they choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

This idea is simple but powerful: put America's special genius for invention **to work for America's schools.**

I will challenge communities to become what we will call America 2000 communities. I will honor communities with this designation if they embrace the national education goals, create a local solution for reaching them, devise report cards for measuring their progress, and ~~encouraging~~ encourage learning -- everywhere.

The business community also can help. I am delighted to announce today that America's business leaders -- under the leadership of Paul O'Neill -- will create the New American

Schools Development Corporation: a private sector research and development fund of $150 million dollars to generate innovation in education. **This fund offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will **urge Congress** to provide one million dollars in start-up funds for each of 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers.** If we mean to prepare our children for life, classrooms also must cultivate values and good character -- give real meaning to right and wrong. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every **school.** We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor. I invite

you to work with us not simply to transform our schools, but to transform every American adult into a student.

The business and labor communities can take the lead by creating a voluntary private system of World Standards for the workplace. Employers should set up Skill Centers where **workers** can seek advice and **learn new skills.** But most importantly, every company and every labor union must bring the **worker into the classroom** -- and bring the **classroom into the workplace.** We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care for each other and their futures -- not just in the school but in the neighborhood. Not just in the classroom, but in the home.

What I've spoken about today amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn. //**

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

Esteban Pagan, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- has ~~teken~~ taken on responsibilities ranging from teaching to creating the school's curriculum. Mike and his colleagues at the Saturn School offer a great example of how to re-invent the American school.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent the equivalent of **one full year** of his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America a nation of students.

Finally, **Michelle Moore** of Missouri -- a single mother who's active in that state's **Parents as Teachers program.** Michelle's learning how she can help her year-old son Alston arrive for his

first day of school **ready to learn.** That's just one example of the way individual parents, local communities and the state can work together <u>outside the classroom</u> to create the right environment for education. ///

For these four people -- and for all the others like them -- **the revolution in American education has already begun.**

At any moment, in every mind, the <u>miracle of learning is waiting to happen</u>. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

# # #

Mark Henson
703/836-6996

THE WHITE HOUSE

WASHINGTON

EVISED VERSION
4/12/91
11:00AM

PROPOSED EDUCATION COMMUNICATIONS PLAN
THURSDAY, APRIL 18

10:00 - 10:30 a.m. TP	The President meets with Secretary Alexander and a small group (6-8) of governors. (Demarest)
9:30 - 11:20 a.m. TP	Governors and Business Executive Committee (4) meet in Roosevelt Room. (Demarest) No POTUS participation.
10:45 - 11:45 a.m. Remarks labor? disab # leg	Room 450 briefing by Alexander for 200 education, business, community leaders and appropriate elected officials. Govs on stage CEOs front row
11:30 (10 mins.)	POTUS drop-by Room 450 briefing
	Business Executive Committee will walk over and join briefing for Presidential remarks.
12:15	Lunch guests arrive at Ground Floor
12:30	Begin receiving line with President and luncheon guests.
12:45 - 1:45 p.m. Remarks	State Dining Room lunch for 75 business leaders (CEOs), Governors, and Cabinet members.
1:30 - 1:50	POTUS departs lunch and returns to Map Room for meeting with key congressional leaders.
1:50	POTUS photo op with Business Executive Committee (4) in Red Room.
2:00 p.m.	East Room. Presidential address to the Nation on the America's 2000 strategy attended by key education, business, congressional leaders. Alex
3:00 p.m.	Press Briefing

Alex
Lujan
Martin
Gull
Watkins
Darm
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Boskin
Kearns
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Ashcroft
Branstad
Campbell
McKernan
Bayh
Gardner
Clinton
Roy Roemer CO

11.29.31

Dooley/McGroarty
April 16, 1991
1:00 pm
[EDSTRAT.TP2]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
STATE DINING ROOM LUNCHEON
APRIL 18, 1991
1:30 PM

Thank you. I can't tell you how pleased I am to have all of you here on this important day for American education. I would like to think of today as the turning point -- the day we leave all the pessimism about American education behind, and join together to do everything we can to make sure our children get everything they deserve.

Every one of us has a role to play in this endeavor. Earlier this week, General Colin Powell returned to the Bronx, to the place where he grew up, to visit his old high school. After his speech, one young man, Miguel Santiago, said that he wants to go to college and major in English. He said something very important about General Powell. He said: "I mean, he doesn't inspire people just to be soldiers necessarily. He inspires them to be **somebody**."

I'm sure that a lot of the kids there felt the same way. General Powell's success says to them that if **he** can go on from Morris High School and become a success -- serve as an inspiration to others -- then so can they.

That's why all of us are here today. We're here to make sure that every kid in school, that every teacher and school principal feels that same sense of hope and possibility. But we also know that our job doesn't stop at the schoolyard gate. **Everyone** plays a role in the future of our children, and I know everyone here is

willing to step in and do whatever he or she can.

Our challenge is a great one, but our determination is even greater. And as our history has shown, once we set our mind to something, there's no end to the possibilities.

Thank you.

# # #

Dooley/McGroarty
April 16, 1991
11:00 a.m.
[EDSTRAT.TP1]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
ROOM 450 BRIEFING
APRIL 18, 1991
11:30 AM

[Introductory acknowledgements.] Thank you all for coming here today. We're dedicating this entire day to our new education strategy, and seeing all of you here tells me that there is a great sense of possibility and support out there for what we're trying to do.

There's a new optimism in America, a renewal of the can-do spirit that made our country what it is. Our confidence is high now, and I can't think of a better way to put this renewed sense of duty and possibility to work than **for the sake of our children.**

We're already on our way. Many of you in this room have taken the crucial first steps and started programs to rejuvenate an education system that wasn't living up to our expectations. We've already moved beyond the days of report after report about the dismal state of our schools. Today, we're **doing something** about it.

This afternoon, I will unveil an aggressive and innovative new education strategy. This strategy will bring us even closer to making sure America's children receive what due to them -- a good education.

We are not afraid of new ideas. And there are a lot of great ideas out there -- in our states and cities, in the education and business communities. My job is to do everything in my power to

give these ideas a chance. With Secretary Alexander -- and with all of you -- I think we're on our way to an exciting new chapter in American education.

All of you are also proof that this new education strategy just begins with our schools; that our dedication doesn't end when the bell rings at the end of every school day. Every single American has a stake in what we're starting today, and I am confident that we'll rise to the challenge.

Fifty years from now, some fifth or sixth grader who's sitting in a classroom somewhere in America will be standing here in my place. Because of the commitment that I feel here today, I know in my heart that **she** -- or he -- will have had every opportunity that this great country has to offer. So let's go to work. I know we can do it.

Thank you.

# # #

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America **competitive** in the coming century **-- we must think about education.** If we want America to remain **a leader** in world affairs, **a force for good in the world -- we must think about education**. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where **defeat and despair gather -- we must think**

about education. // Think about every problem, every challenge we face today. Education **is part of the answer.**

That is why, for the sake of the **future** -- of our **children** and our **nation** -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low -- a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities -- not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's **the last bad news** you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to **transform the American school.** Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can **measure our success** in terms of **money spent.** We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dr. Brown
Dr. Grant
219-1651

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that **if the process is sound,** the **product takes care of itself.** It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and **let teachers and principals produce them.//**

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, **outside our schools,** we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate , not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school** and **local community.** But the federal government **can serve as a catalyst for change in several ways:**

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea.** Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

I've included in next year's budget request a $200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects:** math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

This idea is simple but powerful: put America's special genius for invention **to work for America's schools.**

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of $150 million dollars to generate innovation in education. **Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

But I have to warn the corporate community: there will be no patent rights for these discoveries. **The bold ideas you produce will become the property of the American people.** //

With the results of this R&D in hand, I will **urge the Congress** to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I **call on the Governors** to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create **at least half** of the first 535 New American Schools in urban neighborhoods and rural areas **where at-risk students need and deserve help.** //

The New American Schools must be **more than rooms full of children seated at computers.** All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simpe: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every **school.** We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

Second, I ask employers to set up Skill Centers where **workers** can seek advice and **learn new skills** -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the **worker into the classroom** -- and bring the **classroom into the workplace.** [[**Commit yourselves to teaching new skills to 5% of your workforce each year.**]] We'll do the same in every Federal agency [[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

# # #

785-2985

6-700 new schools each year
$1m starter to ~~make a~~ cover costs of that
school being diff rather than conventional

New Am School might not have any new tech
crux is teaching & learning in new ways

biggest current program
CHOICE — Chap I aid for Comp. for Disab. Kids
$5b
modify law so $ follows the kid

FY92 - incentive programs for choice $200m

Sun WP

Sarah deLamp
Bill Milliken — Cities & Schools

Chap 91/9 barrier

Harner -

Jane Jacobs -

Alston

responsibility - school and comm.

Stats?

Kirk Winters ✓ 3080
Scott Hamilton 3078
Bruno Mano

4243 87-88
2502 80-81
33% more/pupil give Bush → VP
~$5500/kid; ~ class size 23 -
$120,000/classroom

402-5100

Vance Grant
Nat'l Ctr for Educ Stats
708-5366

808-6521

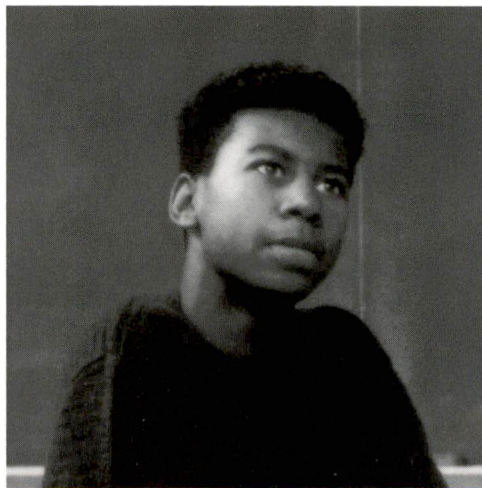
John Sels
US

Cities in Schools, Inc.

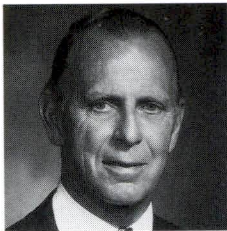
1989 Annual Report

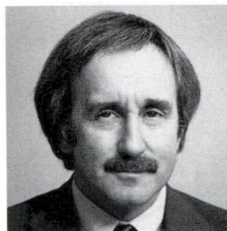
"Connecting the Disconnected"

Cities in Schools, Inc. (CIS) is a national nonprofit organization dedicated to establishing a network of dropout prevention programs across the country. Now in 36 communities, CIS programs work on one simple premise: Services aimed at helping students deal with the problems pressuring them to drop out — substance abuse, pregnancy, illiteracy, family crises, etc. — are already in place, but they are in the wrong place. Troubled youth and their families are asked to seek help from a confusing array of disconnected services scattered throughout the community. In CIS programs, tutors, counselors, social workers and other caring professionals are relocated from their offices to work with students right in the schools. The result: Students are connected with the help they need.



A Message from the Chairman and President of Cities in Schools





Chairman of the Board Robert H.B. Baldwin (above), and President William E. Milliken

In 1989, some 1 million young people failed to complete high school. This year, another million are expected to drop out. And next year, another million. An endless procession of youth giving up on school — becoming trapped in a web of dependency and, all too often, poverty, crime and drug abuse.

The forces behind this tragedy are complex. Most young people at risk of dropping out face a myriad of personal and family problems, often with no one to turn to. And while help is usually available through social programs in the community, those programs too often address one problem or another without ever addressing the needs of the whole child.

The result is that youth in crisis experience a profound sense of alienation. They become disconnected from their families, schools, communities and society. In their eyes, there are no other alternatives to dropping out.

In economic terms, the implications of this tragedy are alarmingly clear. Private-sector demand for employment now exceeds the supply of qualified candidates by some 23 million jobs. As we enter the 1990s, and as a high- school diploma becomes the very minimum requirement for almost every job, America's ability to compete in a global economy is seriously in jeopardy.

There is good reason for optimism, however. In the last two years, we have witnessed the emergence of a strong national resolve to remedy the problems in education, particularly high dropout rates.

In the corporate sector, this resolve is evident in several new initiatives, including the formation of new "corporate academies", such as the Burger King Academies established in partnership with Cities in Schools. And in government, calls for reform culminated in a historic summit of governors from all 50 states. The outcome: Proposals for sweeping changes, including community-wide involvement — public/private partnerships — to solve problems that schools alone cannot solve.

Cities in Schools pioneered public/private partnerships in education 12 years ago. Since then, we have expanded by responding to communities in need and working with local leaders to create CIS programs.

This strategy has proven successful. In 1989 alone, the lives of more than 20,000 children and their families were affected by Cities in Schools.

However, this strategy is time-intensive, demanding the presence of our limited regional staff in increasing numbers of communities. In light of a national resolve to end the dropout tragedy we realized the need to accelerate our rate of expansion.

To do this, Cities in Schools joined with Lehigh University's College of Education and Iacocca Institute to create the National Center for Partnership Development. Here, we will be able to train program staff and community leaders faster and in far greater numbers.

Of course, inherent in the training is instruction on getting individuals, parents and communities involved in schools and in the lives of children and families in need. If there is one thing that we have learned in working with these children, it is that *programs* don't change kids. *Relationships* do — relationships between hurting children and caring adults who believe in them. The primary issues to face in working with at-risk youth are "I'm lonely," "Nobody cares," "I feel worthless," and "It's not safe here."

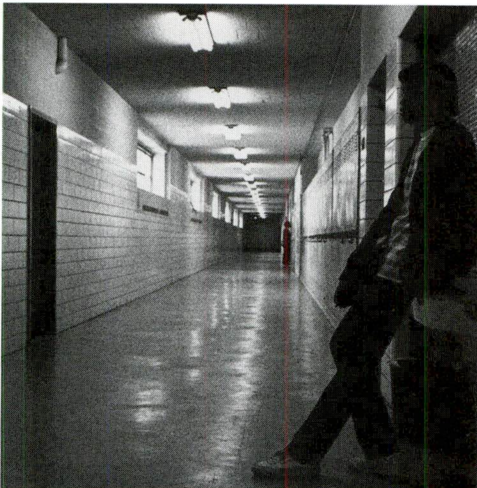
Over the years, Cities in Schools has proven the power of positive relationships in turning around the lives of children in need. In the years to come, we look forward to even greater service, reaching not just tens of thousands, but hundreds of thousands of disconnected youth. For truly, therein lies the future of our nation.

Sincerely,

Robert H.B. Baldwin
Chairman of the Board

William E. Milliken
President

The Cities in Schools Program: A Team Approach to Keeping Youth in School

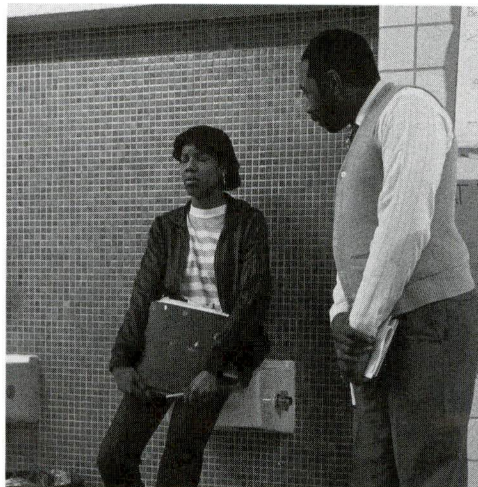


Imagine you are an inner-city principal. Your teachers have six classes a day of 35 students each in rooms designed for 20. Drug dealing and gang violence are everyday occurrences. And you start each morning knowing that half your students won't graduate.

You want to reach them, but their problems are overwhelming. Drugs, pregnancies, illiteracy, poverty, hunger, child abuse and a host of family crises head the list. Where do you start? Teachers can't be expected to be social workers. And the counselors are already stretched beyond their capabilities. The school simply doesn't have enough money, manpower and expertise needed to adequately address the problem.

Ironically, just as youth at risk are disconnected from the services they need, so are schools disconnected from the resources they need. The resources exist *outside* of the school system: Social services can be found throughout the community, and the private sector has demonstrated a willingness to provide money and expertise.

What is needed is for one organization to bring these resources into the schools, to connect business leaders with school administrators, and social workers with youth at risk.



Cities in Schools provides that coordination, acting as both resource broker and program administrator. Here's how:

A coalition of community leaders in education, business, social service and government works with CIS to form a public/private partnership and establish a CIS program. In most instances, that coalition then becomes the board of directors of the local program, a separate 501(c)(3) nonprofit organization, autonomous from CIS, Inc. In some communities, local leaders may work through an existing board, such as a Private Industry Council, Boys or Girls Club, or a United Way.

Once hired, the local CIS staff and the school superintendent identify schools in need of assistance. Then, the local staff works with all the various youth-serving agencies in the community to reposition personnel — tutors, social workers, employment counselors and health care professionals — out of their offices to work on-site at the identified schools where CIS projects are held.

Two Model Programs, Adapted to Meet Local Needs

CIS projects follow one of two approaches, depending on the particular needs of a local community. The first model is for a project to be on-site at an existing school. There, children attend their regular classes and then meet with CIS case managers, counselors, tutors and other professionals in offices on the school campus.

The second approach involves an alternative education site, such as a corporate academy located outside the traditional school building. Here, children are also instructed by certified teachers and receive not only counseling, but in some cases, job preparedness and opportunities as well.

In either model — and there are umerous variations of each among CIS rograms — CIS creates a safe environnent for youth at risk. An environment ree of drugs, violence and intimidation. An environment where children are urrounded by a team of caring adults vho work together to help them reduce ruancy, improve academic performance, increase self-esteem and become motionally stable.

Equally important is the fact that he help these children receive doesn't egin and end in the classroom. Local CIS taff also coordinate outreach to families — in many cases, connecting them with the services they need, such as housing, health care, job placement and crisis intervention.

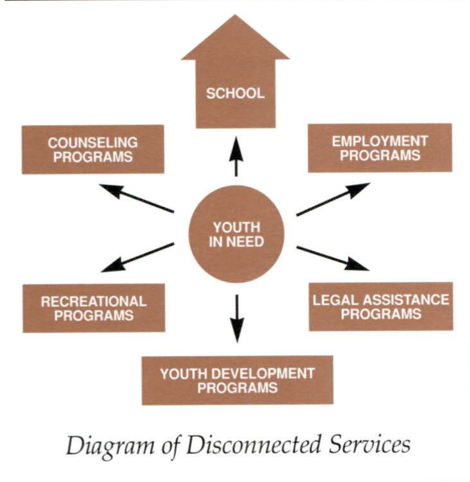


Diagram of Disconnected Services

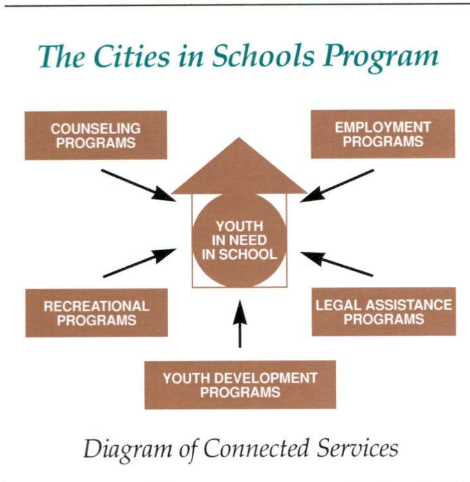
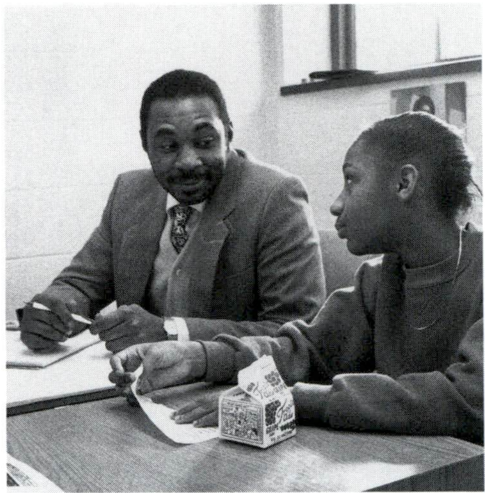


Diagram of Connected Services

Several Distinct Advantages

- *The entire community takes responsibility for the dropout problem and becomes involved in the school system to solve it.*
- *Local CIS programs are governed by local boards and operated by local staff to meet local needs.* CIS, Inc. simply provides the model program, training and support in establishing the program, as well as ongoing technical assistance.
- *CIS programs are funded by local sources,* including corporations, foundations, individual gifts and government agencies.
- *Relatively little new funding is required.* A typical CIS program costing $150,000 per year leverages $750,000 worth of repositioned human service personnel and various forms of in-kind assistance, such as volunteers, office space and computerization. This is because the salaries of the professionals working in CIS projects continue to be paid by their home agencies. *For every dollar that CIS programs spend, a minimum of five dollars are leveraged into the program.*



Laura's Story

The greatest advantage, of course, is that the programs work. Consider, for example, the difference in Laura's life.

Laura is 18 and has a 2-year-old baby boy. She is an outstanding 11th-grade student at Foley's Academy, a CIS project in Houston, Texas. Three years ago, she was about to give up.

"She was not going to stay in school," recalls Foley's principal, Betty Grady. "She was increasingly absent from her classes, and did not know how to find the resources she needed to deal with her pregnancy."

Laura heard about Foley's from a student there who also happened to be pregnant. She came with her mother, and applied for admission.

Foley's Academy is an academic alternative high school, providing individualized, self-paced instruction to troubled youth. All the students enrolled at Foley's are designated at risk, all have a multitude of personal problems, and many had already dropped out of traditional schools.

Grady and the other staff at Foley's soon found that Laura was extremely bright, and always did well on tests, but had been unable to resolve her personal difficulties arising from the pregnancy. But soon, through individual counseling with the CIS project director and group therapy with a psychologist working as part of the program team, Laura was able to make a commitment to stay in school, no matter how challenging the circumstances.

The personalized attention she received at Foley's began to take effect. She joined a teen pregnancy and prevention program and worked one-on-one with Foley's full-time vocational counselor.

When her baby was born, finding good child care became a problem, and Laura was afraid she would have to leave school to care for her son herself. However, Foley's was able to connect her with the necessary sources of help.

Laura was encouraged, in time, to share her new experience with others by teaching and supervising classes in teen pregnancy and prevention. "She has a really positive outlook," Grady notes. "She can use herself as an example, and show that, just because she made one mistake, she doesn't have to make any more."

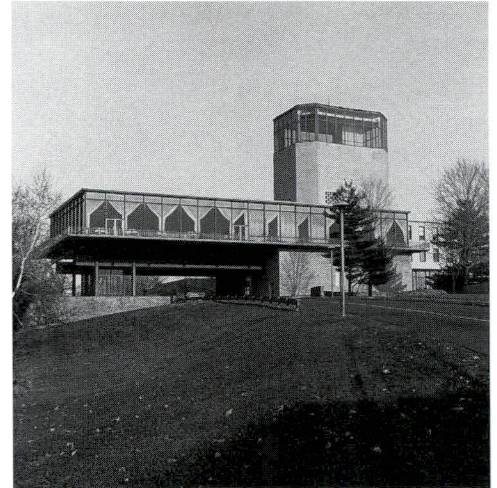
Laura now has a part-time job, and her grades and attendance record are excellent. She intends to apply to Baylor University, and her goal is to go on from there to medical school.

1989 in Review

In 1989, Cities in Schools made great strides in expanding the network of CIS programs while ensuring high standards in quality control. Selected highlights include:

The National Center for Partnership Development: Connecting Communities with a Proven Dropout Prevention Program

The National Center for Partnership Development (NCPD) facilitates a more rapid and effective approach to program expansion. No longer must regional CIS staff complete all phases of training with community coalitions interested in or preparing to establish a CIS program. Now, anyone interested in establishing and operating a Cities in Schools program is invited to a series of training sessions at the NCPD, headquartered at Lehigh University's Mountaintop Campus in Bethlehem, Pennsylvania.



Operated by CIS, Inc. in partnership with the University's College of Education and Iacocca Institute, the Center provides free instruction in every facet of the CIS process. This includes training in building partnerships between business, education and community organizations; establishing a program in a new community; managing the day-to-day activities within an education site; expanding the program from one school to another; fund-raising; and board training.

Program Expansion at a Glance

36 Operational Programs

Year	Programs
1989	36 Programs
1988	26 Programs
1987	22 Programs

179 Education Sites

Year	Locations
1989	179 Locations
1988	131 Locations
1987	96 Locations

19,123 Students Reached

Year	Reached
1989	19,123 Reached
1988	15,910 Reached
1987	11,307 Reached

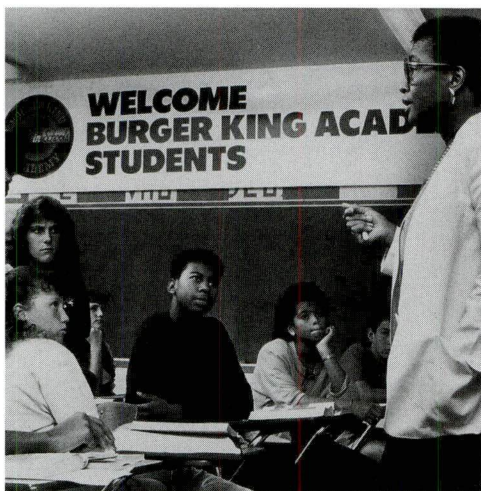
Revenue at a Glance

$3,547,052 In Revenue Raised

Year	Raised
1989	$3,547,052 Raised
1988	$2,614,271 Raised
1987	$3,033,349 Raised

Public/Private Partnerships: Connecting With the Best in American Business and Humanitarian Organizations

Public/private partnerships have emerged to become the most promising vehicles for change in our nation's schools. In 1989, Cities in Schools, a pioneer in creating such partnerships, forged several new relationships with major corporations



and charitable organizations to facilitate the expansion of programs and diversify the range of services available to youngsters within those programs.

These new partnerships include:

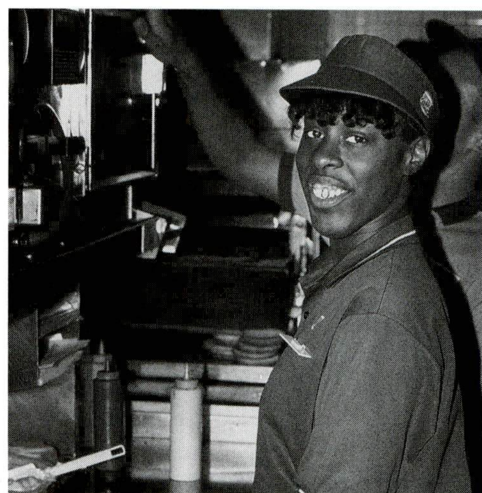
Corporate Academies

Through corporate academies, Cities in Schools builds partnerships between the school system and corporate America. A corporate academy combines traditional curricula with mentoring, tutoring and job preparedness. In many instances, job placement services are also provided.

Based on the success of two CIS alternative schools — Rich's Academy in Atlanta and Foley's Academy in Houston — Cities in Schools signed agreements with two major U.S. companies in 1989 to establish CIS corporate academies throughout the country.

Burger King Corporation — Burger King became the first company to spearhead the corporate academy concept on a national basis. By spring 1990, Cities in Schools and Burger King will establish 10 academies in 10 cities, including Miami and Palm Beach FL; Sacramento, Long Beach and Inglewood, CA; Columbia, SC; Philadelphia, PA; and San Antonio, TX.

Initial funding was made through a grant from the U.S. Department of Justice and Burger King Corporation; future funding will be provided by local franchises. Cities in Schools provides the basic model for the academies, and local CIS staff administer day-to-day operations.



Goldman, Sachs & Co. — In late 1989, Cities in Schools reached an agreement with Goldman Sachs, one of the nation's largest investment banking firms, to establish six corporate academies. The locations of these academies will be announced in 1990.

United Way

The United Way of America (UWA) believes that community problems are usually best solved with community resources. So does Cities in Schools. That's why the two national organizations have joined in a partnership that will focus on cooperation in two major areas:

1. Establishing CIS programs in cities with United Way agencies, utilizing United Way boards and membership as vehicles for creating CIS programs. To date, Wichita, KS, and Honolulu, HI, have been identified as possible new program sites.

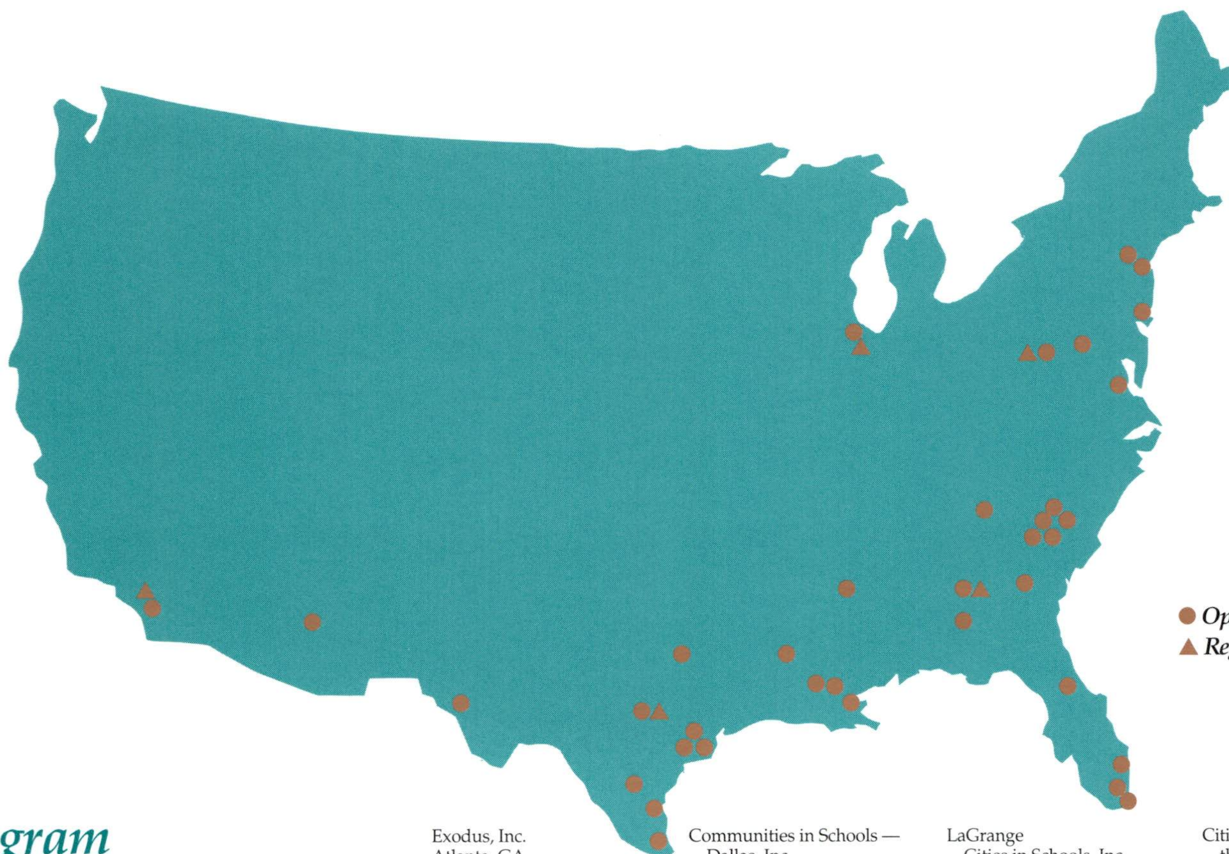
2. Initiating collaboration between existing CIS programs and their local United Way agencies, involving the UW boards and members in the coordination of services to at-risk youth in CIS programs and projects.

Private Industry Councils

Private Industry Councils (PICs) promote job training and employment opportunities for young people. Local councils, composed of community leaders from the public and private sectors, develop programs that reflect and meet the labor needs of their communities.

In 1989, CIS, Inc., with support from the U.S. Department of Labor, formed a partnership with PICs in Arkansas, Michigan and Virginia to establish CIS programs with employment training and placement services. In each state, the PIC boards will function as the CIS boards.

During 1990, about nine CIS/PIC programs will be established in Arkansas, Michigan and Virginia.



Program Expansion in 1989

During the fiscal year October 1988 to September 1989, CIS programs became operational in the following communities:

- ***Baton Rouge, LA***
- ***Caldwell County, NC***
- ***Chicago, IL***
- ***Forrest City, AR***
- ***Jackson Township, NJ***
- ***LaGrange, GA***
- ***Marianna, AR***
- ***Miami, FL***
- ***Pinal County, AZ***
- ***Putnam County, FL***
- ***Russell County, VA***
- ***Shreveport, LA***

Exodus, Inc.
Atlanta, GA
(404) 873-3979

Communities in Schools — Austin, Inc.
Austin, TX
(512) 462-1771

Baltimore City — Cities in Schools
Baltimore City, MD
(301) 396-0040

Cities in Schools Baton Rouge
Baton Rouge, LA
(504) 356-2356

Pinal County Cities in Schools
Casa Grande, AZ
(602) 723-9339

Cities in Schools, Charlotte-Mecklenburg, Inc.
Charlotte, NC
(704) 335-0601

Chicago Cities in Schools, Inc.
Chicago, IL
(312) 829-2475

Cities in Schools — Columbia, Inc.
Columbia, SC
(803) 254-9727

Communities in Schools, Corpus Christi, Inc.
Corpus Christi, TX
(512) 854-7674

Communities in Schools — Dallas, Inc.
Dallas, TX
(214) 827-0955

Communities in Schools — CAST, Inc.
El Paso, TX
(915) 593-7317

Forrest City Cities in Schools
Forrest City, AR
(501) 633-5831

Communities in Schools — Galveston County, Inc.
Galveston, TX
(409) 762-8033

Greater Greensboro Cities in Schools, Inc.
Greensboro, NC
(919) 282-9228

Communities in Schools — Harlingen, Inc.
Harlingen, TX
(512) 430-4726

High Point Cities in Schools, Inc.
High Point, NC
(919) 883-6434

Communities in Schools Houston, Inc.
Houston, TX
(713) 654-1515

Jackson Township Cities in Schools, Inc.
Jackson, NJ
(201) 928-1400 xt.232

LaGrange Cities in Schools, Inc.
LaGrange, GA
(404) 845-7046 or 7145

Russell County Cities in Schools
Lebanon, VA
(703) 889-3708

Communities in Schools, Inc.
Lenoir, NC
(704) 758-0128

Cities in Schools, Long Beach — Burger King Academy
Long Beach, CA
(213) 422-8486 or 423-8427

Marianna Cities in Schools, Inc.
Marianna, AR
(501) 295-7130

Cities in Schools of Miami, Inc.
Miami, FL
(305) 530-5609

PIC/CIS Stay-In-School Program
Miami, FL
(305) 594-7615

Cities in Schools/ New Orleans
New Orleans, LA
(504) 831-7098

New York Cities in Schools, Inc.
New York, NY
(212) 566-4975

Cities in Schools of the Putnam Co. Chamber of Commerce
Palatka, FL
(904) 328-1503

Communities in Schools, Pasadena, Inc.
Pasadena, TX
(713) 473-2477

Cities in Schools — Philadelphia, Inc.
Philadelphia, PA
(215) 875-3800 xt.252

Cities in Schools Southwestern Pennsylvania
Pittsburgh, PA
(412) 281-3752

Great Potential
Purchase, NY
(914) 251-6890

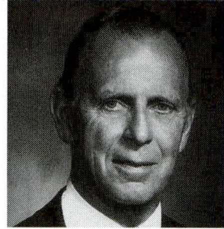
Rocky Mount Cities in Schools, Inc.
Rocky Mount, NC
(919) 442-9991

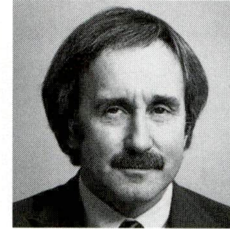
Communities in Schools — San Antonio, Inc.
San Antonio, TX
(512) 349-9094

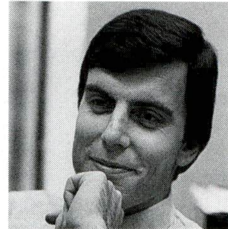
Cities in Schools/Shreveport
Shreveport, LA
(318) 425-3411

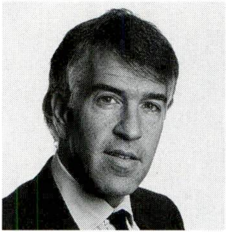
Cities in Schools of Palm Beach Co., Inc.
West Palm Beach, FL
(407) 655-8702

Cities in Schools Board of Directors


Robert H.B. Baldwin
Chairman
CIS Board of Directors
Chairman
The Lodestar Group


William E. Milliken
President
Cities in Schools, Inc.


James M. Allwin
Managing Director
Morgan Stanley & Co., Inc.

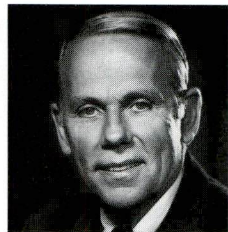

Roger C. Altman
Vice Chairman
The Blackstone Group

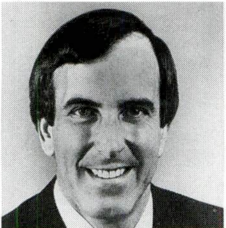
Wally Amos
Founder
Famous Amos Chocolate Chip, Inc.

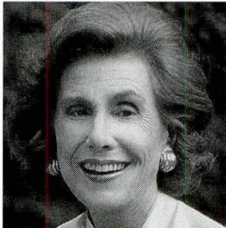
Jeannie P. Baliles

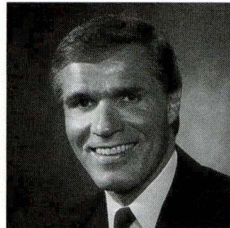
Ernest L. Boyer
President
Carnegie Foundation for Advancement of Teaching

Gerald Breslauer
President
Breslauer, Jacobson, Rutman & Sherman, Inc.

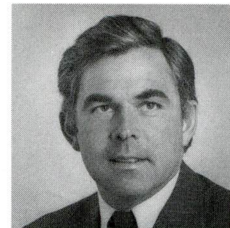

Daniel B. Burke
President & COO
Capital Cities/ABC, Inc.

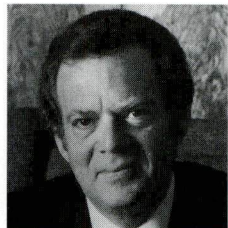

Jeffrey Campbell
Restaurant Developer


Anne Cox Chambers
Chairman
Atlanta Journal-Constitution

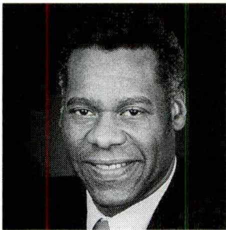

Raymond G. Chambers
Chairman
Wesray Capital Corp.

J. Anthony Forstmann
Forstmann-Rayfield & Co.

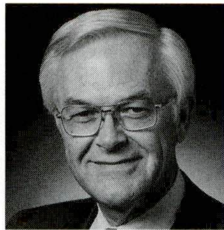

Nicholas C. Forstmann
General Partner
Forstmann Little & Co.


Murray H. Goodman
Chairman
The Goodman Company

George H. Johnson
President
George H. Johnson Properties


Delano E. Lewis
President
C & P Telephone Company

Ruth B. Love
President
Ruth Love Enterprises, Ltd.

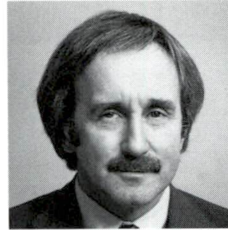

William M. Marcussen
President
The Marcussen Group

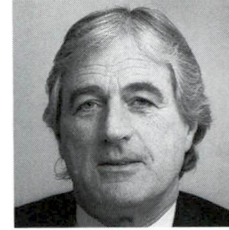
Dean L. Overman
Senior Partner
Winston & Strawn

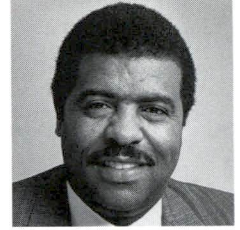
Linda Gale White

Cities in Schools Management and Regional Directors

National Office


William E. Milliken
President


James J. Hill
Vice President
Administration


Clark C. Jones
Vice President
Operations

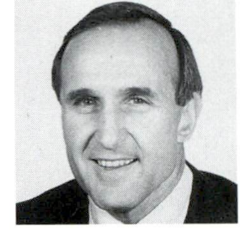
Regional Directors

Robert D. Arias
Southwest Region
Los Angeles, California

Douglas T. Denise
Southeast Region
Atlanta, Georgia

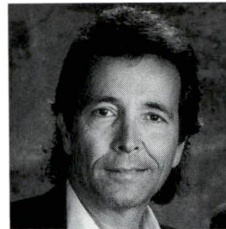
Alyce P. Hill
Northeast Region
Pittsburgh, Pennsylvania

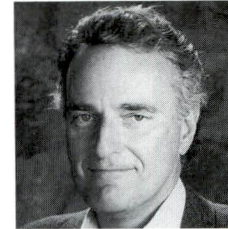
Jill Shaw Binder
South Central Region
Austin, Texas


Alfred G. Ward
North Central Region
Chicago, Illinois

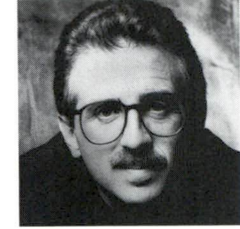
The Entertainment Industry's Foundation for Cities in Schools

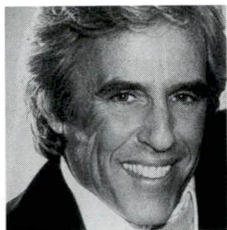
Board of Directors


Herb Alpert
Co-Chairman, Foundation
Co-Chairman
A&M Records


Jerome S. Moss
Co-Chairman, Foundation
CEO/President
A&M Records

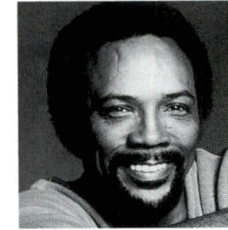
Gerald Breslauer
Treasurer, Foundation
President
Breslauer, Jacobson, Rutman & Sherman, Inc.

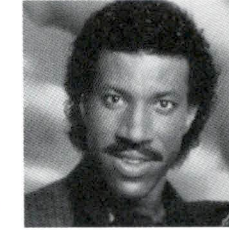

Irving Azoff
Chairman
Azoff Entertainment

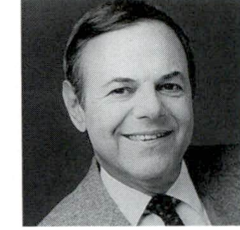

Burt Bacharach
Composer

Freddy DeMann
President
The DeMann Entertainment Company

Lynda Guber
Education 1st!

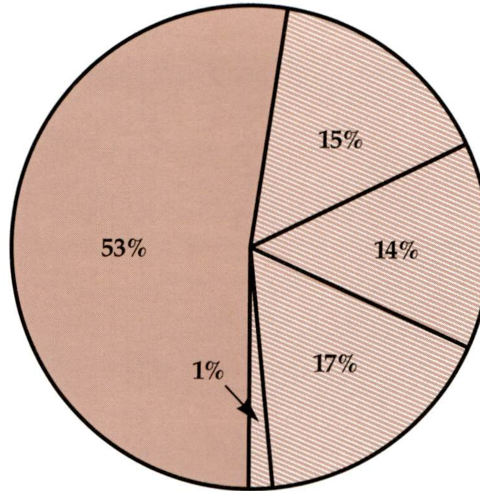

Quincy Jones
Quincy Jones Productions


Lionel Richie


Joe Smith
President and CEO
Capitol-EMI Music, Inc.

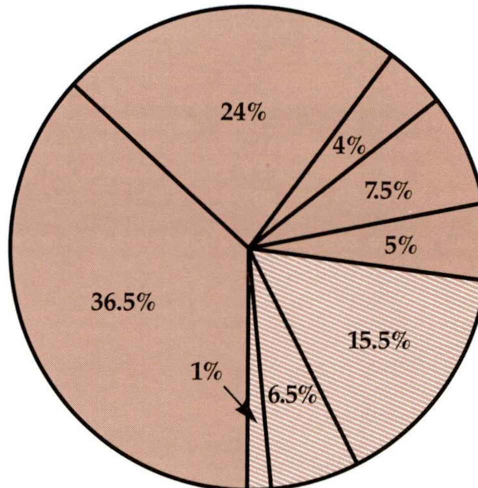
Entertainment Industry's Foundation Board Members not pictured:
James M. Allwin, Wally Amos, Carole Isenberg, Ron Meyer, William Milliken *and* Dean L. Overman. *Executive Director:* Mark E. Emblidge

Where Contributions Come From...



Total Revenue		**$3,547,052**
Government Agencies	**53%**	**$1,875,078**
Private Partners	**47%**	**$1,671,974**
Individuals	*15%*	*$536,240*
Corporations	*14%*	*$498,180*
Foundations	*17%*	*$613,842*
Other Sources	*1%*	*$23,712*

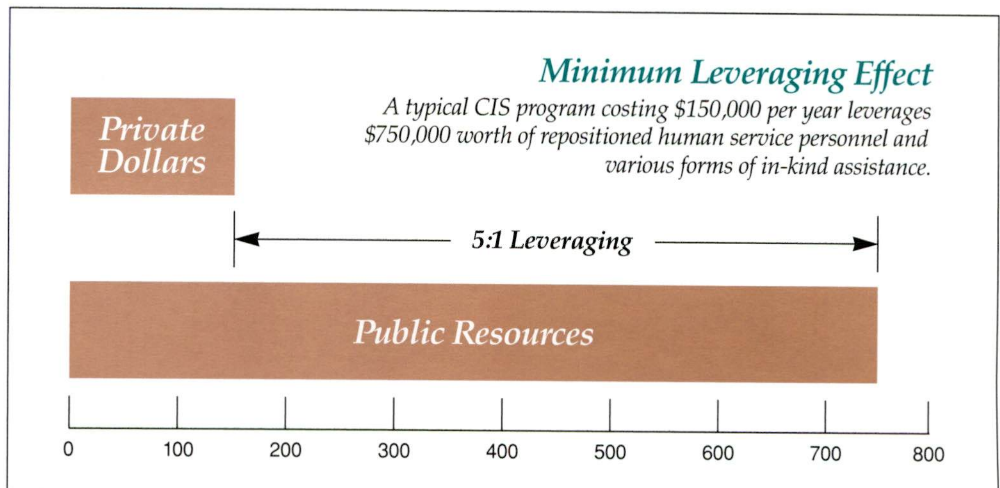
How They Were Spent



Program Services	**77%**	**$2,608,053**
Program Development	*36.5%*	*$1,237,765*
Training	*24%*	*$811,291*
Evaluation	*4%*	*$137,235*
Information & PR	*7.5%*	*$257,890*
Program Support	*5%*	*$163,872*
Supporting Services	**23%**	**$780,912**
Administration	*15.5%*	*$531,074*
Fund Raising	*6.5%*	*$215,367*
Bids & Proposals	*1%*	*$34,471*

Note: $158,087 in excess revenue was carried over to fiscal 1990 operations.

Leveraging Of Dollar Contributions



ARTHUR ANDERSEN & CO.

1666 K STREET, N.W.
WASHINGTON, D.C. 20006
(202) 862-3100

December 8, 1989

Report of Independent Public Accountants

To the Board of Directors of
Cities in Schools, Inc.:

We have audited the accompanying balance sheets of Cities in Schools, Inc. ("CIS," a Georgia not-for-profit corporation), as of September 30, 1989 and 1988, and the related statements of (a) support, revenue and expenses, and changes in fund balances and (b) cash flows for the years then ended. We have also audited the statement of functional expenses for the year ended September 30, 1989. These financial statements are the responsibility of CIS's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Cities In Schools, Inc., as of September 30, 1989 and 1988, and the results of its operations and its cash flows for the years then ended, and the functional expenses for the year ended September 30, 1989, in conformity with generally accepted accounting principles.

Arthur Andersen & Co.

Cities in Schools, Inc. Financial Information

As of September 30, 1989 and 1988

Balance Sheets

Assets

	1989	1988
CASH AND SHORT-TERM CASH INVESTMENTS	**$594,990**	$415,793
PLEDGES RECEIVABLE (Note 3)	**328,750**	775,000
GRANTS RECEIVABLE U.S. Department of Justice (Note 2)	**2,136,000**	2,597,666
PREPAYMENTS AND OTHER RECEIVABLES, net of allowances for uncollectible amounts of $2,470 in 1989 and $1,101 in 1988 (Note 7)	**108,984**	69,101
FURNITURE AND EQUIPMENT, at cost, net of accumulated depreciation of $2,048 in 1989 (Note 3)	**8,193**	—
OTHER ASSETS (Note 3)	**4,920**	4,401
	$3,181,837	$3,861,961

Liabilities and Fund Balance

	1989	1988
NOTE PAYABLE (Note 4)	**$75,000**	$135,000
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	**323,844**	324,344
DEFERRED SUPPORT (Notes 2, 3 and 5):		
Restricted	**2,480,014**	3,135,037
Unrestricted	**132,312**	255,000
Total deferred support	**2,612,326**	3,390,037
Total liabilities	**3,011,170**	3,849,381
COMMITMENTS AND CONTINGENCIES (Note 8)		
FUND BALANCE	**170,667**	12,580
	$3,181,837	$3,861,961

The accompanying notes are an integral part of these balance sheets.

Statements of Support, Revenue & Expenses, and Changes in Fund Balances

For the year ended September 30, 1989, with comparative totals for 1988

	1989 Unrestricted	1989 Restricted	1989 **Total**	1988 Total
SUPPORT AND REVENUE				
Contributions and Grants (Note 3)				
Individuals	$529,989	$6,251	**$536,240**	$233,516
Corporations	288,100	210,080	**498,180**	571,510
Foundations	588,150	25,692	**613,842**	182,000
Government Agencies	—	1,875,078	**1,875,078**	1,599,623
Other Revenue	16,578	7,134	**23,712**	27,622
Total support and revenue	1,422,817	2,124,235	**3,547,052**	2,614,271
EXPENSES (Notes 3 and 6)				
Program Services				
Program design and development	470,302	767,463	**1,237,765**	749,972
Training	255,809	555,482	**811,291**	383,814
Evaluation	22,814	114,421	**137,235**	173,388
Information and public relations	186,038	71,852	**257,890**	288,086
Program support	24,662	139,210	**163,872**	127,996
Total program services	959,625	1,648,428	**2,608,053**	1,723,256
Supporting services				
General administration	129,363	401,711	**531,074**	673,430
Fund-raising	142,895	72,472	**215,367**	181,218
Bids and proposals	32,847	1,624	**34,471**	4,908
Total supporting services	305,105	475,807	**780,912**	859,556
Total expenses	1,264,730	2,124,235	**3,388,965**	2,582,812
SUPPORT AND REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS	158,087	—	**158,087**	31,459
DISCONTINUED OPERATIONS (Washington, D.C./Adolescent Pregnancy/Terrell Programs) (Note 2)				
Loss from operations	—	—	—	(106,028)
Spin-off assets to new organization	—	—	—	(52,474)
	—	—	—	(158,502)
Total support and revenue in excess of (less than) expenses	158,087	—	**158,087**	(127,043)
FUND BALANCE, beginning of year	12,580	—	**12,580**	139,623
FUND BALANCE, end of year	$170,667	—	**$170,667**	$12,580

The accompanying notes are an integral part of this statement.

Statements of Cash Flows

For the years ended September 30, 1989 and 1988

	1989		1988	
CASH FLOWS FROM OPERATING ACTIVITIES:				
Support and revenue in excess of expenses from continuing operations		**$158,087**		$ 31,459
Items not involving cash in the current period				
Write off of donated art	**$ —**		$50,000	
Loss from discontinued operations (Note 2)	**—**		(106,028)	
Depreciation on spin-off assets	**—**		1,200	
Depreciation on furniture and equipment	**2,048**		—	
Change in assets and liabilities				
Decrease (increase) in pledges receivable	**446,250**		(492,000)	
Decrease (increase) in grants receivable	**461,666**		(1,614,465)	
(Increase) in prepayments and other receivables	**(39,883)**		(29,939)	
Decrease in furniture and equipment (spin-off assets)	**—**		1,050	
(Increase) decrease in other assets	**(519)**		8,295	
(Decrease) increase in accounts payable and accrued liabilities	**(500)**		49,293	
(Decrease) increase in deferred support	**(777,711)**	**91,351**	2,072,290	(60,304)
Net cash provided by (used in) operating activities		**249,438**		(28,845)
CASH FLOWS FROM INVESTING ACTIVITIES:				
Spin-off of assets (Note 2)		**—**		(52,474)
Purchase of furniture and equipment		**(10,241)**		
CASH FLOWS FROM FINANCING ACTIVITIES - Payment on notes payable		**(60,000)**		(60,000)
NET INCREASE (DECREASE) IN CASH AND SHORT-TERM CASH INVESTMENTS		**179,197**		(141,319)
CASH AND SHORT-TERM CASH INVESTMENTS, beginning of year		**415,793**		557,112
CASH AND SHORT-TERM CASH INVESTMENTS, end of year		**$594,990**		$415,793

The accompanying notes are an integral part of these statements.

Statements of Functional Expenses (Note 6)

For the year ended September 30, 1989, with comparative totals for 1988

	1989 Program Services					
	Program Design and Development	Training	Evaluation	Information and Public Relations	Program Support	Total Program Services
Salaries, payroll taxes and employee benefits	$576,336	$328,800	$91,628	$120,750	$66,942	$1,184,456
Professional fees	252,770	289,482	10,760	54,666	1,402	609,080
Supplies	19,123	12,678	2,166	5,607	2,589	42,163
Communications	40,864	27,092	4,628	12,464	5,531	90,579
Occupancy (Note 8)	65,509	43,431	7,419	24,910	8,867	150,136
Rental and maintenance of equipment (Note 3)	22,263	14,760	2,522	6,948	3,014	49,507
Printing and publications	6,572	3,966	914	9,475	1,716	22,643
Travel	188,193	58,981	14,087	17,473	11,162	289,896
Conferences and meetings	41,270	15,907	90	603	1,534	59,404
Direct program support	18,675	12,088	2,321	3,668	59,888	96,640
Interest	4,138	2,744	469	880	560	8,791
Miscellaneous	2,052	1,362	231	446	667	4,758
Total expenses	**$1,237,765**	**$811,291**	**$137,235**	**$257,890**	**$163,872**	**$2,608,053**

	1989 Supporting Services & Total Expenses					
	General Administration	Fund-Raising	Bids and Proposals	Total Supporting Expenses	Total 1989 Expenses	Total 1988 Expenses
Salaries, payroll taxes and employee benefits	$331,895	$125,736	$27,716	$485,347	$1,669,803	$1,448,870
Professional fees	84,402	16,331	287	101,020	710,100	356,990
Supplies	8,294	3,405	528	12,227	54,390	30,391
Communications	17,723	7,673	1,130	26,526	117,105	94,460
Occupancy (Note 8)	28,411	11,582	1,811	41,804	191,940	168,048
Rental and maintenance of equipment (Note 3)	9,656	3,936	614	14,206	63,713	72,051
Printing and publications	4,782	1,552	339	6,673	29,316	19,796
Travel	29,122	25,409	1,874	56,405	346,301	247,924
Conferences and meetings	569	1,291	—	1,860	61,264	28,454
Direct program support	11,488	17,357	—	28,845	125,485	31,965
Interest	1,795	732	114	2,641	11,432	17,196
Miscellaneous	2,937	363	58	3,358	8,116	66,667
Total expenses	**$531,074**	**$215,367**	**$34,471**	**$780,912**	**$3,388,965**	**$2,582,812**

The accompanying notes are an integral part of this statement.

NOTES TO FINANCIAL STATEMENTS
September 30, 1989 and 1988

1. ORGANIZATION AND PURPOSE —

Tax Exempt Status:
Cities in Schools, Inc. ("CIS"), was incorporated in Georgia on April 28, 1977, and commenced operations in June 1977. CIS is a not-for-profit corporation whose purpose is to assist cities, counties, and states in the development of public/ private partnerships designed to restructure the delivery of existing human resources into a personalized, coordinated, and accountable intervention system for the benefit of (1) dropout prone youth, (2) their families, and (3) public education nationwide.

CIS is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code of 1954. CIS has been classified by the Internal Revenue Service as a "publicly supported" organization.

2. FINANCIAL STATEMENTS AND OPERATIONS:

National and Local Organizations — The accompanying financial statements include the operations of CIS's national headquarters in Washington, D.C., its regional offices, and the results of programs which CIS administered through June 30, 1988, when it spun off its Washington, D.C., Adolescent Pregnancy/Terrell Programs. CIS has developed a replication plan to build a network of locally supported not-for-profit organizations responsible for implementing CIS programs in local communities; these separately incorporated local organizations' activities are not included in these financial statements.

Washington, D.C./Adolescent Pregnancy/Terrell Programs (the "Programs") — CIS was awarded Federal grants from the U.S. Department of Health and Human Services, Office of Adolescent Pregnancy Programs, for the operation of a prenatal care clinic in Washington, D.C., beginning in 1981. In addition to the Federal funding, supplemental funding (primarily from the District of Columbia) was utilized by CIS to fund the Programs.

The Programs functioned as one of CIS's operational programs until June 30, 1988, after which date the Programs were spun off. The operating results of these Programs and the net assets transferred with their spin-off are presented as discontinued operations in the financial statements.

U.S. Department of Justice "Partnership" Grants — During 1984, CIS was awarded a matching grant of $1,472,950 from the U.S. Department of Justice ("Justice") entitled the Partnership Plan to be expended from July 1, 1984, through February 28, 1986. The grant was awarded for the primary purpose of replicating CIS programs in cities throughout the United States. CIS subsequently negotiated Phases Two and Three of the original Partnership Plan.

Partnership Plan Phase Two was awarded March 1, 1986, for a two-year period, and was extended through April 15, 1988. Phase Two was administered through Justice and included the following funding.

	Year One	Year Two	Total
Cash:			
U.S. Department of Justice	$ 900,000	$ 900,000	$1,800,000
U.S. Department of Labor	812,000	800,000	1,612,000
U.S. Department of Health and Human Services	250,000	250,000	500,000
Total Federal cash	1,962,000	1,950,000	3,912,000
In-Kind - U.S. Department of Education	250,000	250,000	500,000
Total grant	$2,212,000	$2,200,000	$4,412,000

Partnership Plan Phase Three was awarded on April 16, 1988, for a two-year period ending April 15, 1990, and included the following cash funding.

	Year One	Year Two	Total
U.S. Department of Justice	$900,000	$657,000	$1,557,000
U.S. Department of Labor	980,000	584,000	1,564,000
U.S. Department of Health and Human Services	50,000	200,000	250,000
	$1,930,000	$1,441,000	$3,371,000

The funding for the second year of Phase Three is subject to the availability of funds. Also, $396,000 of the U.S. Department of Labor portion is to be used for the direct funding of state coordinators in Michigan, Virginia, and Arkansas.

In 1989 and 1988, CIS expended, representing both Justice funding and matching funds, a total of $1,875,078 and $1,599,623, respectively, under these grants.

Alternative School Programs — During 1988, CIS entered into a cooperative agreement with the Department of Justice to provide funds to CIS to establish an alternative school program for dropouts. The grant is to be expended from August 15, 1988, through February 28, 1990. The funding amount is $1 million, $350,000 of which is to be used by CIS to design the prototype and provide technical assistance to the ten local corporations which will be awarded $65,000 each to initiate local Alternative School Programs.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The financial statements are prepared on the accrual basis of accounting. Significant accounting policies followed are summarized below.

Fund Accounting — To ensure compliance with restrictions placed on the use of resources available to CIS, the accounts are maintained in accordance with the principles of fund accounting. Accordingly, separate accounts are maintained for each fund; however, in the accompanying financial statements, the individual restricted funds have been combined and reported as a single restricted fund.

Deferred Support — Contributions received for particular operating purposes or periods are deemed to be earned and reported as support when CIS has incurred expenditures in compliance with the specific restrictions. Such receivables and amounts received but not yet earned are reported as deferred support.

Life Trust — During 1985, CIS was granted an interest in a trust benefiting a donor for the donor's lifetime. Income from the trust's interest was $25,015 and $30,367 in 1989 and 1988, respectively. Because it is not practicable to estimate the present value of this gift, CIS intends to account for trust distributions as contribution revenue when received.

Pledges Receivable — Legally enforceable pledges, less an allowance for uncollectible amounts, are recorded as receivables in the year the pledge is made. Unrestricted pledges for support of current operations are recorded as unrestricted support. Pledges intended for support of future operations or restricted for particular operating purposes are recorded as deferred unrestricted or restricted support. Unrestricted support from pledges receivable amounted to $228,750 and $105,000 in 1989 and 1988, respectively.

Furniture and Equipment, and Depreciation — Under the Justice grant described in Note 2, CIS has purchased certain office equipment. Justice grant expenditures in 1989 and 1988 totaled $31,570 and $38,027, respectively, and are included in "rental and maintenance of equipment expenses." Since title to this equipment passes to Justice upon completion of the grant, these expenditures have not been capitalized in the financial statements.

Other Assets — Other assets consist of escrowed rent (security deposits) of $4,920 and $4,401 in 1989 and 1988, respectively (see Note 8).

Prior-Year Reclassifications — Certain immaterial amounts for 1988 have been reclassified for comparability to 1989.

4. NOTE PAYABLE:

CIS's note payable to banks at September 30, 1989 and 1988, was as follows.

	1989	1988
Note, interest at floating prime rate, due on September 5, 1990, guaranteed by a member of the CIS Board of Directors	$75,000	$135,000

The CIS Board of Directors has established a policy of reducing aggregate notes payable by not less than $5,000 per month.

5. CHANGES IN DEFERRED SUPPORT:

A summary of changes in deferred support (see Note 3) for the years ended September 30, 1989 and 1988, is as follows.

	1989	1988
Balance, beginning of year	$3,390,037	$1,317,747
Additions - Contributions, pledges and grants	2,023,664	4,043,153
	5,413,701	5,360,900
Deductions - Funds expended or transferred during the year	(2,801,375)	(1,970,863)
Balance, end of year	$2,612,326	$3,390,037

6. FUNCTIONAL ALLOCATION OF EXPENSES:

The costs of supporting the various programs and other activities are presented in the statement of functional expenses and summarized in the statement of support, revenue and expenses, and changes in fund balances. Certain costs have been allocated among the programs and supporting service functional expense categories benefited.

7. RELATED PARTIES:

During the course of normal operations, CIS made noninterest-bearing advances to New York Cities in Schools, Inc., during 1982 to 1988. As of September 30, 1989 and 1988, $38,063 and $46,904, respectively, was outstanding to New York Cities in Schools, Inc., which is substantially reserved for in the balance sheet.

Members of the Board of Directors have made contributions to CIS. Those contributions represented approximately 9 percent and 15 percent of CIS's 1989 and 1988 total support and revenue. The note payable has been guaranteed by a Board member (see Note 4).

8. COMMITMENTS AND CONTINGENCIES — LEASES:

CIS has entered into several leases for office space used for operations. These leases will expire at various times through 1992. While these leases are subject to escalation clauses which are tied to increases in the Consumer Price Index, future minimum payments are as follows.

Fiscal Year	Amount
1990	$161,605
1991	109,921
1992	6,676
	$278,202

Contributors

Because it would be impossible to list all those who have contributed in various ways to CIS, this list is limited to those who have contributed funds in excess of $10,000.

We apologize to any of our friends that we may have overlooked.

James M. & Maria Allwin
Herb Alpert and Lani Hall
American Express Foundation
American-Standard Foundation
The Anschutz Family Foundation
Arthur Andersen & Co.
AT&T
ARCO
The ARCO Foundation
The ARCA Foundation
Burt Bacharach and Carole Bayer Sager
Smith Bagley
Robert H. B. Baldwin
Barton Properties
Booth Ferris Foundation
Mr. & Mrs. Frederic A. Bourke, Jr.
Gerald Breslauer
Burger King Corporation
Mr. & Mrs. Daniel B. Burke
Capital Cities Foundation, Inc.
The Camp Huggy Bear Invitational
Kalman M. Carmel
Celanese Corporation
Chartwell Foundation
Chevron U.S.A., Inc.
The Chubb Corporation Charitable Trust
Anne Cox Chambers
Commodity Exchange Center Children's Fund
Robert A. Day, Jr.
Willametta K. Day Foundation
Geraldine R. Dodge Foundation, Incorporated
The Dover Fund, Inc.
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Federated Department Stores
The Fiftieth American Presidential Inaugural Committee
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The Carl Forstmann Memorial Foundation, Inc.
GTE Corporation
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The General Foods Fund, Inc.
The General Motors Foundation, Inc.
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The Goodman Company
Armand Hammer Foundation
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The Indianapolis Chamber of Commerce Foundation
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Michael Martin
The Masco Corporation
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Metromedia, Inc.
Milken Family Foundation
Mobil Oil
Morgan Guaranty Trust Company
Morgan Stanley & Company Incorporated
Jerry Moss
John M. Olin Foundation, Inc.
Orion Pictures Company
Pepsi-Cola Company
Petro-Lewis Corporation
The Pew Charitable Trusts
Russ Reid Company
Lionel & Brenda Richie
Julian Robertson, Jr.
Howard J. Samuels
Sears, Roebuck & Co.
Shell Companies Foundation, Incorporated
Joe & Donnie Smith
Sidney Sheldon
The Streisand Foundation
Sun Company, Inc.
Surdna Foundation, Inc.
S. Donald Sussman
Times Mirror Foundation
Transamerica Corporation
Union Pacific Foundation
Urban Affairs Partnership
U.S.A. for Africa
Judith M. Von Rugemer
DeWitt Wallace Fund, Inc.
Walt Disney World Co.
Warner Communications, Inc.
Jerry Weintraub
Weingart Foundation
Whitehead Fund
The Whitemarsh Foundation
The Woodward Fund
The Young & Rubicam Foundation

"One million young people drop out of school every year. Our nation can no longer afford this drain on our human capital... We can no longer close our eyes. Every American student deserves an equal place at the starting line.

Cities in Schools is about helping to provide children an equal place at that starting line... Therefore, I urge all of you — business leaders, educators, parents, human service providers — to give your support to Cities in Schools, and to find out how you can become involved."

President-Elect George Bush
November 30, 1988

"All of us in the business world like a program that gets results. Cities in Schools gets results. Kids who were once dropouts or at great risk, are now graduating from high school and college. They are productive members of society... I am solidly behind CIS."

Lee Iacocca
January 21, 1990

Cities in Schools, Inc.
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Washington, DC 20005
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FAX (202) 289-6642

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NETWORK NEWS & VIEWS

Vol. X, No. 3 March 1991

The Educational Excellence Network

A Project of Vanderbilt University Institute for Public Policy Studies

VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE

Institute for Public Policy Studies
(202) 785-2985

Educational Excellence Network
1112 Sixteenth Street, NW
Suite 500
Washington, DC 20036

March 1991

Dear NETWORK Member:

Our Chicago school reform project has moved from a very active phase into a rather more sedate one. The capstone of the 1990 effort was a conference, co-sponsored by the Joyce Foundation, on November 19. The proceedings are now available to all interested NETWORK members in the form of a handsome, short (47 page) book, edited by research associate Andy Forsaith and our-man-in-the-Windy City Steve Clements. Called *Chicago School Reform: National Perspectives and Local Responses*, it contains essays by Kent Peterson (the principalship), Lloyd Bond (testing), Beatriz Arias (choice) and Mike Kirst (the changing role of Chicago's central school administration), as well as excerpts from conference discussions. Call or write if you'd like a copy.

As you probably recall, we're now issuing the *News & Views* index every six months and sending it (gratis) to NETWORK members who request it (or who have previously asked to be on the regular distribution list). The latest edition, covering August 1990 through January 1991, is now ready. Let us know if you'd like one.

This issue of *News & Views* contains two original articles, a short one by advisory councilor Herb Walberg on the importance of homework in improving student learning, and a longer one by Frank J. Yurco, distinguished Egyptologist at Chicago's Field Museum, evaluating the so-called African-American "baseline essay" that's so important to Portland's multi-cultural curriculum project and thus to the nationwide debate about "Afro-centrism" in the schools.

We salute long-time advisory councilor John A. Murphy, outgoing superintendent of schools in Prince George's County, Maryland, and one of the ablest and most effective school improvers in the land, who is now bound for the Charlotte-Mecklenberg school system. Maryland's loss is North Carolina's gain and while we are going to miss John as a neighbor, we'll continue to follow his remarkable career with keen interest.

Until April.

Checker Finn　　　　John Crisp

N E T W O R K

News & Views

Vol. X, No. 3

March 1991

The Educational Excellence Network

A Project of Vanderbilt University
Institute for Public Policy Studies

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Network Notes

Kids Voting

We've all seen disturbing data on voter apathy in the U.S. Let us call your attention to an extraordinary mock election program in Arizona which aims to make lifelong voters out of schoolchildren. "Kids Voting", based on a program that has been operating successfully in Costa Rica for over 15 years, began in 1988 as a pilot project in the Phoenix area and has since become a state-wide effort involving 95% of Arizona students, grades K-12, from nearly 200 school districts.

Sponsored primarily by the Arizona Public Service Company and led by a state board of directors and 15 county boards, Kids Voting is not your typical mock student election program. In order to participate in the general election, students must first register to vote; the voting takes place at the actual time and location of the official adult elections (thus the children go to the polling place with their parents); and Kids Voting is curriculum-based, so that students gain exposure to issues and candidates while learning the importance of becoming informed, responsible voters.

The results in 1990 were impressive indeed: 92% percent of Arizona's registered voters are aware of, and in favor of continuing, Kids Voting; 77% indicated that their children initiated discussion at home about the year's candidate races and ballot propositions; 7% admitted that they went to the polls *because of* Kids Voting; and 95% of teachers want the program continued. (It seems that the majority of students mirrored their parents' vote in most ways except that they would have elected the Democratic candidate for governor and passed the Martin Luther King Holiday three to one.)

As a result of its success, Kids Voting has received scores of inquiries and plans to open a national office in hopes of offering the program elsewhere. Several other states are expected to have pilot projects in 1992.

For more information contact Marilyn Hawker, President & Executive Director, Kids Voting, 604 West McKellips Rd., Mesa, Arizona 85201. Telephone: (602) 969-5046. • *MG*

Voices That Count

NETWORK member Leanna Landsmann recently informed us of an exciting new series of student opinion surveys, developed by her firm Landsmann & Schultz, designed to encourage high school students to express their views on important national issues and debates. *Voices That Count* is the name of the project, which is sponsored by AT&T, and it takes the form of a (nonpartisan) combination newsletter cum survey sheet which helps to pique student interest in current events and to challenge them to look beyond the headlines and voice their opinions. Each survey is accompanied by a two-page teachers' guide which offers appropriate background information, sample class discussion topics and suggested reading materials for students interested in exploring the issues in depth. We saw the sample survey sheets and teachers' guide on the Free Speech and Censorship survey. The materials were substantive, visually attractive and generally designed to facilitate classroom use.

After classroom discussion and the completion of a brief (three-question) poll, the survey responses are phoned in by participating teachers to a central 800 phone number. National results are quickly tabulated and the findings can be retrieved, again via an 800 number, minutes after each poll deadline. Results are also reprinted in the next month's survey sheet/newsletter for follow-up class discussion, and they are distributed to the media, educators, members of Congress and other key policymakers for their use and information.

For more information, contact Poll Editor, *Voices That Count*, 300 East 34th Street, Suite 32F, New York, NY 10016. Tel: (212) 684-2484. • *JPCJr.*

The Learning Industry: Education for Adult Workers

This recent book, written by Nell Eurich and published by the Carnegie Foundation, takes an informed and thoughtful look at the state of adult education in the U.S. and offers a number of sensible suggestions for how to improve this confused and not altogether satisfactory field. According to Eurich, the chief problem is not in the quantity of the adult education resources but in the quality of their organization. U.S. corporations spend about $60 billion annually on formal training, serving as much as one-third of the work force (and the military spends an additional $18 billion). But too many of these programs operate wholly independently of each other. Eurich recommends more collaboration between industry, labor, government and educational institutions and better use of technology in the delivery of education services.

The book has three sections. One discusses the existing resources, another the different types of adult students. Throughout these two sections, examples of effective programs are highlighted. In the third section, Eurich touches on a part of the population that she feels is slighted by most existing programs—workers displaced by changing industries, unemployed youth, immigrants, refugees and those on welfare.

Examples are cited where telecommunications links campuses, companies and government agencies, allowing for courses to be taken, and materials accessed, over long distances. Such networks need to be expanded across state lines, says Eurich. As far as coordinating efforts at the federal level, she suggests placing all adult training programs under the Department of Labor, rather than leaving them split between the labor and education departments.

This book has much to offer. For a copy, contact Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648. • *MG*

Cultural Foundations for Educators

We thought we'd bring to your attention a fascinating new experimental core being offered by Boston University's School of Education aimed at integrating teacher preparation with primary sources of lasting importance in our culture. The three courses that make up the new core, all mandatory for education majors, include readings from many of the classic texts of Western civilization, including Homer, the Bible, Plato, Ovid, Keats and many others. (The third course, still in development, will also include some non-Western sources, such as Confucius' Analects and the Tale of Genji.)

The courses combine content with techniques for teaching the relatively sophisticated material to even elementary grades. In addition, students are exposed to various works of art in Boston area museums. Moral education and critical thinking, as well as computer assisted instruction, are explicit components of the course as well.

For more information regarding these courses, write to Boston University, School of Education, 605 Commonwealth Avenue, Boston, Massachusetts 02215. • *TR*

Student Aid and the Cost of Postsecondary Education

After a doubling of inflation-adjusted student aid funds (from all federal, state and institutional sources) in the last twenty years, the Congressional Budget Office decided to take a look at who gets student aid, how much they get, the resulting actual or net cost of postsecondary education, and the effectiveness of existing student aid programs in promoting both student access and choice to postsecondary education.

In the January 1991 study that resulted, the CBO finds that students are more likely to receive aid, and to get more aid, as their families' ability to pay decreases and as the cost of tuition and room and board increase (this, it seems to us, is as it should be). Low-income students at private four-year institutions are most likely to receive and get the most aid, while high-income students at two-year institutions are least likely to receive aid (this again, it seems to us, is as it should be). The CBO concluded, therefore, that student aid does serve to promote equal educational opportunity in terms of choice and access. (Indeed, in the fall of 1986, 46 percent of undergraduate students received some form of financial aid.)

The study also presents three questions for Congress to consider as it revisits the Higher Education Act this year. The first is whether the net costs (after student aid) of postsecondary education are reasonable. The second is whether proprietary schools, providing trade, vocational and business training, should have separate student aid programs from institutions that offer academic courses. The third is whether the federal government should encourage all public postsecondary subsidies to be awarded strictly on the basis of need. Since all of these issues promise to be of great import during the upcoming student aid debates on Capitol Hill, the arrival of this report is certainly timely, even if its contents are less than riveting.

To obtain a copy of *Student Aid and the Cost of Postsecondary Education* (Report # 38-086-91-1), contact the CBO Publications Office, Second and D Streets, S.W., Washington, DC 20515. Tel: (202) 226-2809. • *JPCJr.*

Choice and Control in American Education, Vol. 1

Edited by well-known scholars William H. Clune and John F. Witte of the University of Wisconsin, this collection of essays includes a range of perspectives on "choice". The first of a two-volume set, this one focuses on theory while the second will take a look at existing choice systems.

Topics covered include a discussion of present institutional arrangements and forms of control, a review of the evidence linking private schools and enhanced educational outcomes, and the intrinsic normative value of allowing freedom of choice. Selections are included by James Coleman, John Chubb, Richard Elmore, Charles Glenn, David Cohen, and many others. The authors are more or less evenly divided between choice supporters and skeptics.

Members may well wish to leaf through a number of these thoughtful and provocative, if generally abstract essays. You can obtain a copy by writing to The Falmer Press, Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007. Hardcover copies cost $66, softcover $29. Prepayment or a purchase order is required. • *TR*

Public to Private: Families Search for Stronger Academics

The Secondary School Admission Test Board, which administers the admissions tests most widely used by private schools, recently surveyed parents of children who took its tests, and found that 90% of public school parents who transfer their children to private schools identify the strength of the academic program as the most important reason. In comparison, 75% of parents with students already in private schools mentioned academics as most important. A majority of public school parents also listed college placement record and small class size as important considerations in changing schools, while 42% were concerned about disciplinary standards.

This survey offers further evidence that parents contemplating school changes for their children are chiefly concerned about educational standards. For a copy of the survey, contact Lisa Meyers at SSATB, 12 Stockton Street, Princeton, NJ 08540. Telephone: (609) 683-4440 • *ACF*

Profiles in Excellence: The Parent Factor

The Executive Educator and IBM are cosponsoring an annual recognition program entitled "Profiles in Excellence." Each year a new focus is established and schools and/or educators from around the nation are singled out. In this first year of the program, the focus is parental involvement. A special section in the February issue of *Executive Educator* presents the ten innovative programs chosen to win the "Profiles in Excellence" awards.

For more information on the "Profiles" program, or to obtain a copy of the February issue, contact *The Executive Educator*, 1680 Duke Street, Alexandria, VA 22314. Telephone: (703) 838-6722. • *MG*

Linking Performance to Rewards for Teachers, Principals and Schools

The Southern Regional Education Board's enormously useful and diligent Career Ladder Clearinghouse has compiled this survey of programs in all fifty states that link rewards to changes in schools. Included are not only "career ladder" programs, but also school incentive reward programs, teacher incentives for improved student performance, mentor programs and similar initiatives. In addition to a summary of activities underway in the various states (and a handy chart summarizing this information), the monograph reviews several studies that have found positive results in terms both of student outcomes and of the behavior of educators involved in these programs.

For a copy of the report, send a $5 check to the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790. Prepayment (to "SREB") is required. • *TR*

Children At Risk: The Battle for the Hearts and Minds of Our Kids

In this volume, psychologist James C. Dobson, President of Focus on the Family, and Gary Bauer, President of the Family Research Council, call on parents to take charge of the political process that affects their children's lives. We are in the midst of the "Second Great Civil War," the authors suggest, between the ideologies of secular humanists and traditional Christians, with the nation's children as the spoils. Basing their own views on traditional Judeo-Christian values, the authors strongly condemn the cultural pervasiveness of pornography, alcohol and drug use, premarital sex, and homosexuality. They contend that an innately conservative public has not adequately voiced its support for a pro-family agenda in Washington. Dobson and Bauer hold conservative inaction equally responsible with liberal government policies for creating an environment that is harmful to the development of America's youth.

As part of a larger agenda that includes lowering the tax rate for families and requiring unmarried teen mothers to live with their parents in order to receive government benefits, the authors advocate a two-pronged approach to restructuring the public school system, namely parental choice and changes in the curriculum. Dobson and Bauer believe that the hottest battles in the "civil war" are being fought in the public schools where, they claim, there is a campaign to imbue children with humanistic ideas. For example, they suggest that the trend towards multiculturalism in some schools has been driven by political pressures.

To aid parent involvement in educational decision-making, Dobson and Bauer recommend the use of a voucher system to promote individual choice and to ameliorate the "current mediocrity" in the school system. The proposals in this manifesto amount to a conservative agenda of returning primary responsibility for child-rearing from the government to the traditional family.

The book may be ordered from Word Publishing, Inc., 5221 N. O'Conner Blvd., Suite 1000, Irving, Texas 75039. The price is $17.99 Tel: (214) 556-1900. • *CU*

Systems Design of Education

According to the author of this book, Bela H. Banathy, senior research director at the Far West Regional Laboratory for Educational Research and Development, the nation's educational system is in poor shape because we have failed to recognize that it is grounded in a 19th century industrial, assembly-line model. Banathy argues that this model is obsolete in the modern post-industrial, information age, with all the attendant major changes in society. To really improve the schools, we must abandon the incremental and piecemeal reforms which have occurred to date and construct an entirely new education system.

Banathy offers "systems design" theory as a tool that educators should use to create this new system. Systems design involves thinking strategically about one's goals and purposes and then constructing frameworks to achieve them. Most of the book is devoted to explaining this theory, and how it can be applied to education. The author fails to offer any concrete details of what the schools of the future should look like; the book is fairly abstract. Still, the basic message of the book is worth further examination.

Systems Design of Education is available for $29.95 from Educational Technology Publications, 720 Palisade Avenue, Englewood Cliffs, NJ 07632. Telephone: (201) 871-4007. • *ACF*

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Educational goals and political plans

DANIEL PATRICK MOYNIHAN

MERICAN POLITICS has been notable for its lack of ideological structure. We have had our share and more of ideological movements, but these have typically begun outside the system of political parties, thereafter seeking to influence and on occasion to penetrate the established institutions. The latter have in the main resisted this, usually preferring to soften distinctions and to compete for votes at the center. Accordingly, it is common for American politics to be described as pragmatic, in contrast to the complex social doctrines that guide European politics.

This American institutional peculiarity, however, conceals a long-established bias in favor of that obscure but enduring ideology known as social science, to which the Founders themselves explicitly acknowledged their debt; they asserted that the Constitution was drawn up in accordance with a "new science of politics," based on a realistic assessment of human motivation, which gave promise of stability through the interaction of clashing interests. Good revolutionaries, they placed an appropriately high value on stability, but they looked for more than stable government; their science was intended to produce good government as well.

Instances abound of Americans' attempts to use social science to improve government. It was the American theory of penal reform, for example, that summoned Alexis de Tocqueville to upstate New York; only upon arrival did he look about him at American democracy.

Educational reform today

But of all such reformist enterprises none began earlier, has lasted longer, and remains as problematic as the effort to provide good and equal educational opportunity. Indeed, as a nation, once again we find that we are dissatisfied with our educational system. We do not seem to be turning out the students we had hoped for. A front-page story in the *New York Times* last March described the present as "a moment of widespread dismay with the schools" of New York City. And New York is scarcely alone. In 1983 a National Commission on Excellence in Education entitled its report *A Nation At Risk*. On every hand there was a litany, as Chester E. Finn, Jr., put it, of "allegation, lamentation, and evidence." The evidence—test scores—was damning, and the effort toward reform was seemingly stymied.

Recognition of the need for reform reached an apogee of sorts in 1990, when President Bush devoted a sizable portion of his 1990 State of the Union message to setting forth specific educational goals for the year 2000. The White House thereafter provided a text, which helpfully noted the moments when the Congress broke into "(applause)," "(light applause)," or "(continued applause, laughter)":

> Education is the one investment that means more for our future because it means the most for our children. Real improvement in our schools is not simply a matter of spending more. It's a matter of asking more, expecting more of our schools, our teachers, of our kids, of our parents and ourselves. And that's why tonight—(light applause)—and that's why tonight I am announcing America's education goals, goals developed with enormous cooperation from the nation's governors....
>
> By the—(applause)—by the year 2000, every child must start school ready to learn.
>
> The United States must increase the high school graduation rate to no less than 90 percent. (Applause.)
>
> And we are going to make sure our schools' diplomas mean something. In critical subjects, at the fourth, eighth, and twelfth grades, we must assess our students' performance.
>
> By the—(applause)—year 2000, U.S. students must be the first in the world in math and science achievement. (Applause.)
>
> Every American adult must be a skilled, literate worker and citizen.

Now this is a large pronouncement, even granted the setting. We are told that the future is at stake. And not just the future of our youth, but that of our nation. Of a sudden, international politics has taken over what was once the modest domain of school boards whose members in most parts of the nation carefully avoid party identification.

We will return to the (drear) implications for the nation of the State of the Union address. The point here is that the President was speaking to Congress in a vocabulary created in the 1960s by the sociologist James S. Coleman, then of Johns Hopkins University, and his associates, notably Ernest Campbell of Vanderbilt University. Coleman and his associates conducted a survey of public schools and students in 1965, which was published in 1966 by the Office of Education of the U.S. Department of Health, Education, and Welfare. Entitled *Equality of Educational Opportunity*, the work soon became known as the Coleman Report.

The Coleman Report introduced the language of educational outputs, which was a wholly new way for public officials to define educational policy. This language has antecedents in economic concepts such as Leontief's input-output models and Kuznets's gross national product; but the report was unmistakably a work of sociology. It was the peculiar political fate of this most powerful government-sponsored social-science research of the later twentieth century to appear just as the federal government had lost the capacity to act upon it. Whether and when this capacity might be restored is another matter.

Educational failure and the war on poverty

Let us go back to January 1, 1964, when another government report—*One-Third of a Nation*—was issued. This report had its origins the previous summer,[1] when the author of the present essay, who was then Assistant Secretary of Labor for Policy Planning and Research, noted that half—49.8 percent—of the young men who were examined for Selective Service had been rejected, having failed the mental test (the Armed Forces Qualification Test or AFQT), the physical test, or both. This seemed a large proportion. If on closer examination it was true that a goodly portion of the entire cohort of young men would fail, then we had a better case than we perhaps realized for the assorted education and training programs that President Kennedy had proposed to a generally indifferent Congress.

Selective Service was not in the least controversial at this time, while military preparedness is (almost) always an acceptable theme and an occasion, at times, for social enquiry.[2] Wherewith, the President's Task Force on Manpower Conservation. The Task Force was chaired by W. Willard Wirtz, Secretary of Labor, with

I acknowledge with gratitude the able assistance of David Rich.

[1] See Daniel Patrick Moynihan, "Toward a Post-Industrial Social Policy," *The Public Interest*, no. 96 (Fall 1989), pp. 16-27.

[2] Tradition has it that the introduction of conscription during World War I first revealed to British authorities the ill health and educational deficiencies of the urban working class. The arrival of troops from Australia and New Zealand, who looked almost like members of a different species, is said to have made a striking contrast.

Robert S. McNamara, Secretary of Defense; Anthony J. Celebrezze, Secretary of Health, Education, and Welfare; and Lieutenant General Lewis B. Hershey, head of the Selective Service System. I served as secretary, using the great capacities of the career civil servants of the Bureau of Labor Statistics and a more-than-cooperative Department of Defense to establish the baseline data.

We established, as the title of the report indicates, that if all the eighteen-year-olds in the population were to be tested, a third would be rejected for failing at least one of the tests. One-third was surely a large enough proportion to cause concern. But most striking was the variation among states.[3] In that most admirable northern tier of states running from the Great Lakes to the Pacific Ocean, educational failure was minimal: only 2.7 percent failed in Minnesota, and 3.6 percent in Washington. By contrast, the AFQT test-failure rates in the Old South were appalling: 51.8 percent failed in South Carolina, and 51.2 percent in Mississippi. Obviously, some jurisdictions—if you like, civic cultures—did better by their children than did others. This got close to home for this Assistant Secretary from New York, whose AFQT failure rate of 34.2 percent ranked it *forty-sixth* in the nation, just ahead of Georgia, just behind North Carolina. The failure rate in New York, moreover, was more than twice that in Rhode Island (New York's neighbor across Long Island Sound), which had a rate of 14.3 percent.

This ought to have suggested that educational expenditures or other inputs did not automatically produce the output of educational achievement. There was no shortage of inputs in New York State as such matters were then understood. In terms of inputs, New York had one of the best school systems—if not the best—in the nation. New York was still the most populous state in the Union, and probably the wealthiest. Nonetheless, the only explanation that came to mind for the high failure rates was poverty.

On receiving the report on January 5, 1964, President Johnson issued a statement drafted largely by the present author:

> I am releasing today the report of the Task Force on Manpower Conservation, appointed by President Kennedy on September 30, 1963. I regard with utmost concern the two principal findings of that report.
>
> First, that one-third of the Nation's youth would, on examination, be found unqualified on the basis of standards set up for military service; and
>
> Second, that poverty is the principal reason why these young men fail to meet those physical and mental standards.
>
> The findings of the Task Force are dramatic evidence that poverty is still with us, still exacting its price in spoiled lives and failed expectations. For entirely too many Americans the promise of American life is not being kept. In a Nation as rich and productive as ours this is an intolerable situation.
>
> I shall shortly present to the Congress a program designed to attack the roots of poverty in our cities and rural areas. I wish to see an America in which no young person, whatever the circumstances, shall reach the age of twenty-one without the health, education, and skills that will give him an opportunity to be an effective citizen and a self-supporting individual. This opportunity is too often denied to those who grow up in a background of poverty.

Thereafter, the President recurrently referred to these findings. Lyndon B. Johnson was capable of appearing more empathic than he was, but these findings seemed to reach him. He clearly thought that evidence of dismal educational achievement would mobilize the society to improve it.

The logic seemed inescapable. If Minnesota could have a raw failure rate in an education test that was close to the incidence of very low IQ rates, then clearly it was possible to do as well elsewhere. It might have been objected—this was 1964—that the dual school systems of the South made such progress problematic in South Carolina or Mississippi, and there would have been agreement on this. But on what grounds could it be argued that New York was incapable of the performance of Rhode Island?

These were newly vigorous times in Washington. The assassination of President Kennedy had released great energy. Or was it anxiety? Either way, the capital was suddenly alive to all manner of possibilities, not least that of abolishing poverty. There were competing theories as to how this might be done, but only one set of data as to what needed doing, drawn from *One-Third of a Nation*.

In his 1964 State of the Union address President Johnson urged Congress to declare "all-out war on poverty ... in these United States," and in short order the Office of Economic Opportunity came into being. Its principal programs were educational, such as Head Start, an early childhood program pretty much modeled on the kindergarten created by Froebel in the first half of the nineteenth century in Europe, and the Job Corps, a form of residential vocational education. On its own, the Department of Defense began Project 100,000, an effort to bring into the Army young men who would otherwise have been rejected and to train them up to standards.

What we have here is a simple deficiency model. Poverty persisted because certain young people received too little education. The solution: give them more.

The importance of the family

Twenty-four years later another president—Ronald Reagan—declared, "My friends, some years ago, the Federal Government declared war on poverty, and poverty won." There were few to contest the statement for the simple reason that the subject had proved complex. Where there were simple deficiencies, as with income or health care for the aged, poverty had in fact been greatly reduced, if not overwhelmed. However, it turned out that, by the 1960s, trends were in place that would make the poverty of portions of the nation's youth seemingly irreducible. This would be the lurking, half-understood message of the Coleman Report.

It all began, unobtrusively, in a little-noticed provision of the epic Civil Rights Act of 1964, which mandated the Commissioner of Education to "conduct a survey and make a report to the President and the Congress, within two years..., concerning the *lack* of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States...." [My emphasis.]

The report—*Equality of Educational Opportunity*—appeared thirty months after *One-Third of a Nation*. It was not, however, endorsed by a cabinet committee or hailed by a president. No new program was proposed based on its findings. To the contrary, it was released on the Fourth of July weekend, 1966, with a minimum of endorsement. The U.S. Commissioner of Education assured any potential readers that "[m]y staff members and the consultants who have assisted them on this project do not regard the survey findings as the last word on the lack of equal education opportunities in the United States." The Assistant Commissioner for Educational Statistics noted that "[i]n addition to its own staff" his office had "used the services of outside consultants and contractors," such as "James Coleman." No middle initial for outside consultants.

It was not until p. 21 of the Summary report that readers might have sensed that here was something new under the sun: "The first finding is that ... schools are remarkably similar in the effect they have on the achievement of their pupils when the socioeconomic background of the students is taken into account."

One-Third of a Nation had been reported on the front page of the *New York Times*. Coverage of the release of *Equality of Educational*

[3]*One-Third of a Nation* did not reestimate failure rates on a state-by-state basis. I use here the raw failure rates contained in General Hershey's annual Selective Service System report for 1963.

Opportunity was buried on page 24 of the *Times* on July 2, 1966; but *Times* reporter John Herbers, a journalist of rare insight, spotted the news. What was surprising, he noted, was that "differences in schools had very little effect on the achievement scores of children with a strong educational background in the home." In the words of the Commissioner of Education, "[F]amily background is more important than schools."

Congress had called for a report concerning the "lack of availability of equal educational opportunities." The report that came recorded little by way of unequal opportunities, as then understood, but great differences in educational *achievement*. Coleman later revealed, if that is the term, that he and his associates had started out with a radically different notion of the world they were mapping:

> [T]he major virtue of the study as conceived and executed lay in the fact that it did not accept [the traditional] definition[;] ... by refusing to do so, [it] has had its major impact in shifting policy attention from its traditional focus on comparison of inputs (the traditional measures of school quality used by school administrators: per-pupil expenditures, class size, teacher salaries, age of building and equipment, and so on) to a focus on output, and the effectiveness of inputs for bringing about changes in output.

In 1990 Chester E. Finn, Jr., described the impact of the report in terms of the "paradigm shifts" discussed in Thomas Kuhn's *The Structure of Scientific Revolutions*: whereas the old paradigm posited a "direct and automatic ... causal relationship between inputs and outcomes[, so] that altering the former was believed ineluctably to change the latter," the new paradigm held that inputs "did not necessarily have any effect on [outcomes].... Educational achievement and other desired outcomes, it seemed, were strongly influenced by many factors (some external to the formal education system), such as home environment, peer group, and exposure to television."

Finn records that the response to Coleman's new paradigm was "initially, a mixture of bafflement and hostility." More importantly, and largely because of the timing of the report's release, it was subdued. Just as *One-Third of a Nation* appeared at the outset of an extraordinary period of political initiative and innovation in American national politics, so *Equality of Educational Opportunity* appeared just when that period came to a close, thirty months later.

In a 1965 message to Congress, Johnson, drawing on *One-Third of a Nation*, had stated that "nearly half the youths rejected by Selective Service for educational deficiency have fathers who are unemployed or else working in unskilled and low-income jobs." This observation anticipated Coleman, but did not quite get at his point. The importance of family was evident, but since there was "nothing" to be done about family, "educational deficiency" had to be offset in the schools. The President therefore proposed a new program of financial assistance to public schools serving children in "low-income families[,] ... with the assurance that the funds will be used for improving the quality of education in schools serving low-income areas." (This became Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, which is still in effect today.)

What if Coleman's work had been available at the outset of the thirty months in which Lyndon Johnson's attempt to reduce poverty held sway? Would the war on poverty have taken a different direction, a different cast? Not likely. This was a time when a great many interest groups were getting attention for their agendas, almost all of which were defined in traditional input terms. Civil rights apart, there was no more insistent claim than for "federal aid to education." It came now in the form of the Elementary and Secondary Education Act of 1965. Although this was not the straightforward federal cost sharing that had been sought from the time the post-war baby boom appeared, it was still federal aid. Social science was welcome to help make the case *for* it, but no more than that.

Publicizing Coleman's message

In any event, as noted, Coleman's work appeared at the close of a period of innovation and experiment. The real challenge was to ensure that the work secured a place in the realm of policy analysis and debate. For practical purposes its sponsor, the Office of Education, with the full knowledge of the Office of the Secretary of Health, Education, and Welfare, had sought to suppress it. An effort now began to see that it survived. This was not difficult; Coleman was a well-established academic with a wide acquaintance in the circle of (then) liberal Democrats, assorted socialists, and unreconstructed Californians associated with the new journal *The Public Interest*. Coleman contributed an article, "Equal Schools or Equal Students," to issue No. 4, Summer 1966. He wrote:

> The sources of inequality of educational opportunity appear to lie first in the home itself and the cultural influences immediately surrounding the home; then they lie in the schools' ineffectiveness to free achievement from the impact of the home, and in the schools' cultural homogeneity[,] which perpetuates the social influences of the home and its environs.

That fall I took the report to Theodore R. Sizer, the ebullient dean of the Harvard Graduate School of Education, who immediately grasped that here was something new and important. A faculty seminar was organized, which attracted some eighty professors and graduate students from all manner of disciplines and from all over the country. (Most importantly, it attracted the attention of Frederick Mosteller, Chairman of the Harvard Department of Statistics.) Jason Epstein of Random House also recognized that something of large consequence had come along and cheerfully published *On Equality of Educational Opportunity* (Frederick Mosteller and Daniel P. Moynihan, eds.), a massive collection of papers prepared in connection with the seminar. The research was now securely in the public domain.

The seminar, in effect, "reran" the Coleman data; the numbers came out the same. Two decades later, Eric A. Hanushek, who had been a member of the seminar, reported that the conclusions remain valid:

> Two decades of research into educational production functions have produced startlingly consistent results: Variations in school expenditures are not systematically related to variations in student performance.... These findings suggest that school decision making must move away from traditional "input directed" policies to ones providing performance incentives. The concentration on expenditure differences in, for example, school finance court cases or legislative deliberations, appears misguided given the evidence.

Or consider Hanushek and John E. Chubb, writing in 1990 on "Why 'More' Has Not Meant 'Better'":

> Education policy is usually seen as a problem of selecting the correct inputs.... There is a fundamental problem with this approach, however.... For more than two decades—since the massive government study, *Equality of Educational Opportunity*[,] was conducted in the mid-1960s—researchers have tried to identify inputs that are reliably associated with student achievement and school performance. The bottom line is, they have not found any.

Standing alone, this body of research might not present any political difficulties. But it does not stand alone. To the contrary. Research in other areas led University of Massachusetts sociologist Peter H. Rossi to announce his Iron Law: "If there is any empirical law that is emerging from the past decade of widespread evalu-

ation research activities, it is that the expected value for any measured effect of a social program is zero."

Writers in *The Public Interest*, for example, had begun to suspect this; their doing so made them objects of suspicion in turn. A sometimes savage critique arose. Every finding of fact was scrutinized for intention. In the end a neoconservative school emerged, convinced that liberalism had become a closed doctrine. And yet the political system as a whole remained open enough to Coleman's insights. It was not impossible to argue that if we did not know enough about how to get inputs to yield a desired outcome, we simply needed to learn more. On the other hand, the attempt to learn more was scarcely rewarding.

In 1970, as Counselor to President Richard M. Nixon, I drafted, with the inspired help of Finn and others, a Special Message to the Congress on Education Reform, a statement drawn almost entirely from Coleman and the seminar that followed. There were two proposals worthy of notice. First was the creation of a National Institute of Education to continue the Coleman quest.

> There is only one important question to be asked about education: What do the children learn?
>
> Unfortunately, it is simply not possible to make any confident deduction from school characteristics as to what will be happening ... in any particular school. Fine new buildings alone do not predict high achievement. Pupil-teacher ratios may not make as much difference as we used to think. Expensive equipment may not make as much difference as its salesman would have us believe.
>
> And yet we know that something does make a difference.
>
> The outcome of schooling—what children learn—is profoundly different for different groups of children and different parts of the country. Although we do not seem to understand just what it is in one school or school system that produces a different outcome from another, one conclusion is inescapable: We do not yet have equal educational opportunity in America.
>
> The purpose of the National Institute of Education would be to begin the serious, systematic search for new knowledge needed to make educational opportunity truly equal.

With the notable assistance of the late Edith Starrett Green, Representative from Oregon, and John Brademas, then Representative from Indiana, the National Institute of Education was in fact created, and located in the Department of Health, Education, and Welfare. Regrettably, it was a waste of money and, indeed, of presidential assets. No one wanted to hear from Richard M. Nixon that "the educational effectiveness of many special compensatory programs[,] ... despite some dramatic and encouraging exceptions[,] ... [is] not yet measurably improving the success of poor children in school." This was dismissed because it was somehow taken to mean that President Nixon opposed Head Start.

The education message, which was stuffed with proposals for increased funding of one established program or another, also called for a Presidential Commission on School Finance to address a familiar range of issues. In one respect, however, it was unique. It clearly was partial to some form of support for Catholic schools. These were described as "non-sectarian, Catholic, Protestant, Jewish and other" but to my thinking it was the Catholic schools that mattered most, for the two simple reasons that there were more of them and that so many were located in inner-city neighborhoods.

It did not require any great immersion in the Coleman data to sense that whatever-it-was-that-worked for "disadvantaged" children was most likely to be found in denominational schools and that whatever-that-was might prove transferable, so long as the models remained in place. In the 1980s, Coleman, in association with Thomas Hoffer and Andrew M. Greeley, would publish research on Catholic education of great interest. The now familiar themes of family and community emerged to account for the better performance, notably in inner cities, of parochial schools. The breakdown of "functional communities" had followed the breakdown of family.[4] Public schools somehow could not connect with children in the way that parochial schools somehow could.

But by this point the political parties had taken sides. In the 1970s a tuition tax credit for private schools passed the House of Representatives and might have passed the Senate save for fierce opposition from Democratic President Jimmy Carter. His successor, Republican Ronald Reagan, just as emphatically supported tuition tax credits; but they were not enacted, given the now settled opposition of Democrats. On the other hand, by the 1990s the case for a more pluralist educational system was being advanced with considerable vigor.[5]

Unrealistic goals

At the same time, a general pattern of avoidance in Washington led to such mindless exercises as the education goals set out in the State of the Union address of 1990. The mode of analysis could be traced to Coleman; but the rigor was absent altogether.

This thought should be pressed, not least by the research community. President Bush's goals were not merely proclaimed. They were in a legitimate sense negotiated with the governors of the states. He and the governors met to discuss the subject—one of three such gatherings in our history—in the Fall of 1989. The press office of the National Governors' Association was near to breathless on the outcome. A press release described the agreement to establish national education performance goals as "an historic first."

The following February, the National Governors' Association specifically endorsed the goals set forth in the State of the Union address. Through its emphasis on outputs, the Coleman Report had changed the terms in which political executives addressed the subject of education. What it did not do, and could not be expected to have done, was to invest these terms with an appropriate sense of accountability. For on no account could the President's goals—the quantified, specific goals—reasonably be deemed capable of achievement.

It will readily be seen that some of the presidential goals were essentially nonquantitative, such that we will never know for sure whether we have achieved them. By the year 2000 "every child must start school ready to learn". Most of us would grant that readiness to learn is an elusive concept, although we are often surprised by what we learn to measure. Similarly, it is hard to be sure just what the President meant when he said that "every adult must be a skilled, literate worker and citizen." We get the idea, of course. But measuring the outcome would seem to present difficulties. Just what do we mean by "skilled" or "literate"? But then again, we might very well find a measure of such qualities. When an employer advertises for a "skilled mechanic" those concerned seem to know what is involved. Why not, then, a "skilled citizen"?

Let us concentrate, however, on those two specific, numerical goals: that American students attain a 90-percent graduation rate

[4] Consider the evidence provided by Marian Wright Edelman of the Children's Defense Fund in her 1990 commencement address at Howard University: "Every 79 seconds, an unmarried Black woman has a baby. Over 62 percent of Black babies are being born to unmarried women, which almost guarantees the poverty of the majority of the next generation of Black children. Every 3 minutes and 38 seconds, a Black teenager has a baby....Five out of six young Black female-headed families are poor." Note also that "[e]very 30 seconds of the school day, a Black child drops out."

[5] See James S. Coleman, Thomas Hoffer, Sally Kilgore, and Samuel S. Peng, *Public and Private Schools*, National Center for Education Statistics, 1982; Thomas Hoffer, Andrew M. Greeley, and James S. Coleman, "Achievement Growth in Public and Catholic Schools," *Sociology of Education*, American Sociological Association, Volume 58, Number 2, April 1985; and James S. Coleman and Thomas Hoffer, *Public and Private Schools: The Impact of Communities* (Basic Books, 1987). See also John E. Chubb and Terry M. Moe, *Politics, Markets and America's Schools* (Brookings Institution, 1990).

and be first in the world by the year 2000 in math and science achievement. In preparing this essay, I wrote to half a dozen people who had taken part in the Harvard faculty seminar on the Coleman Report in the 1960s to ask what they thought were the prospects of achieving these goals by the year 2000. Two respondents replied that the goals were "completely unreachable" and "unrealistic"; another said that it was "barely conceivable" that we would meet the graduation goal, and a fourth held out "little hope of even beginning on the path to the goals."

The final two respondents were somewhat more sanguine. One agreed that the two goals "are ... very hard to attain," but he "would not go so far as to say [that achieving them is] impossible"; while "skeptical," the final respondent was "impressed by the vigor" with which the governors were "attack[ing] this education issue."

I would note that the last two responses came from people who have been practitioners as well as researchers, and thus are not disposed to let hopes die too easily. I would note also that two respondents were more sanguine about graduation rates, and one suggested that to be "first in the world in science and mathematics" might be an amorphous goal—would it be enough to have the most Nobel laureates?—as against the general understanding that the President was talking about test scores on various international comparisons. Accordingly, it should be made clear that I am the one holding that the President's goals are unattainable. I assume that most social scientists in the field would agree; but then agreement is never universal, nor ought it to be.

In any event, our subject is not the goals, but the relation of social science to politics in this field. As regards the goals themselves, my views derive from two sets of observations. Neither is conclusive, but then we won't have to wait long to see if the goals are met.

A first set of observations is that in recent years we seem to have been moving away from these goals rather than toward them. The big change in high school graduation rates came in the half-century from 1910 to 1960. Graduation was rare at the beginning of this period (8.8 percent of seventeen-year-olds achieved it), and common at the close (69.5 percent). By 1964 the graduation rate had reached 76.7 percent, and in 1970, 76.9 percent. Then it slumped considerably to a 1980 low of 71.4 percent, from which it has since risen to 74.0 percent in 1989. (Incidentally, don't trust any of these decimal points. They give the illusion of accuracy much too common in government statistics.) We seem to be doing a little better, but not as well as we did a quarter-century ago. The 1980s did show an improvement, but by no more than 2.6 percent. Double that for the 1990s and by the year 2000 we will have reached 79.2 percent, not far above the level of 1970.

So far as rank order is concerned, educational outcomes in the late 1980s look very much like those of the early 1960s that were recorded in *One-Third of a Nation*. In 1962 Minnesota ranked first in AFQT scores (which is to say it had the lowest failure rate). In 1988 Minnesota had the highest graduation rate. New York was forty-sixth in the 1962 AFQT rankings, and forty-sixth in the 1988 graduation rankings, a quarter-century later.[6] In truth, the graduation rate in New York State has been declining steadily since the 1960s. (It was at 73.5 percent for the class that entered in the fall of 1965, but it declined to 66.3 percent for the class that graduated in June 1988.) As for funds, the National Center for Education Statistics reports that for 1989-1990, New York, at $7,153, had the third highest per-pupil expenditure in the nation, following only Alaska (whose $7,411 figure is inflated by the high cost of living there) and New Jersey ($7,312). New York was well above the national average of $4,448. By contrast, California—the largest state—was slightly below that average with a per-pupil expenditure of $4,392. As for those pesky 1988 graduation rates, while New York was forty-sixth in the nation, neighboring New Jersey ranked fifteenth.

Now to the President's goal of moving America up to first in the world in science and math scores by the year 2000. *The Budget of the United States Government, Fiscal Year 1991* has a bar chart that shows us ninth-grade science scores as evaluated by the International Association for the Evaluation of Educational Achievement. The chart is entitled "GRADE 9 SCIENCE ACHIEVEMENT IN THE U.S. LAGS BEHIND OTHER INDUSTRIALIZED COUNTRIES." In this ranking, Hungary is first, followed by Japan, Canada, Finland, Sweden, England, and, finally, the United States. These rankings seem to bounce around a bit. High school seniors in Hong Kong and Singapore regularly come out first in physics, chemistry, and biology. England often ranks second. The United States rarely makes the first ten.

Most striking is the case of Hungary. Nineteenth-century Hungary developed a high scientific culture. Much of modern physics came out of the University of Budapest in the early years of this century. (Much of the Manhattan Project was the work of native Hungarians who had fled Europe.) But the twentieth century was not kind to Hungary. War, revolution, and tyranny followed in seemingly inexorable succession. Hungary is just now emerging from a half-century of fascism followed by communism. Just about anything you could do to a people has been done to Hungarians. But nothing has been able to prevent Hungarian schoolchildren from learning physics. By contrast, is there any reason to think that American schoolchildren will reverse their long-established performance patterns in these measures in the space of a decade?

The presidential goals set out in 1990 for the year 2000 would have been more defensible were it not for the fact that in 1984 the preceding president had set out substantially the same goals for 1990. In particular, the goal of a 90-percent graduation rate seems to have gotten stuck in the memory bank of the White House word processors: in 1984 President Reagan called for reducing the dropout rate "to 10 percent or less" before the end of the 1980s.

It is safe, I would think, to regard the dropout rate as the reciprocal of the graduation rate. Surely the two goals are approximately the same.[7] The Reagan goal was not met; it was not even approximately met.

There was another goal set forth by President Reagan in 1984: "Before this decade is out, we should regain at least half of what we lost in the sixties and seventies on scholastic aptitude tests." Let us examine this proposition. Between 1984 and 1989 the mean SAT verbal score for college-bound seniors did increase—by two points, from 426 to 428. That is after having dropped forty points from the peak reached in 1967. The closure was nowhere near the half-way point.

[6]Please note that I do not claim that the high school graduation rate is a surrogate for whatever it is that is tested by the AFQT. Yet there is some evidence that it is such a surrogate. In December 1989 a study sponsored by the Office of the Assistant Secretary of Defense noted that "[d]ecades of study results have demonstrated that those without a high school diploma are twice as likely as high school graduates to leave the military before completing a full term of service." See Janice H. Laurence, Peter F. Ramsberger, and Monica A. Gribben, *Effects of Military Experience on the Post-Service Lives of Low-Aptitude Recruits: Project 100,000 and the ASVAB Misnorming*, Human Resources Research Organization, p. 2.

[7]What neither rate takes into account is the number of people who eventually receive a General Education Development (GED) diploma. According to Marshall S. Smith, including these "graduates" in the graduation rate would increase the 1989 rate from 74 percent to 78 percent. There has, however, been a marked reduction in the number of people receiving GEDs. In 1989, 13.4 percent fewer GED diplomas were awarded than in 1988, despite a decline in the graduation rate. See American Council on Education, *The 1989 Statistical Report* (GED Testing Service, 1990).

My second set of observations has to do with how little the education innovations of the past quarter-century seem to have changed some measures of educational achievement.

Yet to leave the matter there would miss the point, for Coleman did more than put in place a new way of thinking about education. He also put in place a potentially powerful mode of accountability. His outputs, measured by specialists, can still be grasped by the general public. If, as forecast here, the year 2000 arrives and the United States is nowhere near meeting the education goals set out in 1990, the potential will nonetheless exist for serious debate as to why what was basically a political plan went wrong. We might even consider how it might have turned out better.

For both men books and the written word mattered deeply, and were essential to their greatness—but in substantially different ways. A reflection on the meanings of literacy

WHAT JEFFERSON AND LINCOLN READ

BY DOUGLAS L. WILSON

A LITTLE-NOTICED ACCOUNT OF HOW ABRAHAM Lincoln rose from obscurity to political greatness calls attention to the term he spent as a congressman in Washington during the 1840s. In a lecture delivered during the Lincoln centennial, in 1909, Hubert Skinner proposed that it was there that Lincoln laid the basis for his later political triumphs by taking advantage of the resources of the Library of Congress to study the great documents and issues of American history. "In Washington," according to Skinner, "Mr. Lincoln had been a puzzle, and a subject of amusement to his fellows. He did not drink, or use tobacco, or bet, or swear. It would seem that he must be a very rigid churchman. But no, he did not belong to any church; and he soon became reckoned an 'unbeliever.' How did he occupy his spare time? He was mousing among the books of the old Congressional Library. . . . 'Bah!' said his fellow Congressmen, 'He is a bookworm!'"

Skinner's depiction of Lincoln is undocumented, nor can it be confirmed from what little is known of Lincoln's activities in Washington from December of 1847 to March of 1849. But there is no reason to doubt that he frequented the congressional library, which was directly across the street from where he lived, and every reason to believe that he found it inviting. Housed in the Capitol in what some regarded as the most beautiful suite of rooms in the city, the Library of Congress was a popular Capitol Hill meeting place, and for a sociable young congressman living most of the time alone in a boarding house, this aspect of the library must have been very appealing. For the research that went into his congressional speeches, the library's resources were clearly indispensable.

One of the things about the congressional library that would have interested Lincoln and that might have prompted him to "mouse" in it more than other congressmen was that a large number of its books had once belonged to one of his earliest heroes—Thomas Jefferson. When British troops burned the Capitol, in 1814, and destroyed the congressional library, Jefferson promptly offered his own magnificent collection as a replacement. The acquisition of Jefferson's 6,700 volumes made for a collection more than double the size of the previous one. Another, more consequential, result was that it dramatically broadened the scope of the Library of Congress and gave rise to the notion that it ought to become a national library.

In Lincoln's day, and until the end of the century, the books were still arranged according to Jefferson's distinctive and ingenious classification system, which was prominently displayed at the beginning of the printed catalogue in use at the time, and the titles therein were still listed in Jefferson's format. In perusing the catalogue Lincoln could easily identify the many books that had once belonged to Jefferson, for they were plainly marked, as explained by a note on the first page: "The Works to which the letter J. is prefixed, were in the Library of the late President Jefferson, when it was purchased by Congress in 1815." In his first year in Congress, Lincoln had an opportunity to vote for the purchase of Jefferson's papers, and if, in researching his speeches, Lincoln carried home Library of Congress books, as he did books from the library of the Supreme Court, in a large bandanna suspended from a stick, some of the books in that bandanna may have once belonged to Thomas Jefferson.

THOMAS JEFFERSON AND ABRAHAM LINCOLN WERE as different as the centuries that fostered them, but the virtue of comparisons is that they tend to throw into relief qualities and characteristics that might otherwise be minimized or escape notice. Books and learning, which constitute the focus of this brief comparison, were important in the lives of both men, and they often figure as important elements in the legends about both, which in some respects are as noteworthy as their lives. In characterizing the transformation of the Lincoln of legend—"Honest Abe becomes Father Abraham; the rail splitter becomes the Savior of the Union; the most comic of our major figures becomes the supremely tragic figure"—the great Jefferson biographer Dumas Malone confessed, "By comparison the Jefferson legend seems rather pale, and one wonders if it can be properly called a legend in the same sense." But the legends are still building. President John F. Kennedy's remark to an assembly of Nobel laureates—that never had so much accumulated knowledge been present in the White House, with the possible exception of when Jefferson dined there alone—has gained enormous currency and is now irrevocably part of the Jefferson legend.

As one would expect, the formative years of Jefferson and Lincoln represent a study in contrasts, for the two men began life at opposite ends of the social and economic spectrum. There are, however, some intriguing parallels. Both men suffered the devastating loss of a parent at an early age. Jefferson's father, an able and active man tc whom his son was deeply devoted, died when his son was fourteen, and Thomas was left to the care of his mother. His adolescent misogyny and his subsequent glacial silence on the subject of his mother strongly suggest that their relationship was strained. Conversely, Lincoln suffered the loss of his mother at the age of nine, and while he adored his father's second wife, he seems to have grown increasingly unable to regard his father with affection or perhaps even respect. Both Jefferson and Lincoln had the painful misfortune to experience in their youth the death of a favorite sister. And both were marked for distinction early by being elected to their respective legislatures at the age of twenty-five.

But the differences are great. Jefferson was born into the Virginia gentry. Along with a privileged position in society, he inherited a small fortune in land and slaves. The poverty and obscurity into which Lincoln was born, on the other hand, were nearly complete. His father owned land but had great difficulty holding on to it and finally retreated with his family to southwestern Indiana, which in 1816 was little more than a wilderness, and where Abraham grew up having only the homemade clothes on his back.

In the matter of education the contrasts are equally great. Jefferson received a superb education, even by the standards of his class. It included formal schooling from the age of five, expert instruction in classical languages, two years of college, and a legal apprenticeship. Along the way he had the benefit of conspicuously learned men as his teachers—the Reverend James Maury, Dr. William Small, and George Wythe—in addition to a seat at the table of the cultivated governor of Virginia, Francis Fauquier. Lincoln had almost no formal education. Growing up with nearly illiterate parents and in an atmosphere that had, as he wrote, "nothing to excite ambition for education," Lincoln was essentially self-taught. The backwoods schools he attended very sporadically were conducted by teachers with meager qualifications. "If a straggler supposed to understand latin, happened to sojourn in the neighborhood," Lincoln wrote, "he was looked upon as a wizzard." Jefferson read Latin from an early age and, after mastering classical languages and French, was able to teach himself Italian; Lincoln at about the same age was teaching himself grammar in order to be able to speak and write standard English.

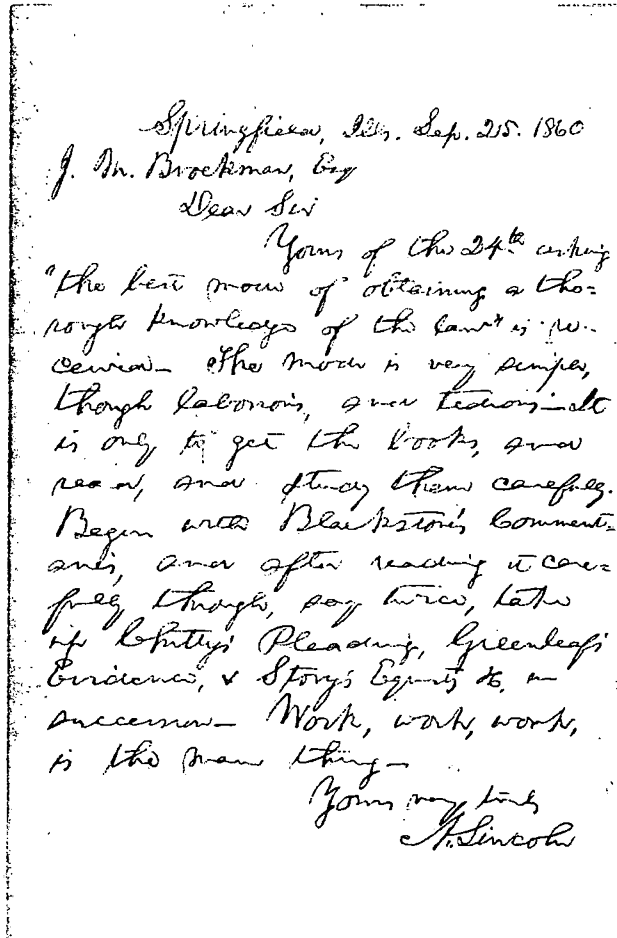
However different in their educational opportunities, both Jefferson and Lincoln as young men became known to their contemporaries as "hard students." Jefferson was remembered as always preparing his lessons before joining in the games of his schoolmates and as carrying his Greek grammar with him wherever he went. He is reputed to have studied fifteen hours a day at college, and his classmate John Page said that Jefferson could "tear himself away from his dearest friends, to fly to his studies." Upon deciding to practice law, he studied for nearly three years before taking his bar examination (others might spend only a few months) and then put in an additional year of study, making extensive extracts from law reports and legal treatises before taking his first case. Jefferson also followed this eighteenth-century practice of "commonplacing"—which resulted in an accumulation of extracts, called a commonplace book—in his literary and philosophical reading.

Lincoln was remembered by those he grew up with as an exceptionally studious boy who "read everything he could get his hands on." His family testified that in his adolescent years he was constantly reading and making notes on what he read, even when he had no paper and had to write on boards. His stepmother recalled that he would wrestle tenaciously with words, passages, and ideas he didn't understand. When he went out on his own, his absorption in his studies was a source of astonishment to his neighbors at New Salem, where, in addition to studying history and biography, he immersed himself in technical books on grammar, surveying, and the law. His legal studies grew so intensive that his friends feared for his health, and when he became temporarily deranged after the death of Ann Rutledge, whom he probably would have married, some thought the cause must be excessive application to his studies.

A comparison of the earliest reading of Jefferson and Lincoln is instructive. The legend in Jefferson's family is that he had read all the books in his father's library by the

time he was five. The inventory of that library which was made nine years later, when Peter Jefferson died, shows about two dozen titles, consisting of a Bible, a dictionary, and books on Virginia law, with an admixture of political and literary standards, such as Rapin's *History of England* and *The Spectator*. The earliest entries in the literary commonplace book the young Jefferson kept are Latin excerpts from Horace, Virgil, Cicero, and Ovid. These and excerpts from Pope, Milton, and Shakespeare date from his teens and suggest that he was being introduced systematically to the standard classical and English writers.

Lincoln's first book was undoubtedly the Bible, one of the very few books in the Lincoln home. Apart from the school books to which he was introduced, such as *Dilworth's Spelling-Book*, Lincoln's earliest reading was largely confined to what he could borrow from his neighbors. Like Jefferson, he kept a notebook of his early readings, but unfortunately it has not survived. His Indiana acquaintances agreed that he read and re-read all the books he could get hold of, which, given the primitive character of the neighborhood, were not many. They seem to have included Aesop's *Fables*, Bunyan's *Pilgrim's Progress*, Defoe's *Robinson Crusoe*, James Riley's *Narrative*, a life of Franklin, and lives of Washington by Mason Weems and David Ramsay. The early reading of Jefferson and Lincoln reflects the differences in their circumstances and may provide clues to the incipient genius of each. But what is perhaps most striking is that as boys and young men, both seized all available opportunities for reading.


Springfield, Ills. Sep. 25. 1860
J. M. Brockman, Esq
Dear Sir
Yours of the 24th. asking "the best mode of obtaining a thorough knowledge of the law" is received. The mode is very simple, though laborious, and tedious. It is only to get the books, and read, and study them carefully. Begin with Blackstone's Commentaries, and after reading it carefully through, say twice, take up Chitty's Pleadings, Greenleaf's Evidence, & Story's Equity &c. in succession. Work, work, work, is the main thing.
Yours very truly
A. Lincoln

COURTESY OF THE ILLINOIS STATE HISTORICAL LIBRARY

A LETTER OF ADVICE FROM LINCOLN THE LAWYER

JEFFERSON AND LINCOLN MUST BE JUDGED EQUAL IN the dedication and effort they brought to their youthful studies. They appear to have been equally disciplined and equally determined to achieve their objectives through reading and study, but those objectives were markedly different. Jefferson set out to become a learned man. From an early age he aspired to the eighteenth-century ideal of the *philosophe*, the universally informed philosopher, whose knowledge was built on a classical base and whose efforts were committed to reason and the pursuit of objective truth. Jefferson's intellectual endeavors were a source of personal pleasure, and although he felt obligated to steer them in a useful direction, they clearly yielded satisfaction as ends in themselves. He often said that he was ill-suited by nature for politics and would have followed a life of study but for the accident of the times he lived in.

Lincoln must have been motivated in part by an intelligent backwoods boy's curiosity about the great world beyond, but his consuming ambition was to rise. The poverty into which he was born entailed a life of manual labor, the unremitting regimen of the ax and the plow. Lincoln's commitment to study, which his neighbors and perhaps even his father saw as a species of laziness, may be regarded instead as a manifestation of self-knowledge. Even as a boy he recognized and began to indulge his differentness, and by the time he was a young man his distinctive ways had set him apart. The character that Skinner says was remarked by his fellow congressmen twenty years later—his abstinence from liquor, tobacco, and profanity—was already in evidence in his youth, and if it was unusual for a politician in Washington, it was almost unheard of on the midwestern frontier.

The young Lincoln became an avid reader of newspapers as well as books. His stepmother remembered that in the period from 1827 to 1830 he was "a constant reader of them," and these highly partisan sheets no doubt sharpened his interest in politics. One of his friends in Indiana remembered that this was about the time he broke rank with most of his friends and neighbors and proclaimed himself an anti-Jackson man. Another remembered lending Lincoln a newspaper containing an editorial on Thomas Jefferson, which Lincoln could later repeat word for word. Thus Louis A. Warren's suggestion that the editorial may date from the time of Jefferson's

death, on the Fourth of July, 1826, takes on added interest, for Lincoln insisted repeatedly in later life that his politics derived from the Declaration of Independence.

But Lincoln's legendary feats of reading, book-borrowing, and diligent study belonged only to his youth and early manhood. Once established as a successful legislator and licensed to practice law, Lincoln put his days as a hard student behind him. Thereafter he seems to have done little more in the way of serious reading than his professional and political interests required. His law partner, William H. Herndon, who was himself an avid reader with a good library, said emphatically that Lincoln read little. Philosophical and reflective as he undoubtedly was, the mature Lincoln contented himself with newspapers and brief forays into Herndon's scientific and philosophical books, rarely reading one all the way through. Lincoln "read less and thought more than any man in his sphere in America," was the way Herndon phrased it. "No man can put his finger on any great book written in the last or present century that Lincoln ever read."

He could still set himself to a particular task that required disciplined reading, as when he undertook to master the six books of Euclid. Robert Lincoln remembered his father's studious attention to Euclid, as did some fellow lawyers on the circuit, and Lincoln himself was sufficiently proud of this achievement to point it out in an autobiographical statement. He still relished poetry, which had early been a favorite recreation. It seemed to some of his friends that he could recite all of Burns by heart, and his marked fondness for recitation may indicate that he preferred this to private reading. In fact, much to the annoyance of his law partner, Lincoln did his office reading aloud, claiming that both hearing and seeing the words reinforced his grasp of the material. If there was an exception to his lapse from intensive study in his maturity, it was Shakespeare. "When he was young he read the Bible," Herndon said, "and when of age he read Shakespeare. This latter book was scarcely ever out of his mind and his hands."

Jefferson, in contrast, remained a hard student all his life. What became legendary with him was the incredible range and depth of his knowledge, something that impressed not only his friends and fellow Americans but sophisticated Europeans as well. As one might expect, nearly all of Jefferson's great learning was gleaned through diligent reading and study. He believed there was no substitute for research, no matter how tedious. "A patient pursuit of facts, and cautious combination and comparison of them," he wrote in a footnote to *Notes on Virginia*, "is the drudgery to which man is subjected by his Maker, if he wishes to attain sure knowledge." Books were the indispensable tools of his work, whether as lawyer, architect, farmer, legislator, or revolutionary statesman. Merely the books referred to and discussed in his famous correspondence with John Adams would establish Jefferson's credentials as an incessant and omnivorous reader, but his general correspondence and other writings present unmistakable evidence of a habitual recurrence to books. Isaac Jefferson, who grew up as a slave at Monticello, remembered his master in the characteristic act of poring over books spread out on the floor of his library and said that whenever someone asked him a question, "he go right straight to the book and tell you all about it."

Both Jefferson and Lincoln were lawyers, and both readied themselves for the law by a course of intensive reading and study. But once admitted to the bar, they diverged. When Jefferson's law books were destroyed by fire, in 1770, he wrote to his friends in despair, for he believed he could not represent his clients without books. And, indeed, his surviving opinions show frequent reference to the printed case law and other legal authorities and suggest that his great strength as a lawyer was his legal knowledge. Lincoln was not known for his legal scholarship but was unexcelled as an advocate in jury trials. In this context, it is interesting that, in legend, Lincoln is given credit for saving Duff Armstrong, the son of his old friends Jack and Hannah Armstrong, from a murder conviction by the shrewd use of a book—an almanac, which showed that certain testimony about the moonlight was questionable. But a close look at this case indicates that it was Lincoln's highly personal and strongly emotional appeal to the jurors, which reduced everyone in the courtroom to tears, rather than the impugning of the moonlight testimony, that carried the day. One is reminded here of Edmund Randolph's famous comparison of the legal talents of Jefferson and Patrick Henry: "Mr. Jefferson drew copiously from the depths of the law, Mr. Henry from the recesses of the human heart."

TELLING STORIES AND READING THE WORKS OF HUmorists to his Cabinet are part of the Lincoln legend, and yet one of the truly remarkable things about Lincoln as President is the extent to which he resorted to literature. Perhaps no President turned to English poetry while in office with the frequency that Lincoln did. He continued to recite his old favorites, such as "O Why Should the Spirit of Mortal Be Proud!" and Holmes's "The Last Leaf," their melancholy and brooding concern for human mortality having been rendered especially apt by the somber circumstances of civil war. And he read the poems of Thomas Hood to invoke the lighter side. But he repeatedly returned to Shakespeare, whom he had probably first read as a boy in William Scott's *Lessons in Elocution* and for whom he had a lifelong fascination. He wrote the Shakespearean actor James

Hackett, "Some of Shakespeare's plays I have never read; while others I have gone over perhaps as frequently as any unprofessional reader. Among the latter are Lear, Richard Third, Henry Eighth, Hamlet, and especially Macbeth. I think nothing equals Macbeth."

There is abundant evidence that in the most trying hours of his presidency Lincoln sought out Shakespeare's plays as a source of strength and consolation. Don E. Fehrenbacher relates this affinity for Shakespeare to Lincoln's keen sense of his role and ultimate responsibility in the carnage of the Civil War. "To some indeterminable extent and in some intuitive way, Lincoln seems to have assimilated the substance of the plays into his own experience and deepening sense of tragedy."

Jefferson, too, had been extremely fond of poetry in his youth, as his literary commonplace book and other evidence indicates. His poetic acquaintance was wide, though his tastes were fairly conventional. Like many sophisticated readers of his day, he was smitten by the works of Ossian, the putative third-century Celtic bard whose poems were actually the work of James Macpherson. One of the things that attracted Jefferson to Ossian was the supposed similarity of his bardic offerings to the writings of Homer and Virgil, whom Jefferson also greatly admired. He was decidedly partial to the classics, including Horace, the great favorite of the Enlightenment. And like most readers of his time, Jefferson revered Shakespeare, whom he singled out as the English poet to be studied most diligently. His library contained, at one time or another, many different editions of Shakespeare, and he was quite familiar with the efforts of eighteenth-century editors who vied with one another to improve the reliability of the text.

But Jefferson's taste for poetry declined as he grew older. About the time he assumed the presidency, he confessed to a correspondent that his youthful relish for poetry had almost completely deserted him. Unlike Lincoln, he seems to have faced the problems of his presidency without resorting to literary works for perspective or inspiration. It would have been out of character for him to have read aloud, let alone to members of his Cabinet, and he probably allowed himself comparatively little time for purely personal reading. A notable exception was his discovery of John Baxter's history of England, which he embraced and recommended enthusiastically as an alternative to the "subversive" history of David Hume. Another exception was a purposeful excursion into the New Testament, his first effort to extract the "diamonds" of authentic Christianity from the corrupted text of the Gospels. This strictly private project may be the appropriate counterpart to Lincoln's reading Shakespeare aloud to his visitors, for it exemplifies Jefferson's characteristic retreat to his study and his need to concentrate his own "recreational" activities on what he would have called "useful objects."

NOWHERE IS THE DIFFERENCE BETWEEN JEFFERSON and Lincoln more dramatically demonstrated, or more characteristic, than in their personal libraries. Jefferson's famous library was his most cherished possession, on which he lavished vast amounts of time and money. Having started out in life as a reader and collector of books, Jefferson already owned a very sizable library at the age of twenty-six, when his mother's house burned and he lost most of his books. So determined was he to replace his library with a grander one that within three years he had acquired a collection three to four times as large. In the face of great difficulties during the revolutionary years, and though effectively cut off from the chief sources of books abroad, Jefferson managed steadily to build up his library. He recorded in 1783 that he possessed the resounding total of 2,640 volumes, but even then he was assembling a long list of books he hoped to acquire abroad. In fact, he collected so assiduously during his five years in France that he nearly doubled the size of his holdings. As a consequence, by the time of his retirement from the presidency, many years later, his library had grown to unprecedented proportions and may well have been, as he believed it to be, "the choicest collection of books in the United States."

As a poor boy and later, as a young man heavily in debt, Lincoln owned little. But even when he could afford books, he rarely bothered to acquire them. Indeed, it is difficult to find a record of his buying a book. While at New Salem, upon being advised to study English grammar by Mentor Graham, he reportedly walked several miles to acquire a copy of Kirkham's grammar. But when he had mastered it, he apparently gave it away—to Ann Rutledge. To Herndon, who was a voracious reader and an eager collector of books, it seemed that Lincoln had, "aside from his law books and the few gilded volumes that ornamented the centre-table in his parlor at home, comparatively no library." This may understate the case somewhat, for Robert Lincoln remembered that his father had some books at home. "I remember well a large bookcase full of them." But Herndon is probably justified in his conclusion that Lincoln "never seemed to care to own or collect books." Upon leaving Springfield for Washington and the presidency, he apparently gave most of the books he did own to Herndon.

LINCOLN WAS MARTYRED AT THE MOMENT OF HIS greatest achievement. Jefferson lived on for many years after his presidency. Ever active, though reclusive, he achieved much during those seventeen years, not the least of which was a lasting persona, as the Sage of Monticello. He had long anticipated his return to private life and to the blessings of the triad he often named—his family, his farm, and his books. In the first two of these he experienced bitter disappointments, as he found himself powerless to reconcile the quarreling and disaffected members of his family, and just as powerless to manage his lands on a paying basis and extricate himself from an increasing burden of debt. But in his books he found solace and satisfaction, and he indulged himself during these years in what he described as "a canine appetite for reading." "I cannot live without books," he confessed to John Adams—and during the last eleven years of his life

he assembled more than 2,000 carefully selected volumes to replace the collection he had sold to Congress.

Because Lincoln was a self-taught man, his biographers have made much of his reading. But as the author of the best study of the subject, David C. Mearns, has noted, they have overdone it, for he could not possibly have "read, digested, absorbed all of the books imputed to him." If it would be hard to exaggerate the range and extent of Jefferson's prodigious reading, what is hard in Lincoln's case is to come to terms with the limitations of his learning while doing justice to the crucial role played by reading in his character and career. Without reading books he could never have risen from a life of manual labor. Without books he could never have developed the surpassing prose style that marked his most memorable utterances. And without books—particularly, one feels, without Burns and Shakespeare—he would never have developed the humane sensibility and deep regard for the complexities of experience that tempered his ambition and elevated him to greatness. But Lincoln was neither widely read nor deeply learned. He savored what he read and liked, retained it with a nearly photographic memory, and often referred to or recited favorite passages from his reading. But it was not a large body of material, and by comparison with what Jefferson had at his command, it was modest indeed.

Reading, as Robert Darnton has observed in another context, is more than the "straightforward process of lifting information from a page." It has the unique power to transform. In thinking about ways of gauging the role and importance of reading in the lives of these two men, one is reminded of Emily Dickinson's poem on the subject, which begins with one distinctive metaphor and ends with another.

> There is no Frigate like a Book
> To take us Lands away
> Nor any Coursers like a Page
> Of prancing Poetry—
> This Travel may the poorest take
> Without offence of Toll—
> How frugal is the Chariot
> That bears the Human soul.

The poem presents reading as a mode of transport, and the poet recognizes that it takes more than one form. A frigate is swift and wide-ranging; it is commodious and global in its reach. As an image, it embodies the potentiality that reading offers in its more expansive and elaborate forms. But traveling by frigate is beyond the means of most, whereas reading itself, the poem insists, is not. It is a venture in transport that the poorest may take "without offence of Toll." This prepares the reader for the poet's final reflection on reading, which is projected in the image of a simple, cartlike conveyance with overtones of grandeur—the chariot. Though sharply contrasting in its capacities with the ocean-conquering frigate, the chariot is nonetheless capable of performing the quintessential function of reading: it transports the human soul.

Jefferson's natural predilection for the studious life, his extensive personal library, and his knowledge of six languages afforded him extraordinary means for intellectual travel. Like Dickinson's frigate, his reading could thus take him to any port of call in the world of learning. Lincoln's reading might be likened to Dickinson's frugal chariot. The startling adjective "frugal" is the poet's way of emphasizing the utterly basic nature of the metaphorical mode of transport. Though beginning his life in penury, Lincoln was able early to avail himself of the benefits of reading "without offence of Toll." And though his career as a reader had distinct limitations, it accomplished something profound and essential to his greatness. It afforded him a mode—if not so grand and stately as the frigate of Thomas Jefferson, a mode nonetheless—of imaginative transport, a means by which to engage the events of previous times, to experience the tragedies and triumphs of the world's great heroes.

Unlike many of the world's great political leaders, Jefferson and Lincoln shared a greatness of mind and imagination. We value them not only for what they did but for what they thought and said. The words and ideas that continue to challenge and inspire us are undoubtedly the ripened fruit of experience, but in the case of both men we do well to remember that it was an experience of which reading—whether the frigate or the frugal chariot—was an indispensable part. □

WHY JOHNNY'S DAD CAN'T READ

The Elusive Goal of Universal Adult Literacy

MEREDITH BISHOP

John Corcoran taught high school social studies in California for 18 years and later became a multimillionaire real estate developer. Yet he could not read or write until three years ago.

"As a blind man figures his way around the room, as a deaf man reads lips," Corcoran made up for his inability to read by developing other skills. "I've learned many things visually. I learned language and oral vocabulary by listening to people, and I developed an oral literacy."

Corcoran's parents moved often and he attended 17 different elementary and high schools in Texas, New Mexico, Arizona, and California. When he refused to read in class, his teachers thought he was a discipline problem, not an educational one. But he was always passed on to the next grade. He went to college on a basketball scholarship and graduated with a degree in education and business administration. Although he could not read, he understood numbers and took classes in accounting and math.

As a teacher, Corcoran hid his illiteracy by holding group discussions, bringing in outside speakers, and having students read the textbook to the class. He used standardized tests that had an answer key with the holes punched through the right answers. When administrators asked him to read something and give his opinion on the spot, Corcoran claimed to be late for a meeting or to have forgotten his glasses. The experience made him feel like a cheat and a liar.

He left teaching and struck it rich in real estate. But it was not until he was 48 years old that he took himself to a local library literacy program and asked to be taught how to read. He was matched with a 65-year-old volunteer "with less than 20 hours of training who believed she could teach me how," Corcoran says. She was raised in the old school and taught him phonics, the rules governing the relationship between sounds and letters. He soon found out that he had a learning disability that had thwarted his progress before, but using phonics helped him to sound out the words.

Before his tutoring, Corcoran could not write a note to his wife saying he had gone to the store. Now he reads magazines and can write with the help of a dictionary. His spelling skills lag behind at the fifth-grade level, he says, but he has "improved tremendously." His remarkable story has received national attention through his efforts to raise public awareness of illiteracy. But Corcoran makes no illusions about his progress: "I think it's going to take me 10 years to learn how to read, including reading, writing, spelling—all aspects of literacy."

John Corcoran's story is as unusual as it is typical. Unlike most adult illiterates, Corcoran became extremely successful in spite of his disability. Yet he is like countless others who were passed through school, and even college, unable to read. As with so many other adult illiterates, Corcoran's reading and writing problems would have been taken care of earlier if schools and teachers had done a better job measuring his performance and insisting on improvement. But for adult illiterates who missed their chance in school, literacy programs can offer hope for those who want to learn.

Waste of Human Potential

There are good reasons to be concerned about adult illiteracy. Illiterates live precariously, dependent on others for information and guidance through a highly literate world. The illiterate has to memorize all information that the reader can simply write down. Even driving a car can prove arduous for someone who cannot read street signs. Illiteracy closes off opportunities and wastes human potential. Indeed, in a world where productivity is ever more dependent on a skilled and knowledgeable labor force, illiteracy is one of America's most important sources of competitive disadvantage, and a major obstacle to upward mobility. Over half of those in prison in this country and most welfare recipients are less than marginally literate.

Sensing the growing concern over high illiteracy rates, President Bush and the nation's governors declared at the Education Summit that by "the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." But such platitudes ring hollow considering the major flaws with adult literacy training today.

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There are three principal obstacles to the achievement of universal literacy. First, only a small portion of the illiterate population ever signs up for literacy programs; of those who do, between 50 and 75 percent drop out within the first few weeks. Second, literacy programs are dominated by misguided teaching methods that do more to frustrate students than to teach them. Third, an astonishing lack of accountability pervades the adult literacy field. Government agencies appropriate hundreds of millions of dollars for adult literacy, but, for the most part, have no idea how much they actually spend, much less where their literacy dollars are going. This lack of accountability spills over to local literacy programs, which are often reluctant to define important terms such as what literacy means, or what works in teaching people to read.

Attaining higher rates of literacy is not impossible, but a more clearly directed effort that defines important goals and how to achieve them would be more successful at helping those who want to learn.

Five Levels of Literacy

In the early days of the United States, literacy meant that you could sign your name. Fifty years ago, literacy meant having at least a sixth-grade education. Today, with a rapidly advancing technological society, a much higher standard of literacy is required. Some argue that a 12th-grade reading level is necessary to get by.

Education experts don't have a standard definition, however. In most adult education circles, literacy is "whatever is necessary for one to function in his or her particular society." In 1970, the U.S. Department of Education defined adult literacy as "the ability to read, write, and compute with the functional competence needed for meeting the requirements of adult living." Typical in its ambiguity, this definition does not inform one as to what the requirements for adult living are. Chester Finn, director of the Educational Excellence Network, says that literacy programs have a vested interest in keeping standards of literacy vague. "There are tactical advantages to having the problem undefined," he says. Without strict definitions, who is to say whether literacy programs are successful? Federal and state funding are assured when there are no criteria by which to judge results.

Literacy can best be thought of as a continuum, with five degrees of skill: illiteracy, functional illiteracy, marginal literacy, basic literacy, and advanced literacy.

Illiteracy is the complete inability to read, write, or compute. Very few Americans are totally illiterate in this sense. Functional illiterates can make out some words and perhaps sign their names but they cannot perform important tasks such as filling out a job application, reading the warning label on a medicine bottle, interpreting a bus schedule, or counting change at the grocery store. According to various studies, between 13 and 20 percent of the adult population fall in this category. Marginal literacy is the ability to perform limited reading and writing tasks, but without great skill or understanding. Although most discussions of adult illiteracy focus on the lowest levels of reading, a greater number—34 percent of the population, according to one estimate—is believed to have only marginal reading, writing, and math skills.

Someone with a basic level of literacy could get a General Equivalency Diploma (GED) or a high school diploma, read a simple newspaper such as *USA Today*, maintain a household budget, follow voting procedures, and write a letter. Advanced literacy would include the ability to easily read the *New York Times* and the *Wall Street Journal*.

A good adult literacy program should raise students' reading and writing by at least two to three grade levels after roughly 100 hours of instruction. This would essentially bring them to the next higher category of literacy: a functional illiterate would become marginally literate, a marginally literate person would attain basic literacy. Ideally, literacy programs should bring all students to at least the level of basic literacy; but for most adult learners this will take a long time, sometimes years.

Success in raising grade levels of reading is not a criterion for Department of Education grants.

No-Show Students

There is no easy answer as to why such an advanced industrial country as the U.S. has so many illiterates. Learning disabilities, illiterate parents, or an abusive home life could hamper a child's education. As Corcoran's example shows, one of the more important reasons adult illiteracy is so widespread is that schools are not insisting that children learn how to read and write. In California, as in many states, children are often passed on to the next grade because of age, regardless of whether they have grasped the basic skills. In many states teachers are rewarded for the number of students they pass to the next grade. The incentive is to process children, not to teach them.

The Department of Education estimates that every year three million Americans enroll in literacy programs, a small proportion of the target population. And of those who do enroll, as many as 50 to 75 percent drop out.

A lack of interest may be responsible for low enrollment rates. Many illiterate adults have no desire or need to read. Perhaps they have gotten along adequately for years without reading. Although more and more jobs require high reading levels, there remain many service-oriented jobs that require little reading or writing ability. Because learning to read as an adult can be difficult, one must be dedicated to that goal. No literacy program or teacher can force someone to learn to read if he does not want to learn.

Joy Rogers, a professor of counseling and educational psychology at Loyola University in Chicago, has been a literacy tutor for 10 years and agrees that motivation is key. "One of the major problems is that students don't show up," she says. Students aren't motivated because

they see little value in raising their skill levels by such trifling amounts. Real job and salary improvements come only with advanced degrees.

In addition to lack of interest, shame contributes to poor turnout and retention rates. Many illiterates do not tell even their loved ones of their illiteracy. Like Corcoran, they often devise ingenious ways to hide the truth.

Rhea Lawson, director of the Lifelong Learning Center (a library devoted to literacy in Baltimore), tells the story of a successful businessman who was illiterate. When he secretly joined the library's literacy program, his wife thought he was having an affair. One day she followed him and saw her husband meeting a woman in the library. She confronted her husband about his infidelity and instead he confessed his illiteracy. The wife was somewhat relieved, but soon replaced the other woman as her husband's tutor.

Fear, low self-esteem, lack of transportation or childcare, and lack of family support also contribute to high dropout rates. Yet these "barriers" to literacy disappear if the student truly desires to learn.

Malcolm X taught himself how to read in prison. Embarrassed that he could barely write a coherent sentence in his letters to his Black Muslim spiritual leader, Elijah Muhammad, Malcolm X systematically copied the dictionary word for word, from cover to cover. He left prison with a larger vocabulary and better reading and writing skills.

Booker T. Washington, the former slave who became an educator and founder of the Tuskegee Institute, also taught himself how to read. He found a copy of Webster's "Blue-Back Speller," a phonics primer, and coached himself in reading and writing until he convinced a teacher to give him added instruction in the evening.

Even the severely retarded and those with learning disabilities can learn to read—although it may take them several years to do so. Patrick Groff, professor of teacher education at San Diego State University, says that 4 percent of the population has a neurological handicap, such as severe dyslexia, that makes them unable to read. Albert Einstein and Nelson Rockefeller both overcame learning disabilities that made reading difficult.

While most people with low intelligence levels will not learn how to read, Groff says that many can learn provided they are taught with a "good methodology," such as phonics. Jeanne Chall, professor of education and director of the Reading Laboratory at Harvard University, believes that almost everyone can learn but that those with severe disabilities need more instruction than others.

Confusing Teaching Methods

Unfortunately, confusing teaching methods used by many literacy programs contribute to high dropout rates. Despite 70 years of evidence against it, many literacy programs still use the "whole-word" or "look-say" methodology, whereby students memorize whole words, without extensive reference to the letters and sounds. All research points to the superiority of phonics, which teaches students to break down words into identifiable letters and sounds. Whole-word students find themselves at a distinct disadvantage. While phonics students can apply their knowledge of the alphabet and sounds to any word, whole-word students must memorize every word as an independent entity. The whole-word method treats words like hieroglyphics, says Miriam Hinds, president of the Reading Reform Foundation.

Whole-word teaching programs developed by Literacy Volunteers of America (LVA) work with a list of 300 "survival words," which students memorize throughout the course of their instruction. Laubach Literacy Action, on the other hand, is one of the last bastions of phonics teaching in the United States.

Whole-word is the reigning practice in education today, both in elementary schools and in adult literacy programs, even though all comparisons favor phonics. Jeanne Chall explains that whole-word remains popular because it is easier to teach and less demanding of students and teachers: "Systematic and direct phonics is associated with drill, hard work, and a structured learning environment." Whole-word teachers do not have to learn or explain the rules of language and the sounds of letter combinations, but can let the student figure it out. In addition, most textbook companies promote the whole-word method because they make money selling workbooks; phonics requires no such materials.

Although there are fundamental differences between the two approaches, both phonics and whole-word methodologies emphasize the importance of writing and reading comprehension. Phonics proponents argue that both children and adult students must learn the building blocks of language first, and comprehension will follow naturally with practice in reading. Whole-word tries to teach comprehension before reading, says Groff, and ends up confusing a student more than helping him.

In addition to bad teaching methods, inadequate teaching materials can also drive away prospective learners. Joy Rogers says that high dropout rates in literacy programs are caused in part by instructional materials that frustrate students and tutors. In a study of the readability level of Literacy Volunteers of America's series, "Read On," Rogers found that the course inadequately treats introductory material about the alphabet and sounds to start at the second-grade level. Students at the lowest reading levels miss this vital information and may be intimidated by reading material that is too advanced. Rogers says that much of the LVA series is written at the second-grade level until it jumps suddenly to much higher reading levels. Although both students and tutors may experience frustration, she says that neither "is likely to suspect the textbook series as a cause of failures." In studying other major literacy publications, Rogers has found similar results. "The materials are awful," she says.

Literacy programs that use such materials increase their dropout rates and do little to help students who remain. Chall says that students "give up after a while when they get the feeling that they're not learning."

Expensive Gadgets

Many literacy programs waste limited funding by buying expensive workbooks and computer systems that are not necessary to teach people to read and write. The IBM PALS system, for example, costs thousands of dollars, but only a few students can use it at a time. "You don't need specialized instructional materials to teach

people how to read," says Rogers. Reading can be taught with almost any written material. An old newspaper or a dictionary and a pencil and paper will suffice.

But high-tech gadgets are alluring. Corporations often donate expensive computer systems to literacy programs. Forrest Chisman, of the Southport Institute for Policy Analysis, says that computers are attractive to adult learners. He explains that "the computer is a motivator." A student can feel like he is going "to computer class, not literacy class. It's fun."

In a world where few adult illiterates experience concrete success in learning, buying computer systems and spending a lot of money may give some a sense of accomplishment. But by spending fewer dollars on gadgets, literacy organizations could teach more of those who wish to learn. If large amounts of money were to be invested in literacy programs, they would be best used to pay salaries for dedicated, full-time teachers.

Prison Progress

While many are mired in the debate over methodology, progress is being made in some classrooms across the nation. One of the best literacy programs in the country is the Nellie Thomas Institute of Learning in California. Using an old-fashioned approach, the Nellie Thomas method teaches phonics, penmanship, and composition. The program has focused its work in California's prisons, where, as in most U.S. prisons, literacy is the exception rather than the rule.

Dennis Norris, an inmate at the Gabilan Conservation Camp in Soledad, California, was told by one literacy program that because of his learning disability he would never read beyond the third-grade level. After going through an eight-week program run by the Nellie Thomas Institute at the prison, however, he now reads the Bible and two to three novels a week. "Phonics is what helped me," Norris says. He was not taught phonics in school, where he remained until the ninth grade, but rather the whole-word approach, which relies heavily on memory. "My memory is not that good," says the 40-year-old Norris.

Norris's rapid progress is exceptional. On average, inmates raised their reading levels between 1.5 and 3.5 grade levels in 100 hours of class work. A more typical student is Tony Atkinson, 42, who is slowly but surely learning to read and write. In prison for the 10th time, Atkinson couldn't even write his name correctly. Nancy Giuliotti, executive director of the Nellie Thomas Institute, says that Atkinson "had one of the lowest skill levels of any of the adults I've dealt with." Now he can read and write at a minimal level, and fill out his own job application.

The Nellie Thomas method is unusual in that it teaches in groups of 15 to 20 students, all with differing skill levels. Most literacy training in the United States is one-on-one. Virginia Carey, founder of the Nellie Thomas Institute and now spokesman for the group, explains that because of the large scope of illiteracy today, "you can't change literacy on a one-on-one basis."

The program's success stems from students' immediate improvement. The method begins by teaching penmanship in just 40 minutes, so that students can see progress right away. The method emphasizes penmanship as an art form, giving practical rules for cursive handwriting such as "all small letters are the same size" and "draw each letter as an artist." Students who have never before succeeded in learning are encouraged by their quick success. "Students can see a difference in their penmanship and realize they're not dumb," says Carey. Their self-esteem and pride skyrocket, she says, and the students are ready to learn more.

In addition to penmanship, the Nellie Thomas method encourages student writing. One of the first exercises in the program is to have students write a paper about their fears and a short autobiography. This helps students break down their defenses and helps teachers determine students' skill levels. Students "learn to read from their writing," explains Nancy Mitchell, a Nellie Thomas teacher.

The beauty of the program is its simplicity. As Carey points out, the Nellie Thomas program is "a teacher with a piece of chalk, a method, and talent," and can forgo expensive teaching materials. The main cost is teacher salaries.

Addicted to Reading

Another successful program from California combines literacy training with drug and alcohol rehabilitation for the homeless. The Acton and Warm Springs Rehabilitation Centers, which have provided services for addicts for 20 years, discovered that many of their patients could not read at all, or only at a minimal level. When residents were discharged from the program they had few employment skills and many slipped back into addiction.

The Language Improvement Program (LIP) at the rehabilitation centers trains literate residents in recovery to serve as tutors for the illiterate residents. Literacy training becomes a part of the alcohol and drug treatment and gives illiterate drug abusers skills to aid their recovery. The tutoring also encourages both student and tutor to remain in the rehabilitation program. Thomas Mayo, a recovering addict and first-time tutor says, "It's rewarding to get out of my self and help someone else. It helps reinforce my own recovery."

LIP uses a combination of teaching techniques, including Literacy Volunteers of America. LVA employs an eclectic one-on-one approach using different methods, including whole-word and student writing. "LVA requires two individuals to get to know one another before they touch reading. The tutor doesn't teach as much as guide," explains Richard Rioux, director of resource development for the program.

The program has been extremely successful, with average reading evaluations rising between three and four grade levels in 90 days. In addition, the literacy component has extended the completion rate for the alcohol and drug recovery program to 80 percent, up from 55 percent.

LIP addresses the practical needs of its students. Participants learn how to fill out job applications, read the classifieds, and balance a checkbook. They also have a class on the driver's license exam and a preparation course in math for the GED. Because the recovery program is so goal-oriented, Rioux has chosen to use the whole-word methodology instead of phonics. Although he has not tried phonics at the rehabilitation centers,

Rioux says that phonics is "too childish" and would bore his students. Residents want a pragmatic approach that can help them get a job when they leave the program, he explains. Work "means something to their sobriety."

Absence of Accountability

Despite some successful efforts to teach people to read and write, the lack of accountability in most literacy programs remains a major concern. In 1986, a report by the Federal Interagency Committee on Education (FICE) attempted to detail the federal programs that deal with adult illiteracy and their annual expenditures. What resulted was a 200-page morass of numbers about 14 different agencies administering 79 different literacy-related programs. Very few of these programs even know how much they spent on adult education, much less whether their efforts were successful.

The 14 agencies identified $348 million authorized for literacy activities in fiscal year 1985. According to some reports, however, there are "significant unreported dollars spent on literacy activities in many agencies." But others say that much of the money allocated for literacy is not actually spent. Forrest Chisman says, "At most $1 billion to $2 billion is available at the federal level, and much less is surely spent." An independent consulting firm, the Cosmos Corporation, recently updated the FICE report at the behest of Congress. It estimated that the federal government spent $218 million in fiscal year 1989 on adult literacy. By its own admission, however, the Cosmos figure is not completely accurate—it excluded major programs by the Departments of Labor and Health and Human Services because the departments themselves do not know how much they spent.

The discrepancies between these estimates arise because most government programs dealing with illiteracy make block grants to the states, which in turn dole out the money to state-wide programs. There are only very general stipulations on how the money should be distributed and very little reporting on how it was spent. Many literacy activities of the federal government fall under a larger umbrella of community service, employee training, or refugee assistance programs. The states are authorized to use the money for literacy but they are not required to do so.

The five main federal agencies dealing with adult illiteracy are the Departments of Education, Labor, Health and Human Services, Defense, and Justice. The Education Department spent $193 million in fiscal year 1990 for block grants to the states under the Adult Education Act. Ninety-nine percent of the money goes to local education agencies, which must meet minimal requirements such as spending 10 percent of their grant on correctional education and 10 percent on "special experimental demonstration projects and teacher training," according to one Education Department official. In applying for grants, states must evaluate their own literacy efforts, although the Education Department does not require that programs be proved successful in order to receive grants.

Labor also gives grants to the states through the Job Training Partnership Act, in the way of $4 billion a year. Some of this goes to adult literacy programs, though it is not clear how much.

Some of the $1 billion Health and Human Services is authorized to spend through its Job Opportunities and Basic Skills Training (JOBS) program goes for literacy classes for Aid to Families with Dependent Children (AFDC) recipients. States have broad discretion for spending the money, and HHS does not know how much goes for adult literacy. As of yet, there are no requirements that state literacy programs demonstrate their success, although the department is planning to establish "performance standards" in the future.

The Defense Department's appropriations of $26 million are more clearly defined. The money goes toward upgrading skills of military personnel, be it through adult basic education classes or vocational training. This clarity of mission has brought them much success, and the military serves as a model of accountability for other literacy programs.

Like Defense, the Justice Department also knows where its money is going. It spent about $30 million on education programs in federal prisons in 1990, with $7.5 million going for literacy training. In addition, the Justice Department spends small amounts on citizenship education and training.

With the exceptions of the military and the Department of Justice, there are almost no methods or techniques used to measure program success. Neither HHS nor Labor knows whether the programs supported by their funding are successful. The military judges success according to whether or not students reach specific reading levels, which vary according to service. For literacy programs in federal prisons, success means reaching the sixth-grade level in reading, which is evaluated by standardized tests.

In addition to the hundreds of millions spent by the federal government, non-federal expenditures on adult illiteracy came to $510 million in fiscal year 1988, according to the Department of Education. Often non-federal programs receive generous federal grants, which all too often promotes wasteful spending. For example, the Department of Education encourages large expenditures on reading materials. One of the department's criteria in awarding grants to outstanding adult education programs is that curricula and materials "reflect recent trends in delivery of services." In other words, literacy programs are rewarded for following trends rather than tried-and-true methods. Another guideline is that "instructional materials, designed for adults not children, are up-to-date, free of sex and/or cultural bias, [and] bilingual/bicultural where necessary." Computer-assisted instruction is also suggested. Success in raising grade levels of reading is not a criterion.

Need for Testing

Despite the problems with the existing federal literacy programs, both houses of Congress have proposed legislation to increase expenditures without amending the major flaws in the current system. The literacy bills sponsored by Senator Paul Simon (D–IL) and Representative Thomas Sawyer (D–OH) contain no efforts to increase accountability. They do not ask whether existing programs are successful in teaching people to read and write, nor do they require that recipients of grants report their success, or lack thereof. The proposed legislation

would also create a national center for literacy to coordinate existing literacy efforts, and perhaps even a cabinet-level post for literacy. But given the problems with existing programs, it is more likely that such legislation will only add another layer of bureaucracy that channels funding away from the important task of teaching people to read.

The federal government's lack of accountability with respect to literacy funding is passed on to the local literacy programs. Often dependent on federal or private funding, these programs are not strict about evaluating the success of their students, teachers, or teaching methods. Because learning to read as an adult can take years, literacy programs often determine success according to short-term goals. Echoing the popular wisdom of most literacy experts, Linda Lowen, communications associate for Literacy Volunteers of America, says, "Success is determined by the individual's goals." The student's goal may be as limited as reading a bus schedule or passing a driver's license test, or more complex, such as reading the Bible. While it is important for students to set goals and to meet them, it is also important for literacy programs to determine how well they are doing in making people literate.

Testing students when they enter a literacy program and when they leave can tell us more about how far they have progressed. But literacy programs are often sketchy on their testing data. With testing comes accountability and also embarrassment, for both students and administrators. It may take some students years to raise their reading levels; others drop out after the first few weeks. It reflects badly on a literacy program if overall statistics show few gains in skill levels. But testing remains the most accurate means of judging an individual's success and that of a literacy program.

With testing, we can better determine how the crusade against illiteracy is faring, and whether our present efforts need revision. Although the status quo may be more comfortable for literacy program administrators, it does little for the adults in need. The entire field of literacy would benefit from a comprehensive shakedown.

While we cannot control an individual's desire to learn, we should insist that literacy programs teach those who are willing to learn. The question should not be, "How much money did we spend?" or "How many people joined our program?" but rather, "How many people did we teach to read and write?"

The following is an excerpt from a book, entitled *Scientific Management in Education*, written in 1913 by J.M. Rice. We couldn't help but notice its relevance with respect to American education today.

MG

SCIENTIFIC MANAGEMENT IN EDUCATION

A NEW BASIS IN EDUCATION

And now we are ready for the crucial questions: (1) How can we account for the fact that the study of the educational sciences has failed to serve the purpose? and (2) What is the specific form of training required to bring about the desired end? Let us consider these questions in turn.

That the new ideals are not only higher than the old, but absolutely fundamental, and must in time prevail, is not even open to question; and, strange as it may seem, they are the very same ideals upheld by the identical public that has always so strongly protested against surrendering the schools to the educational reformers, namely, greater intelligence and greater efficiency. Consequently, the people are not at loggerheads with the new education in the matter of ideals, but they are opposed to it because they not only fail to perceive the manifestation of that greater intelligence and greater efficiency which the new school has promised to produce, but are inclined to believe that the graduates of our elementary schools are even less intelligent and less efficient than they were under the old régime.

Why, then, has training failed to give a better account of itself? My answer is that training has failed to produce better results because it has not been followed by a specific demand for better results. On the contrary, it has been accompanied by a mandate to despise results. This has arisen from the belief that the results produced by the more rational methods of instruction are purely spiritual in their nature and incapable of measurement, and, conversely, that results which can be demonstrated in any definite manner must have been produced by methods that should be avoided. In other words, ordinary training has failed because it has been founded upon the assumption—not verified by experience—namely, that certain forms of pedagogical treatment are sure to lead to ideal results. The consequence has been that the educators of the new school have become accustomed to gauge the success of a teacher from the standpoint of what she does, while in matters outside of school success is measured by what is accomplished. By reason of this unpractical stand, the demand has been developing in the direction of methods and mannerisms which may or may not contribute to success, but which in themselves do not constitute success, and are not even a gauge of it; and in the effort to meet this demand, the fundamental issue, actual accom-

plishment, has become entirely submerged.

Therefore, in accordance with the trend of the times, it has become the custom to call a teacher successful if her methods are in the latest style, if her manners are pleasant, and if her pupils show an interest in the current lesson; while a teacher is placed on a lower plane if she does not come up to all these requirements. But this position is untenable. One who makes the impression that she is all that a successful teacher ought to be may be a successful teacher in fact, or she may be lacking in certain essential elements involved in good teaching, and fail to accomplish much in the end. On the other hand, a teacher who does not make a favorable impression may in fact be a poor teacher, but not necessarily so, for she may be possessed of just those qualities which are essential to success, and may therefore accomplish far more than her more brilliant colleague.

In view of the above considerations, the answer to the second question is obvious. The current method of training having failed by reason of a false standard of measuring success, the remedy lies in substituting for it a more scientific one. The current standard calls for an estimate of success by what the teacher does, and the one now suggested will call for judgment by what she accomplishes. Of course, such a radical change in the standard would not only carry with it a change in demand, but also the necessity of revising our conception of pedagogical training, which would have to be more definitely directed toward the development of the power to achieve results. But just as the demand for an ideal class-room spirit has served to bring about a markedly better spirit, so the demand for ideal results would undoubtedly be followed by better work and start the schools on the road to a still higher ideal, namely, the combination of an ideal spirit with ideal results.

The theory that success in teaching should be judged by results is, of course, anything but a novel one; and in view of the pedagogical abuses to which it has led, and the just condemnation it has received at the hands of many, it may seem strange that any one should have the hardihood not merely to indorse it, but to suggest it as a fundamental truth. However, the fact is that we are here again brought face to face with a pedagogical proposition which is correct in principle, but which has ended in disaster by reason of a misconception. In a word, the traditional system of measuring success by results has proved a signal failure, because those who have followed it have failed to appreciate that results differ widely in quality, that some are of a high and others of a low order, in consequence of which they have become accustomed to accept as satisfactory a class of results which neither indicate genuine teaching nor satisfy the demands of an intelligent public. The standard that I am suggesting represents a demand for results on a much higher plane, but recognizes at the same time that such results must be based on a firmer foundation than faith.

As to the specific difference between a low and a high order of results, this cannot be accurately explained in any general statement, for every branch must be considered on its own merits. However, taking a broad view of the matter, it may be said that in the former the dominant idea is knowledge, knowledge of facts and of certain formal processes, while in the latter it is efficiency, the ability to think and to utilize knowledge in thought and execution. As knowledge is a matter of memory, and can be acquired without bringing into play, to any considerable extent, the exercise of the higher mental faculties, it so happens that up to a certain point a great deal may be accomplished simply by getting pupils to study their lessons and to be attentive during the recitations. Consequently, it is evident that, within a given compass, children who have but slightly exercised their higher mental faculties may be able to compete on an equal footing with those who for years have had the more genuine forms of mental training. However, if we recognize that, within certain limits, children who have had no genuine teaching are able to compete with those who have been very well taught, we must also recognize that when these limits have been reached the contrast between good and poor teaching will begin to tell in the results.

This suggests in a nutshell both the flaw and the remedy. The trouble with the traditional standards has been that they have aimed to measure success within the limits of the lower area; and the remedy lies in instituting standards that will take as their starting-point the upper limit of the lower area. That is to say, the higher order of standards, ideally speaking, will give no credits for mechanical results, but simply for such results as show a true indication of intelligence and efficiency. Tests formulated upon the higher basis will, however, by no means overlook essential facts and processes of a mechanical order, because pupils must necessarily be thoroughly grounded in the fundamentals to be able to pass the higher tests. As children have brains, they cannot, of course, help acquiring some efficiency as a result of the acquisition of knowledge, however poorly they may be taught; so that in testing for efficiency a part of the credit for that which is manifested will belong to the pupils.

Pioneering Research Challenges Accepted Notions Concerning the Cognitive Abilities of Infants

Scientists re-assess influential theories developed in the 1930's by the Swiss psychologist Jean Piaget

By CHRIS RAYMOND

Armed with the results of novel experiments, developmental psychologists and neuroscientists are changing notions about infancy that have held sway since the psychologist William James called the baby's world a time of "blooming, buzzing confusion."

Moreover, the experiments are fostering a major re-assessment of the legacy of Jean Piaget, the Swiss psychologist whose pioneering analysis in the 1930's of children's mental development deeply influenced subsequent generations of scholars.

"Piaget had a remarkable nose for puzzles about children's behavior," says Renee Baillargeon, one of the psychologists who are spearheading the new research. The observations will be with us forever, she adds, "but in terms of his interpretations of them, Piaget will not have a lasting impact."

Re-Reading Piaget's Observations

Ms. Baillargeon, an associate professor of psychology at the University of Illinois at Urbana-Champaign, who has two small children of her own, says she finds herself reading Piaget's observations again and again.

Nonetheless, she says that since Piaget believed from the beginning that the infant's and the adult's cognitive abilities were radically different, his observations led him to the most negative conclusions about an infant's abilities.

"What a terrible world to live in, where objects have no rhyme or reason and nothing makes sense!" she exclaims about Piaget's view of infancy.

The revisionist work is also prompting researchers to raise philosophical questions of their own.

One researcher, for example, is hoping to explain why we forget most of the events we experienced during infancy. Freud attributed that to the repression of sexual urges. Others argued that it occurred because the events during infancy are not coded in language and are thus inaccessible to the adult memory.

Another scholar in the pioneering group, Elizabeth S. Spelke, a professor of psychology at Cornell University, is drawing connections between how an infant comes to learn about the various characteristics of objects and how adults assess scientific theories.

'Common-Sense Conceptions'

Based on her studies, Ms. Spelke believes that "the physical knowledge that emerges first in infancy remains most central to the common-sense conceptions of adults," including scientists. (An infant's physical knowledge, she explains, informs the child that objects are solid and move along connected, unobstructed paths.) That, she argues, might partly explain the reluctance of physicists early in the century—and many lay people today—to accept the "quantum universe," in which particles can lack mass and move discontinuously.

In the course of her research, Ms. Spelke has demonstrated that as early as 2½ months of age, infants know that objects are solid and continue to exist even when out of view. But it is only after 6 months that an infant will begin to understand that an object's motion is subject to the laws of gravity and inertia.

Piaget postulated that such concepts developed much later in an infant's life. Patricia J. Bauer, an assistant professor of psychology at the University of Minnesota says that for decades, psychologists assumed that babies could not have ideas until they were 18 months to 2 years old.

In a recent review of new research in cognitive development, Jean M. Mandler, a professor of psychology at the University of California at San Diego, wrote that the "Piagetian infant" leads a distinctly un-Proustian life: "not thought about, only lived."

Piaget said the first months of life were devoted to learning how to integrate information from disconnected sights, sounds, and touches—what Ms. Bauer calls the "starter set" view of the newborn as a set of unconnected reflexes. Well into the second year of life, Piaget said, the infant uses that newly integrated information, and clumsy exploration, to begin piecing together causal relationships.

Piaget's insights were drawn from intensive observation of his own children. But some scientists are now beginning to concur with Charles A. Nelson, who maintains that "Piaget grossly underestimated the abilities of infants. The kinds of memory we see at 6 months, he didn't see till 18 months."

"He just didn't have the methods" now available to scholars, adds Mr. Nelson, an associate professor of child psychology and neuroscience at Cornell University.

Mr. Nelson, like several of his colleagues, says Ms. Baillargeon's work opened a new path in studying the abilities of infants. Ms. Baillargeon took advantage of a well-documented phenomenon: an innate human preference to look longer at novel or surprising things than at familiar ones.

In what Ms. Baillargeon describes as "putting on magic shows for babies," an experimenter presents a baby with two events, one possible according to physical laws as adults understand them, and one impossible.

'Surprised by the Impossible'

"If the baby shares our beliefs, it will be surprised by the impossible event and will look at it longer," Ms. Baillargeon explains.

For example, Ms. Baillargeon repeatedly shows infants a screen being flipped back and forth through a 180-degree arc. Then, in the "possible" event, the screen's movement is shown to be stopped by coming into contact with a box placed behind it. In the "impossible" event, the screen is shown to continue unhindered through its arc despite the presence of the box.

She found that some 3-month-old infants, and most 5-month-old infants, react with surprise to the impossible event, indicating that they realize that one object cannot pass through another, she says. Using variations of the general procedure with other pairs of possible and impossible events, Ms. Baillargeon, Ms. Spelke, and others have demonstrated that infants less than a year old have a wide range of perceptual abilities: They can visually separate objects from a background, and know that objects cannot move through one another and continue to exist when hidden.

In other studies, month-old infants have recognized images of objects that they have only felt in their mouths. By 4 months, they have matched film images to a corresponding sound track.

Ms. Bauer, Ms. Baillargeon, and others are also documenting fairly sophisticated conceptual thinking early in life, based on demonstrating recall. As Ms. Bauer explains it: "If infants can be shown to have recall, they must have some kind of representational tool which would allow them to think about the properties objects share."

On the basis of dozens of experiments using a procedure she devised to test an infant's memory, Ms. Bauer reports that 20-month-old babies can imitate sequences they saw as long as six weeks earlier. Children 13 months of age "remember fewer events for shorter periods, but they are remembering some events at least as long as one week," she says.

Ms. Bauer reached her conclusions from experiments in which, in front of an infant, she manipulated props in sequences of two or more logical steps, such as sending a truck down a ramp, or illogical ones, such as clothing and then washing a stuffed animal. Later, the props are placed in front of the infant, and a collaborator watches to see if he or she will act out the sequence in the correct order. For comparison, infants who have not seen the acted-out sequence are also given the props. Ms. Bauer reports that infants in the latter group rarely, if ever, act out the sequence spontaneously.

Ms. Bauer is turning her attention to even longer-term memory.

"Maybe the adult can't remember [infancy] because there's no cue," she adds. "But if we knew the cue at 2 years old, can we trigger the memory at 3 years old" through the use of specific verbal or visual cues?

Neuroscientists, including Ms. Spelke's colleague, Mr. Nelson, are taking developmental psychology a step further, seeking to tie changes in cognitive abilities to changes in the brain's organization and responses.

'The Familiar and the Novel'

"My question," says Mr. Nelson, "is what goes on in the brain when the baby is asked to recognize the familiar and the novel?"

Mr. Nelson studies changes in the patterns of electrical activity, using a headband-like device that places electrodes into contact with the infant's scalp.

He has shown familiar and novel pictures to nearly 3,000 babies, ranging from 1-year-olds to younger infants, some of whom had been born prematurely. He has discovered that electrical activity in the brain falls into tell-tale patterns that depend on whether, and how often, the infant has seen a particular picture. By 6 months, infants apparently can distinguish between pictures they have never seen, those that they are familiar with, and those that they have seen infrequently, says Mr. Nelson.

"Babies can develop [mental] representations and call on them to compare old and new information," he adds.

Mr. Nelson has also found a dramatic electrical response in 8-month-olds who have become familiar with only the feel of an object, and are then shown pictures of that object or of a different one. "They must have developed visual representations of what they felt," Mr. Nelson says.

Other neuroscientists are exploring what happens in the infant's brain as he or she develops notions about objects and learns to talk or, in the case of deaf children, use sign language.

The research, says Ms. Bauer, is encouraging an increased dialogue between developmental psychologists and neuroscientists. The cross-talk should lead to a much more sophisticated understanding of how humans learn to think than was possible in Piaget's time, when a dearth of methods to experiment with pre-verbal infants made it easy to equate their rudimentary motor skills with their conceptual skills, scientists say.

Even if they think Piaget was wrong, scientists still pay homage to his legacy.

"Yes, there was a great deal of underestimation of an infant's specific abilities," says Ms. Bauer. But, she adds, "there is still a great deal of room for the construction of knowledge" after birth, as Piaget suggested, and it remains for cognitive scientists to discover how that new knowledge is built. ■

AN EVALUATION OF THE PORTLAND SOCIAL STUDIES BASELINE ESSAY

Frank J. Yurco

The *Social Studies, African-American Baseline*, by John Henrik Clarke, is one of several "baseline" essays which together serve as curriculum background reading for Portland, Oregon, public school teachers. The baseline essays have been widely distributed and are relied upon by a number of city school systems across the country. The social studies essay is reviewed here from the viewpoint of scholarly accuracy and academic value, especially as a teaching tool for elementary and secondary schools. While a curriculum intended for younger students need not be presented in full scholarly format, with full footnoting and documenting, it should nonetheless reflect the most current views in the professional field being covered. The writers of such materials have a delicate task, to cover the subject matter accurately, and yet without complication. The surest way to accomplish this is to consult professionals in the field as well as reliable up-to-date books and articles. The author of this packet has deliberately chosen not to take this path, maintaining instead that "in approaching this subject, preference is given to writers of African descent who are generally neglected" (p. SS-4).

...a curriculum... should reflect the most current views in the professional field being covered.

In looking over the bibliography and notes of the packet, the author is found to have followed faithfully his self-prescribed course. Few professional Egyptologists are cited for the section covering ancient Egypt, and virtually none of these represent current scholarship. Even where one current scholar is cited, the author fails to cite his final reports (Williams, 1986), relying only on the older preliminary report. Even that source is mis-represented as claiming that pharaonic Egyptian culture originated from somewhere south (of Egypt and of Nubia). This is directly contradicted by current research (Williams, 1986, 1989), which finds that in the period when monarchy first appeared in Lower Nubia, ca. 3300 B.C., the culture in which it appeared was Naqadan-Egyptian. This is demonstrated by the fact that the earliest proto-hieroglyphs written by these people are comprehensible as Egypto-Coptic, and the iconography used by the early kings is pharaonic Egyptian. What is behind the author's inability to assess the current scholarship in Egyptology? It is his self imposed criterion that rules out non-African-American or African scholars.

The author's viewpoint, as expressed in the introduction, is that conventional scholars have distorted Egyptian history by denying that Egypt was a part of Africa (p. SS-2). His viewpoint represents what has come to be called Afro-centric revisionism, that is, a position that posits that conventional scholarship has deliberately distorted ancient history to deny the role played by Africans, and more specifically that ancient Egyptian history has been skewed and distorted by such scholars to deny its African nature. However, as he himself recognizes by citing Bruce Williams (1985), Egyptological interpretation has changed as more and more evidence is found and marshalled. Had Clarke consulted current Egyptological scholarship, he would have found

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that almost no modern Egyptologist supports the old idea that a "Dynastic Race" from somewhere north or northeast of Egypt brought pharaonic culture to the Nile Valley. This was a view promulgated by earlier generations of scholars, partly out of the racial attitudes prevalent in their day and partly out of incomplete and mis-interpreted evidence. The author further claims that knowledge of the earliest kingdom in Lower Nubia is not new (p. SS-3), implying that it was suppressed, or willfully ignored. This is utterly false, for the archaeological work that found the evidence of the kingship at Qustul, in Lower Nubia was carried out no earlier than the late 1960s, by Dr. Keith Seele (Williams, 1986).

Few professional Egyptologists are cited [by Clarke] for the section covering ancient Egypt, and virtually none of these represent current scholarship.

Clarke further contends that ancient Greeks and Romans from Herodotus onwards called all dark-skinned peoples, including Egyptians, "Ethiopians" (p. SS-2). Yet as Dr. Frank Snowden, of Howard University, has consistently argued, Herodotus and the other Greek and Roman authors consistently distinguish between various dark brown and "burnt" brown complexioned peoples (Snowden, 1989), describing the Ethiopians as the darkest. Their term Ethiopian refers mainly to the people now called Kushite, or Meroitic by Egyptologists and Nubian and Sudanese culture scholars (e.g. Adams, 1980). Thus the contention that Classical peoples posited that Egyptians were as dark as the Ethiopians, and that the Ethiopians originated Egyptian culture is negated by the Classical sources themselves, and it also is not supported by the latest archaeological and linguistic research.

Clarke's history of Egyptian dynastic eras reads in some parts more like a medieval chronicle than like a current survey. His dependance on mainly non-Egyptological sources of African or African-American ancestry results in uneven, inconsistent, and conflicting data, and in places, incredibly out-of-date, inaccurate interpretations. This is simply because the overwhelming majority of his sources are not Egyptologists who have mastery of the ancient language and culture, but rather third-hand sources; some Egyptologists are cited only to lambast their views advocating the "Dynastic race". Dealing with periods where his third hand sources were muddled or uninformative, Clarke writes such periods off as ones of no historic significance. This is gross over simplification and misrepresentation.

For instance, he writes that the First Intermediate Period was characterized by "the inability of the ruling families to decide on who would be pharaoh and where the ruling seat of power would be. This weakness brought about a civil war..." (pp. SS 30-31). There is no mention of the environmental deterioration and failure of Nile Floods that brought on the collapse of the Old Kingdom, nothing about the Heracleopolitan IXth and Xth Dynasties reforming the kingship, and the parallel development of powerful provincial nomarchs. The author fails to note the emergence of the XIth Dynasty at Thebes, its revolt against the Heracleopolitans and then he only sketchily and summarily mentions the civil war, and ascribes it to "weakness" rather than to the ambition and drive of Mentu-hotep II (2061-2010 B.C.), the king of Thebes who reunified the country and whom the tradition considered on a par with Aha (Menes) the original unifier (eq. Gardiner, 1961). For the XIIth

Dealing with periods where his third hand sources were muddled or uninformative, Clarke writes such periods off as ones of no historic significance.

Dynasty, he makes no mention of trade with the Aegean regions, attested by the silver vessels found at Tôd, nor about contacts with Syria-Palestine. (*Story of Sinuhe*), and Tomb of Khnum-hotep II at Beni Hasan. There is nothing about Amenemhat III reclaiming lake bottom land from the Fayum, and regulating the in and outflow of water from the lake, nor about Queen Sobek-noferu, who took full five-fold pharaonic titles, the first female ruler in Egypt to do so. Reference to two texts (Gardiner, 1961 and Lichtheim, 1973) would have supplied all the data I've mentioned and more. Alas, neither of these is among Clarke's select group of scholars to be consulted.

The treatment of the New Kingdom Period (1567-1080 B.C.) is not much better. The Hyksos are portrayed in a completely negative manner, with no mention of the wheeled chariot, the compound bow, and the improved battle axe, all of which the Egyptians obtained from them. On p. SS-33 there is the utter misstatement that "Egypt's military friends, to the south, prepared to come to her assistance". The facts are that as the Egyptians themselves record in Kamose's second stela, the Kushite kingdom was allied to the Hyksos, and only the desert Medjay were allied to the Egyptians.

Regarding the pharaoh Akhenaten, Clarke gives a one-sided view of this enigmatic king, as "one who preached and lived a gospel of love, brotherhood, and truth, the world's first idealist, the first temporal ruler ever to lead his people to the worship of a single god" (p. SS-37). While some of this is correct, as seen in Akhenaten's hymns (Lichtheim, 1976), Akhenaten's religion was not genuine monotheism, and as a political leader he was less than successful (Redford, 1985). Clarke apparently relied on a third-hand, non-Egyptological source that is of uncertain date, but seems to reflect Egyptological views of the 1920s and 1930s.

Clarke promotes the undocumented, unproven, and unscientific argument that Cleopatra was a black person...

He misnames the Saite XXVIth Dynasty as "The Static Period", and writes it off as a period of no progress. This is a purely unsupported, undocumented and uninformed assertion. The XXVIth Dynasty saw a resurgence of Egyptian culture, a revival period, harking back to Old and Middle Kingdom traditions. In politics, the Dynasty tried to balance between keeping Assyria at arm's length, then supporting Assyria against the Neo-Babylonians, and then holding off the Neo-Babylonians. It also launched a campaign against Napata and the Kushites (593 B.C.). Necho II sent out a Phoenician crew that circumnavigated Africa, as Herodotus reports, the first recorded instance of such a voyage. The Persians conquered Egypt in 525 B.C., but again, there was armed resistance, successfully, 405-343 B.C. In this period, Egypt also provided shelter to Jews who fled Judea after the Babylonian conquest in 586 B.C. Some of these served in a garrison at Elephantine, from which letters survive. All of this history from Clarke's so called "Static Period"! Clarke also fails to acknowledge the help Egypt received from Greeks (405-343 B.C.) in the common cause of resistance to Persian domination.

Clarke promotes the undocumented, unproven, and unscientific argument that Cleopatra was a black person, in the sense advocated by the Afrocentrist revisionists. He relies on Shakespeare's assessment of her as "tawny" and falls under the spell of Roman propaganda that makes her the dark serpent of the Nile and other such misrepresentation. Had he referred to Tarn, in *Cambridge Ancient History*, 1st ed., from the 1930s, he would have found a reliable, sympathetic, and well documented account of Cleopatra. Bowman (1986) would also have been helpful in constructing a more accurate portrait. She was, as Plutarch describes her, intelligent, fluent in

seven languages, and the first of the Ptolemaic Dynasty to speak Egyptian. Cleopatra was a canny politician, knew how to run a government efficiently, and how to balance the budget and even generate surpluses, all this after her father left Egypt bankrupt. She generated enough surplus to finance Mark Antony several times. She had a remarkable vision of restoring the Eastern Mediterranean and the Greek states onto an equal footing with Rome and the West. Such are the factual things Clarke could have written about Cleopatra VII.

...Clarke argues another Afro-centric revisionist position, namely that the invasions of Egypt [have] totally displaced the indigineous population.

As for her ethnic background, a study of Ptolemaic sources would have informed Clarke that the Macedonian Ptolemaic royal family was ultra Hellenic in outlook. For years, they treated indigenous Egyptians as second class citizens. As for their own family, so concerned were they to retain its Greek purity that they engaged regularly in brother-sister marriages. Later, they married princesses from the Seleucid royal family in Syria, another ardently Hellenic royal house. Ptolemy IX, Cleopatra's grandfather did have a number of mistresses, one of whom bore Ptolemy XII, her father. Yet, these mistresses were all drawn from Greek, Hellenic families, whether Cyrenian, Seleucid, or Egyptian. Though you cannot prove that Cleopatra VII had no indigenous Egyptian admixture, the probability is that she did not.

A few Greek and Egyptian families did intermarry, but largely only after Ptolemy IV ca. 217 B.C. But so many did not, above all the royal family (which so consistently presented itself as a champion of Hellenism), that prior to Cleopatra VII, none of the kings bothered to learn to speak Egyptian. Clarke's assertion that after 300 years of residence in Egypt, the Ptolemies had somehow been rendered into indigenous Egyptians is the regurgitated propaganda that Octavian (Augustus) tried to paint onto Cleopatra VII and her Greek supporters, after she and Mark Antony allied themselves against Octavian.

On p. SS-22, Clarke argues another Afro-centric revisionist position, namely that the invasions of Egypt that started about 450 B.C. and continued until after the Roman Period brought into Egypt large numbers of people who were not indigenous to the country, adding that "The bulk of the Arab population in present-day Egypt has no direct relationship to ancient Egyptian history". He claims further, invasions in the 7th and 8th centuries A.D., during the rapid spread of Islam totally displaced the indigenous population. This view is a mixture of false data, misinformation, mis-interpreted evidence, and false conclusions.

Migrations into Egypt have been a constant factor throughout her history. In most periods, though they were a trickle at the southern and northern frontiers. The major foreign incursions were Syro-Palestinians with the Hyksos (1674-1650 B.C.), but they were expelled.

Anthropological studies...show beyond any doubt that the modern Egyptian population by and large is genetically very close to the ancient Egyptians, in features, in color, and in blood type.

Libyans settled in Egypt in large numbers, 1150-712 B.C., and even rose to be pharaohs, but they were very close ethnically to the Egyptians, and so, had no major impact. Later came the Kushites, but they too were Nilotic peoples with ethnic and cultural relations to the ancient Egyptians. Greeks began to arrive in Dynasty XXVI and in larger numbers under the Ptolemies. But, as outlined above, they preferred their own Hellenic culture and only a limited amount of intermixing occurred. They also settled in distinct zones, not

ousting or replacing the Egyptian populace (Bowman, 1986). Jews also started arriving in the XXVIth Dynasty and increased under the Ptolemies, but again, they congregated around the eastern Delta (traditionally the Land of Goshen) and tended not to intermarry with either Egyptians or Greeks. The Romans settled only a few veterans in Egypt. During Byzantine times, the country was Christianized, but ethnically remained unchanged.

In the Islamic Period, the invading force under Amr ibn al-As was about 3,000 men, whom he settled at al-Fustat, north of the Romano-Byzantine Babylon. During the rest of the Islamic period, the ruling class might be Arab, or Turkic, Berber, or Circassian, but all these dynasts had their own limited armies of mamlukes and didn't intermix with the indigenous Egyptians. Indeed the foreign dynasties scorned the indigenous Egyptians as "fellahin", whom they viewed solely as cattle to be milked for taxes. Thus, around Cairo, the capital, you can find all sorts of exotic mixtures, but outside the capital, in the country and in the provincial towns the population is basically of fellahin origin. The few Arab tribes that the Ummayad and Abbasid governors allowed to settle in Egypt proved so recalcitrant that they ended up fighting the government, and many were shipped on to Libya and farther west to help in the Islamic conquest of North Africa. Anthropological studies starting with Batrawi (1945-46) and now Keita (1990) show beyond any doubt that the modern Egyptian population by and large is genetically very close to the ancient Egyptians, in features, in color, and in blood type.

Clarke also distorts the history of Mesopotamia, so as to remove any possible contribution of that nation to the mix of Middle Eastern culture.

This evidence demolishes not only the "Dynastic Race" claims of Victorian Era Egyptologists, but also the claims of the Afro-centrist revisionists who would make the ancient population different and more tropical Africoid than currently is the case. Both views are false and are distortions of data or mis-interpretations. Anyone who has spent time in Egypt can attest to Batrawi's analysis. Of course, neither Batrawi, nor any of the other Egyptologists, by and large, cited in this discussion are cited in Clarke's bibliography. The Afro-centrist revisionists have stuck steadfastly to their contrived evidence and arguments and refuse to acknowledge, often disparaging, any scholarship reaching conclusions different from their own. Dr. Frank Snowden's work has come under just such disparagement, even though he is an eminent Classicist with intimate knowledge of the Greek and Classical sources.

Clarke also distorts the history of Mesopotamia, so as to remove any possible contribution of that nation as original to the mix of Middle Eastern culture. "During the Fifth and Sixth Dynasties there were rumors of threats from Western Asia (now called the Middle East). The nations and people in the other river valley, the Tigris and the Euphrates, were laying the foundation of Sumerian civilization" (p. SS-30). This is totally misdated information about the Sumerians. In Mesopotamia, the archaeological record of proto-literate civilization dates back to 3500 B.C., about as old as Qustul in Lower Nubia. Indeed, Sumerian artifacts came to Egypt as trade items in the later Naqada II-Naqada III periods (Hoffman, 1980). What is this, but an effort to downplay the originality of Sumerian civilization at the expense of an Afrocentric view of Egypt?

Thus my evaluation of Clarke's essay is that it is inadequate as a school curriculum resource. The sources used by the author are self proscribed and slanted towards the Afro-centric revisionist viewpoint. Other more current sources are ignored or avoided. The resulting text is very unreliable as history. There are factual misinterpretations, outdated theories and interpretations, particularist interpretations, inconsistencies in facts, spelling, and dates. Rather than history, there is a bland, homogenized, and unfactual survey of

the historic periods, or a reflection of out-dated Egyptological views gathered from third hand sources. Most of Clarke's bibliography is not Egyptological, but rather, third hand accounts. The dismissal and disparaging of Frank Snowden, Jr., and his carefully written, soundly documented, and well researched works demonstrate clearly the slanted, partisan outlook of the author of this packet and those who adhere to his viewpoint. I leave it to those who believe in sound, reliable scholarship, and documentation using original sources, and interpretations grounded on archaeology, linguistics, and anthropology, to pass their own judgements on the Portland Curriculum as exemplified by this essay.

In closing, the real message that comes to us from ancient Egypt and Mesopotamia, as well as Syria-Palestine is one of multi-cultural experience. The African Egyptians, the Sumerians of uncertain ethnic origin, the Semitic Akkadians and Babylonians and the West Semitic Syro-Palestinians all contributed to our cultural heritage. Their contributions were passed on to Hittites, Greeks, Romans, Europeans, other Africans, and ultimately to ourselves. Some of these people, like the Greeks, synthesized and added to these contributions. Yet some echo in our daily lives. For instance, our 365-day year originated from Egypt; so did twelve months per-year, and probably twenty four hours per day. Mesopotamian culture gave us algebra, the 60 second minute, and 60-second hour, and the horoscope. In churches and synagogues we follow a religious tradition that goes back to Syria-Palestine. Thus our heritage includes contributions from ancient Africa, Asia, and Europe. This is, perhaps, one of the most valuable lessons to be learned from studying ancient civilizations.

...the real message that comes to us from ancient Egypt and Mesopotamia, as well as Syria-Palestine is one of multi-cultural experience.

Due to limited space, we were unable to include Dr. Frank Yurco's six page Bibliography. We would be happy to send a copy, free of charge, to anyone wishing to see it.

D.C. May Start African-Centered Teaching This Fall

By Lynda Richardson
Washington Post Staff Writer

District school officials said yesterday they hope to introduce African-centered teaching at some schools by September, and at all schools by September 1992.

Curriculum officials outlined their preliminary plans for the program, which could substantially change the way the District's 81,000 students are taught.

Administrators expect to present the school board with a more detailed plan by early March, though it remains unclear how the plan will translate into the classrooms.

Education officials have not decided which schools will be part of the pilot program this fall.

The African-centered education plan includes a complete review of textbooks, the rewriting of curriculum this summer, teacher orientations and creation of a multicultural resource center, officials said.

"Students would be learning more about the role of Africans and African Americans and other ethnic groups in the making of this country and the world," said Frances Powell, the curriculum director for social studies. "I guess you could call it a multicultural curriculum with an African-centered focus."

Educators in many of the nation's largest cities and in the Washington suburbs are now assessing Afrocentrism, often defined as a move to purge bias in books and curricula that show Europe as the cradle of Western culture. To some, it means giving students a larger sense of African history and the achievements of African Americans. To others, it means offering proof that Egypt was where civilization dawned, and that Egyptians were black.

Afrocentric curriculum became one of the most politically volatile subjects facing the D.C. schools last year when Andrew E. Jenkins, who was then superintendent of schools, suggested that he was being ousted because the school board wanted to destroy the Afrocentric plan, which received $750,000 in funding for this fiscal year.

Yesterday, some proponents of Afrocentrism attending the committee meeting criticized the proposal for not being African centered enough in a school system that is 91 percent black.

"They undermined the whole issue," said Thelmiah Lee, a member of the advocacy group, D.C. Save Our Schools. "How can you talk about multicultural and deny the implementation of African American education?"

Board member David Eaton (At Large), who chairs the Committee on Alternative High Schools and Emerging Educational Programs, said he could not respond to such criticism because the Afrocentric effort is not yet finished.

Eaton pointed out that a Values Commission, which he chaired in 1988, called on the school system to infuse more multicultural and Afrocentric teaching into classrooms in hopes of heightening students' self-esteem and self-respect.

But Afrocentric education never has been precisely defined in the District public schools. Jenkins seized on the idea last year, partly as a drive to improve student self-esteem and lower the schools' drop-out rate.

Some suggested that Jenkins used it as a shield to save his job when his troubles with the school board began.

Even as the idea is gaining attention among educators looking for ways to offset problems besetting minority youths, others question whether reorienting curriculum will improve academic performance.

Eaton said various task forces will be formed within the schools and the community to work on goals within the Afrocentric education plan.

He said those goals will include reviewing present history and geography textbooks, writing curriculum and setting criteria for selecting teachers.

THE WASHINGTON POST WEDNESDAY, FEBRUARY 6, 1991

California minorities fight 'chauvinistic' school books

By Dexter Waugh
SAN FRANCISCO EXAMINER

California school districts with large minority enrollments are on the horns of a dilemma: how to buy new history textbooks, use state money for them and deal with complaints that the only officially approved textbook series is culturally chauvinistic.

The textbooks are needed to help teach a new state history and social science curriculum that schools will be following this fall.

Some districts are plunging ahead and buying the state-approved books. Others are seeking ways to compensate for weaknesses they see in the books. A few may continue using old ones. Some are postponing any decision.

The quandary is the legacy of a bitter debate last year over new history textbooks by publisher Houghton Mifflin. The state adopted the kindergarten through eighth-grade series by the Boston publisher over the objections of some ethnic and religious groups who wanted more stress on their points of view.

Most officials praised the books, but critics said they failed to go far enough beyond a European-immigrant perspective.

The action left Houghton Mifflin with a virtual lock on grades K-7. Districts must buy these books if they want to pay for them with state funds.

This is the problem for districts lke San Francisco, where indications are that at least one teachers committee found the books lacking in stressing cultural diversity.

Although the state's text choice has put the district in a tight corner, said San Francisco schools Superintendent Ramon Cortines, new materials are vital. "While I do not think the textbook is as adequate as it should be, I don't think the alternative is to stay with the old text because it is worse than the one being recommended."

The Berkeley school board put off the issue after parents protested that the books shortchanged the roles of black, Asian and Hispanic Americans. In Sacramento and East Palo Alto, officials were disturbed enough by last year's controversy to delay any decision for a year.

Teachers in the Klamath-Trinity district, where many students are American Indians, favor a book rejected by the state which deals more broadly with Indian viewpoints, including a rejected text that includes Indian legends.

Fewer publishers, meanwhile, sought state approval of their textbooks last year — mainly because the state's new curriculum guidelines required them to come up with entirely new material.

The state Board of Education rejected the books of seven publishers for falling short of the guidelines, which called for lively narratives, coverage of controversial issues, new subjects like religion, and a diversity of racial, religious and ethnic perspectives.

The criticism of the approved books has not troubled many districts. Long Beach already has ordered them. "They are being delivered by the truckload," said Joanne Ward, Long Beach textbook services manager.

And a panel of parents and teachers is scrutinizing the texts in Fresno, where Wanda Lister, a curriculum administrator, says that while "one textbook can't provide for all different cultures.... These [new] texts are such an improvement over what we've had in the past."

• *Distributed by Scripps Howard.*

The Washington Times *WEDNESDAY, JANUARY 30, 1991*

Tax Rebate in New Hampshire Town Poses Test for School-Choice Issue

By FOX BUTTERFIELD
Special to The New York Times

EPSOM, N.H. — A new program granting $1,000 tax breaks to families that send their children anywhere but the local public high school may turn this small town into a national testing ground for plans that offer parents a choice as to where their offspring will go to school.

The plan was enacted in December in this town of 2,800 people in south-central New Hampshire as part of an effort to reduce local property taxes, which are among the highest in the nation. Epsom has no high school of its own; instead, it pays a fee to a regional high school for each student it sends there.

Sponsors of the measure contend that for every family that chooses to enroll its children in other schools, including parochial schools, Epsom will save money.

Bush Administration's Views

But opponents of the program, including some parents, school officials and the state's largest teachers' union, say it would violate the constitutional separation of church and state and is really a disguised attempt to undermine public education. They also say it would discriminate against those who do not own property.

The concept of parental choice plans is favored by the Bush Administration, which recently set up the Center for Choice in Education as part of the Department of Education. The Administration has strongly supported a new Wisconsin program that allows up to 1,000 low-income families in Milwaukee to use state funds to send their children to private nonsectarian schools.

Clint Bolick, the director of the Landmark Center for Civil Rights in Washington, a conservative group that has offered legal and financial aid to defend the Epsom program if it is challenged in court, said, "I think Epsom has tremendous potential significance for New Hampshire and the United States."

The center is also providing legal help for the school-choice program in Milwaukee. A lawsuit challenging the Wisconsin law is scheduled to be argued before the State Supreme Court this spring.

Mr. Bolick said the Epsom program might be an even more important "breakthrough for choice" than Milwaukee's because it was enacted by the town itself, without going through a state legislature. "That makes it highly transportable and ripe for copying by other municipalities around the country," he said.

'Frightening Implications'

But Barbara Barksdale, who has three children in Epsom's public schools, said, "I see this program as the first step in abolishing public education in this country."

Dr. Paul DeMinico, the superintendent of schools for Epsom and four neighboring towns that share Pembroke Academy, the regional high school, said: "In my opinion this has frightening implications. It creates a new class of citizens who are less responsible for supporting public education, and it could mean that public schools will only be for the poor, ethnic minorities and the handicapped."

He added, "I don't think this is fair or legal."

The new plan may bring more attention to Epsom than the landmark for which the town has been best known until now — a 10-foot-tall roadside replica of a Trojan horse, designed to mock the United Nations as the handmaiden of Communism.

Under the plan, any Epsom property owner can get a rebate of up to $1,000 on his property taxes if he sends his children to a high school other than Pembroke Academy. This could be a private school, a religious school or another public high school.

'Choice and Competition' Cited

Jack Kelleher, a former town selectman who devised the ordinance, said the program would save the town $3,600 for every student who chooses not to go to the local public high school. Epsom must pay $4,600 per pupil to the high school now, but would have to give back only the $1,000 in tax abatements to parents who sign up for the program, a savings of $3,600.

Mr. Kelleher, a member of the Libertarian Party, said, "This is the only program I know of where the more people participate the more the government saves."

The program also fosters "choice and competition," said Mr. Kelleher, who is single and has no children. "Essentially, what we have now is a government monopoly over schools. As in any monopoly, quality deteriorates and costs go up."

In addition, Mr. Kelleher said, the plan would help the local public high school because it would reduce crowding in classrooms and lighten teachers' classroom work.

Dr. DeMinico challenged Mr. Kelleher's arguments. "It doesn't work out as neatly as he claims," the superintendent said, because "the bulk of our costs are fixed costs, for items like bond debt service, utilities, transportation and the salaries of teachers and maintenance people."

"So if we get fewer students from Epsom, it doesn't mean that we can cut our costs the $4,600 we charge per pupil," Dr. DeMinico continued. Instead, he said, the school will have to raise the tuition it charges Epsom to compensate for its loss of revenue

Dr. DeMinico said he also thinks the new plan creates "a user-fee system for public schools," adding, "This goes against what public education in America has meant."

So far, the parents of 12 Epsom students of high school age have signed up for rebates. But their children are already attending other schools, most of them parochial schools. Of the 800 students enrolled at Pembroke Academy, 180 are from Epsom.

Epsom's adoption of the rebate program is part of a spreading tax revolt in New Hampshire, the only state in the country except Alaska that has neither a state income tax nor a sales tax. This has meant a heavy reliance on local property taxes.

In New Hampshire, local property taxes account for 91 percent of the revenue for public schools, by far the highest percentage in the nation, according to the United States Department of Education. The second highest is Oregon, with 68 percent. The national average is 46 percent.

'A Convenient Whipping Boy'

In small residential towns like Epsom, with no industry or commercial development to broaden the tax base, the heavy reliance on property taxes has made homeowners keenly attuned to any increase in school budgets. Epsom's property tax rate has doubled in the past decade, and many residents have taken out their anger on the public schools.

"The schools are a convenient whipping boy," said Mrs. Barksdale.

Mr. Kelleher, who wrote the rebate program, said that when he first proposed the plan in 1982 he was regarded as "so radical and crazy" that no one would sit near him. But he persisted.

Mrs. Barksdale said Mr. Kelleher once showed up at a school board election with a sign saying, "Cut your property taxes by 75 percent — abolish public education."

Mrs. Barksdale, who is organizing a group of parents opposing the program, said there were several different groups of people who supported it: Libertarians like Mr. Kelleher, who advocate a sharply reduced role for government, especially on the Federal level; old-line New Englanders, who see the program simply as a way to save money; parents who want the best education for their children and think the $1,000 will help get them a private school education, and Roman Catholics who send their children to parochial schools.

One parent who has signed up for the plan is Ken Preve, a college administrator with a 15-year-old son in Bishop Brady High School in Concord, 12 miles west if Epsom. "It's a matter of pure economics for the town; it saves the town money," said Mr. Preve. "The issue of church and state has nothing to do with it."

Legal Challenge Weighed

Mr. Kelleher is confident the ordinance will withstand legal challenge because he copied much of its language from a landmark 1983 Supreme Court decision, Mueller v. Allen, involving a Minnesota law that allows taxpayers to deduct school costs, including those for parochial schools.

But Ted Comstock, a staff lawyer for the New Hampshire School Boards Association, said he thinks the Epsom plan violates the First Amendment, as well as the New Hampshire Constitution's prohibition against using public money for church schools. Mr. Comstock said the association is considering a plan to join a lawsuit against the program.

A similar move is being considered by the New Hampshire branch of the American Civil Liberties Union and the National Education Association of New Hampshire, the local branch of the teachers' union.

But the first challenge may come from the neighboring town of Pembroke, which is examining whether Epsom failed to live up to the terms of its contract with the district school system.

Dr. DeMinico said he thinks Epsom is in violation, and therefore Pembroke could refuse to accept high school students from Epsom.

Year-round school makes the grade

College Park parents approve first in state

By Angela Duerson Tuck
Staff writer

Come July, about 500 College Park Elementary School pupils will head back to class on Georgia's first year-round school calendar, a schedule that spreads the usual 180 days in a way that experts say improves learning.

A whopping 92 percent of parents — 206 of the 225 who voted — endorsed the alternative calendar Wednesday in the second round of balloting in as many months.

"We are ecstatic," said Gail Littlefield, a teacher at the school. "We were so down because of the last vote."

The new calendar creates four quarters separated by three three-week breaks and a six-week summer vacation.

The idea could spread. Principals from several other metro schools interested in the year-round schedule have called Principal Gary Field since learning about his school's proposal last month, he said.

A number of school districts in other states have gone to year-round calendars as a way to ease classroom crowding by operating double sessions or to boost student achievement.

College Park's goal is the latter. Mr. Field is convinced that his pupils will do better on a year-round calendar because they'll have less time during the summer to forget what they learned the previous year.

In December, 78 percent of parents voted in favor of the alternative calendar, but that percentage fell short of the 80 percent mandate sought by the school's advisory committee.

Parent leaders were determined not to give up. They went door to door explaining the concept to parents.

The turnout in a day and a half of voting was 75 percent, compared with 67 percent in the December vote.

Parents, teachers and administrators soon will begin developing the year-round calendar, which will bring pupils back to their classrooms in mid-July after six weeks of vacation. Students expressed mixed feelings, saying they'll miss some swimming but expect to "learn more."

The Atlanta Journal AND CONSTITUTION THURS., JANUARY 31, 1991

An L.A. Columnist's Salvo Launches a War of Words Over

Debra J. Saunders, an editorial writer and columnist for the Los Angeles Daily News, *last summer inflamed the local teachers' union with a column explaining how the Los Angeles Unified School District spent its $169-per-pupil share of the California state lottery.*

While other districts had spent 59 percent to 65 percent of their proceeds on salaries and benefits, she wrote, Los Angeles used all but about 3 percent, or $5.05 per student, on salaries, which had been hiked substantially following a rancorous strike.

After the column ran, Ms. Saunders became the target of what she characterizes as harassment.

Staff writer Karen Diegmueller talked with the columnist shortly before the union and the district embarked on a new round of contract negotiations.

Q. You wrote a column that angered United Teachers-Los Angeles. What happened?

A. United Teachers sent out my home phone number to its members and urged them to call me at home. It also said that it had my home address and basically threatened to print that as well.

I had to change my phone number. I got a couple of basically obscene harassing calls. One woman said she would beat me up if she had my home address. A teacher was speaking this way! I felt that these people sounded like thugs. I think the whole intention of this was to harass me.

Q. What had you written to set this in motion?

A. I believe what upset them was the fact that I started publicizing teachers' salaries, and people had not been aware of what teachers' salaries are in Los Angeles. Teachers start at $29,500; their average salary is $45,880. The highest-paid teacher makes over $92,000. I think that when people started finding out about the salaries, they got very upset.

Q. Why are you critical of the increases the teachers won in their last contract?

A. Los Angeles teachers seem to be under the belief that there is so much administrative fat in the budget that their raises can be funded by getting rid of [it], and indeed, there is much to be found. The reality is that their raises really cut into other things. There are year-round schools in Los Angeles that don't have air conditioning. That is obscene. Kids don't get new books. There is a real shortage in that area. Field trips are down.

The problem with paying teachers more than a district can afford is that it really hurts the kids, and I don't feel that the unions care enough about the kids.

[U.T.L.A. recently] boasted about how the union was nearing a successful negotiation to get teachers four more days of preparation time. Right now, they [get] two days' preparation, 180 days teaching kids. It's not going to help the kids to reduce that number to 176 days. So many times what they negotiate for isn't in the best interest of the kids or to improve their education. It's to make life easier for teachers.

Q. What other consequences have the teachers' raises had?

A. After [the district] gave these three 8 percent annual increases to teachers, it turned around and gave 8 percent increases for two years to administrators. Now the [teaching assistants] have a rolling strike going. ... The school board tried to raise its [members'] salaries from $24,000 to $68,926.

During the strike, the school board... tried to get money from the legislature. Other districts said, if [Los Angeles] was able to get money out of the state, they should be able to get money... for their districts as well. It's created a domino effect.

Q. Do you believe that all teachers are overpaid?

A. Absolutely not. This is a big country and... maybe a majority of them are not.

Q. Some union members have suggested that you harbor ill will toward them because of a lousy teacher in your past.

A. I had great [public-school] teachers when I was a kid. Sure, I had a couple who weren't so great, [and] one or two who were downright terrible, but I had a lot of good teachers.

Q. You've taken the union to task on other issues as well. Do you think the union should be abolished?

A. I personally don't believe in unions for professional people. One often hears teachers complain that they feel they're not treated like professionals, but let's face it, the whole union compensation method isn't paying people like professionals. It's paying them like assembly-line workers. On the other hand, I believe people have the right to have a union if they want one.

Q. What is the best thing that teachers could do to improve the schools?

A. Instead of going for raises this year ... [they could] demand that the district give kids certain things. One of them [might be] air conditioning. Another one would be more books. If the union would do that, that would be the best thing possible for kids, a selfless bargaining year.

Q. Has this conflict accomplished anything?

A. I've gotten people in the city to start paying more attention and not to just automatically assume that teachers are underpaid as they once were. The result will be if they start making exorbitant demands this time around, people are just going to laugh at them. ■

Spillane Abandons Hours Plan

By Peter Baker
Washington Post Staff Writer

Fairfax County School Superintendent Robert R. Spillane, faced with continuing community and teacher opposition, has withdrawn all proposals to change the number of hours elementary students spend in class next year.

The move represents an unconditional surrender for Spillane, who just a month ago declared the issue of the elementary school schedule important enough "to go to war" with his critics on the School Board, on the Board of Supervisors and in the teachers unions.

"I'm reminded of Kenny Rogers—you got to know when to hold 'em and know when to fold 'em, and I'm folding them on this one," Spillane told the School Board on Thursday night.

Then, in an unusual bow to one of his chief opponents, he turned to the president of the Fairfax Education Association, who had lobbied against his proposals. "Maureen Daniels, you were absolutely right—it's time to move on," he told her. "This is the first time we've agreed in a long, long time, and I hope it's not the only time."

Daniels, who has accused Spillane of stubbornly clinging to the issue because of his ego, welcomed his move as a "happy ending" and a chance to concentrate on other items.

"I really am relieved," Daniels said yesterday. "I take him at his word that we need to get on with [running the schools]. I think he saw the political handwriting on the wall, which was that there was no way he was going to salvage this and maintain his credibility as our instructional leader."

For more than a year and a half, Spillane and School Board Chairman Kohann H. Whitney (Centreville) have campaigned to abandon the school system's longstanding practice of closing elementary schools up to 2½ hours early on Mondays.

Spillane and Whitney argued that keeping the county's 72,000 elementary students in school 6½ hours five days a week would add the equivalent of three weeks to the school year.

Teachers complained it would disrupt their one chance each week for uninterrupted, collaborative planning.

Although School Board members unanimously supported the concept in November 1989, an effort to pass a specific proposal failed on a 5 to 5 vote last November, largely because of concern over the $5.9 million price tag.

Spillane, defiantly charging that politics had killed his plan, resurrected it with a lower cost, $3.6 million, in January, but ran into near-universal opposition from the community.

Then, in a partial retreat, he suggested extending Mondays but reducing the other four days of the week so that students would spend six hours in school each day.

While there would be no net increase in class time, Spillane portrayed the idea as an interim step on the way to a uniform 6½-hour school day.

In an interview yesterday, Spillane said he abandoned that idea for three reasons: opposition from Daniels's union and the Fairfax County Council of PTAs, the $1.6 million it would cost in added wages for bus drivers and scheduling difficulties that would force 48 schools to open as late as 9:30 a.m.

He said he remains committed to the concept of the 6½-hour day, but promised board members that he will not propose it again without direction from them.

"I will keep the vision of a restructured day as being critical . . . but I will not bring it up again unless a School Board member brings it up again, and then I'll grab that flag and run with it," he said. "If we can't do it this year, do it next year. If we can't do it next year, do it the year after."

Most board members expressed surprise at the move, and several supporters of extended Mondays said they were sorry Spillane gave up.

"It's an educational loss to many of our children . . . who need that extra exposure to the classroom," said School Board member Armando M. Rodriguez (Mount Vernon). "I know that delay is something that can't be helped, but I also can't help feeling the loss for these children."

PUTTING IT ALL TOGETHER

THE BUILDING RESEMBLES A HIGH-TECH corporate headquarters. On the roof of the sprawling glass-and-red-brick structure sits a gleaming white satellite dish, which catches sunlight like a dewed spider web. Inside, a secretary answers the phone and types a command into a computer, bringing up the information needed to answer the caller's question. In another room, a person about to give a slide presentation pushes a button and a screen slides down from the ceiling with a hum. In the hall, a rectangular board spells out a silent message with moving red lights that look like stock tickers on Wall Street.

But the message on the electronic board has nothing to do with the price of equities; it announces that class rings are on sale in the cafeteria. A bell peals, shattering the corporate atmosphere and sending scores of teenagers out of classrooms and into the hallways.

The building, located in Eagan, Minn., some 15 miles from downtown St. Paul, houses Dakota Hills Middle School and Eagan High School. The schools, which fully opened last fall, make use of technologies that the rest of the working world takes for granted. A visitor will find televisions, videocassette recorders, and telephones in most classrooms, and a sizable inventory of video cameras, videodisc players, and other high-tech gadgets, which are wheeled around on metal carts from room to room.

But at these two schools, the focus is not on the technology; it's on learning. Thomas Wilson, Eagan High's principal, compares the technology in the school to a phone in a home: "You have a telephone in your home, but your home doesn't focus around the telephone. The phone is just a part of what you do every day; it gets absorbed into the fabric of your life."

Wilson knew that the technology would only become part of the fabric of school life if teachers used it frequently. He also knew that teachers would only use it frequently if it was helpful and simple to use. All too often, he'd heard teachers say, "I don't think I'll use that video tape. It's too clumsy." So, to avoid turning teachers into "scientists of wires," Wilson equipped each classroom with one electronic switchboard that enables the teacher to orchestrate the use of many machines.

Wilson points to the simple configuration of switches and outlets to describe his brainchild. Need the lights off to watch a video on the overhead television? Just flick the switch. Want to watch a conference on global warming beamed down by satellite? Simply change the channel on the VCR. Need help? Lift the phone and call for support.

Just putting simple devices like telephones in every classroom has revolutionized the school, connecting teachers to each other, to administrators, and to the outside world. Rita Anderson, an English teacher who has a class of rambunctious 10th graders, found that the phone has a remarkable affect on her students. Once, when a student got out of hand, she picked up the phone and called home. "That blows them away," she says. "They say, 'You can call mom?' They are much more aware of immediate repercussions." Other teachers use the phone in class to arrange field trips or to have students talk to experts in the community.

A buildingwide "voice mail" system, which works like an answering machine and takes messages for each teacher, further encourages communication. Teachers can pick up their messages from any phone in the school—or anywhere in the world, for that matter. "If you have a quick question," says Susan Brooks, who teaches English at Dakota Hills, "you lift up the phone, and leave a message for someone. They can get back to you and say, 'Yes, that's OK,' or 'No, that's not,' then you're done. You aren't chasing someone all over or writing notes."

Voice mail also helps parents track teachers down when they have a problem or concern. Some teachers send notes home every three weeks with an update on class activities and their voice-mail number. That way, parents feel informed and know that the teachers are accessible. Mike Vruno, a social studies teacher at the middle school, says voice mail has helped him become more responsive to parents. "I find myself worrying less about talking to parents because there's less time involved," he says. "I'm already on the phone, so it's easy to take care of the problem right then. If I get notes in my box, I put them on the bulletin board and there they stay for a week."

ONE THING THIS "SCHOOL of the future" doesn't have is a computer on every student's desk. Why not? Because software doesn't teach, teachers teach, according to Brad Johnson, middle school teacher and resident computer guru. Of course, teachers use computers, but only when they're needed.

Teachers have a number of computer options available to them. Both schools have large, centrally located computer labs, with PCs lined up back to back like tightly packed rows of corn. Unlike most schools, computer use isn't restricted to word processing and computer programming; students also work on spreadsheets, foreign languages, computer-aided design, and desktop publishing, as well as other applications.

Teachers generally use computers to supplement classroom instruction. For example, geometry teacher Jane Lee presents a unit on geometrical perspective in her classroom and then brings her students into the labs for some three-dimensional simulations that let them flip and rotate triangles and lines. "Kids need to see things," she says. "It's hard for them to always read theorems and words. On computer, they make conclusions on their own, without me leading them to it. It allows them to discover."

In addition to the central labs, both schools have computers that teachers can wheel in for classroom use; in the middle school, teachers can borrow as many as eight computers at a time. In one classroom, a group of kids who normally bolt for the door at the end of class are so caught up in the scary stories they are writing on computers that they don't even notice the bell has sounded. "You guys need to shut these babies down," the teacher yells as little fingers type furiously.

Plenty of additional computers are located in teachers' offices and in the library. Those in the labs, classrooms, and library are networked, so teachers and students can call up something they are working on from almost any computer in the building.

THE EAGAN AND DAKOTA HILLS LIBRARies are located in the center of each school, like ancient Roman atriums. But that's their only connection to ancient times. The libraries—also known as "media centers"—are a grand departure from the days when students riffled through the card catalogs and *Readers' Guide*, scribbling notes on scrap paper. Instead, young researchers belly up to an IBM computer and type in a topic, author, or book title for an instant on-line search. An electronic card catalog tells them if a book is checked out, so they don't have to waste time looking for it.

Thanks to CD-ROM technology, which enables volumes of information to be housed on a small disc, students can touch a few buttons and get computer printouts of magazine and newspaper articles published in the past five years. They can also take notes and write papers on the computers. And when it's time to check out a book, a laser gun, like a grocery store scanner, simply reads the bar code on the book and the student's ID number.

These research tools and a number of other high-tech devices allow students to go beyond writing traditional term papers. With video cameras, state-of-the-art editing equipment, and Apple Computer's HyperCard, students can prepare video reports that meld spoken scripts, taped footage, and segments from a visual almanac that has video clips on everything from speeches by Martin Luther King Jr. to physics experiments.

Students aren't the only ones who know that video cameras are good for more than just home videos. In her speech class, Brooks tapes students so they can see for themselves if they speak too quickly or avoid eye contact. "Even though we've told them 18 times that they need more eye contact," she says, "they begin to believe it when they actually see it." One teacher even tapes all of her lectures that cover new material so students who missed class or didn't understand a topic can view them again.

IN THE BELLY OF THE BUILDING, FAR from the rows of desks and chalkboards, is a nerve center of microchips and megabytes. It's a room that whispers "mission control" rather than "teacher control." This "switch room" houses the building's bell and PA system, security system, and energy-management system. It is also the central feed for telephone wires, TV cables, and the instructional computing network. It is packed with a tangle of wires, boards lit up with scores of red lights, and nearly a dozen glowing computer monitors.

When there's a problem in the building, whether it involves ventilation or voice mail, the custodian or administrator will probably solve it from this room. "Before the custodian reaches for his tools," says Greg Utecht, teacher and technology coordinator for the high school, "he sits down in front of the computer, dials up a graphic of the building, and scans through to find out what's wrong. Then, he gets his tool belt to fix it."

This automation makes life easier in the administration office, as well. "This office is run as a business," says secretary Judith Palmateer. "Information is readily accessible, well-organized, and easy to find." Palmateer is often the first person people talk to at the school. And the memos, calendars, and personnel files stored on her computer help her answer their questions right away. "There's less filing, and information is right at your fingertips," she says, typing away at her keyboard.

Computers also keep track of student attendance. For the moment, teachers pencil in little ovals on class rosters, and the computer reads them and quickly compiles the data. Utecht hopes that in the future, teachers will be able to enter attendance figures directly into the computer. A software program also helps teachers calculate their students' grades. When parent-teacher conference time came this year, teachers printed out individual progress reports for each student, complete with class standing and comments.

But the real boon for teachers is the way computers have helped them cut their load of daily paperwork; they can use the machines to prepare lesson plans, work sheets, tests, and memos. After a teacher has prepared a ditto, he or she can send it electronically to a "resource" room with instructions for the secretaries. A secretary then prints out the document, makes copies, and sends the computer file back to the teacher's personal electronic file cabinet. "We've gotten spoiled because we can spend more time on teaching and less time running errands," says Brooks. "We're getting to the heart of things faster."

THE EAGAN SCHOOLS HAVE ABANDONED the traditional classroom with four walls and a door. Most classrooms in the schools have three walls and one open side facing the library or a hallway.

A teacher walking by can see other teachers in action. Although some admit that the less-than-private classrooms have taken some getting used to, most say the open environment has helped them pick up new ideas. "If I had my own classroom, where I shut the door, I would never get to see how the teacher next door uses the computer," Vruño says. "Anytime I see something appropriate for my kids, I take it."

The middle school is broken into interdisciplinary "houses," each with four rooms. Some rooms open to the hallway, and some walls between rooms are movable. The English, science, social studies, and math teachers who share the four rooms have a common planning time. This interdisciplinary approach supports the use of technology since teachers aren't confined by the traditional structure of the school day. "If teachers want to use technology to do something," says Johnson, "they don't have to be limited by a 40-minute period."

Before the new school opened, teachers had a week of training with the phone, audiovisual, and computer equipment. Periodically, special inservice sessions are held to bring the staff up to date on new software or hardware. But training alone doesn't explain the relaxed, eager attitude of faculty members, most of whom came from traditional schools in the district.

The other two-thirds of the credit goes to Greg Utecht and Brad Johnson, two teachers-turned-coordinators who agreed to spend most of their time helping the schools' teachers use technology. Utecht teaches only two high school courses and Johnson spends his entire day making the high-tech tools work.

"We can go to Brad and say, 'We want to do something with charts,' and he makes it happen," Brooks explains. "We say, 'We want our kids to design their own space station on Mars,' and he'll show us what we need and how to do it." Middle school principal Patrick Sullivan says that Johnson often helps a teacher with a new skill during first or second period. And by the end of the day, he says, the teacher has it mastered.

Teachers say this kind of support gives them more control over their teaching. "In this school, we have a lot more power over what we want to do," Brooks says. "I feel like I can try something. If I get stuck, I have a resource."

Utecht tries to nudge his colleagues along gently: "One thing we do with both teachers and kids is to say, 'We don't care *how* we hook you, we just *want* to hook you.' So, if we hook a kid using the computer after school on the yearbook, and the kid thinks, 'Hey, it would be great to do my social studies paper on this,' we've got 'em."

During one training session, Utecht tried to hook a 50-year-old admitted "computerphobe" who insisted he would never use the machines. Utecht showed the man, the school's baseball coach, a graphics program, and he seemed mildly interested. So, Utecht called up a file that included some baseball clip art. All of a sudden, Utecht couldn't get rid of him, the computer whiz recounts with a smile. Now, the teacher takes a computer home every weekend.

"You keep a hand at their backs," Utecht says. "You never shove somebody over the cliff, but you won't let them back away. You know they'll get there eventually because the world's going to make them go there."

At both schools, the process has not been without difficulties. Some teachers have mastered the technology, but others need more practice. Utecht and Johnson have been battling computer viruses and other incapacitating ailments in the equipment. And overeager secretaries and administrators have put too much information on computer disks, making it more difficult for people to find what they really need.

Teachers say the technology has shaken up their lives. "Teachers are much busier now because nothing stays the same," says high school teacher Suevonne Carlson. "You have new approaches and new software; you have to make changes and revisions. It takes more planning, and you have to be open to new ideas and committed to working with technology."

Despite the problems and the challenges, the teachers say they have no intention of giving up. Technology, they say, is a tool whose time has come. "I can't help but think these kids are going to be better prepared for the real world," says Anderson of the high school. "One, because they know the power of technology. And two, because it helps me teach them the skills they need." □

—Elizabeth Schulz

Miss. Study of 'Writing To Read' Finds 'Significant' Gains in Students' Skills

By Peter West

A new study of 1st graders who have used the computer-based "Writing to Read" literacy program concludes that it "significantly" improves students' reading and writing skills.

"We found out we could make a difference in literacy skills with this group of kids," said James R. Chambless, one of three co-authors of the study of the popular program.

Mr. Chambless, an associate dean and professor of educational leadership at the University of Mississippi, led a three-person team that studied the program, marketed by the International Business Machines Corporation, in 54 Mississippi schools during the 1988-89 school year.

An executive summary of the study, which was conducted under the auspices of Gov. Ray Mabus's office, was released last month at a press conference in the state capital.

Under an agreement between the state and two private foundations, Mr. Mabus plans to make Writing to Read laboratories available to every elementary school in the state within three years. The University of Mississippi study was designed to test the efficacy of the instructional strategy in improving literacy.

Cal Morell, a spokesman for the Los Angeles-based Riordan Foundation, which helped finance the Mississippi project and similar ventures elsewhere, said the foundation paid to have the executive summary printed and will help distribute copies of it.

The foundation also will fund a longitudinal study of the Mississippi students, he said.

While numerous evaluations of the "multi-sensory" program for students in grades K and 1 tend to indicate that it improves literacy, the Mississippi study appears to be the first major one to do so since a spate of papers last year questioned the validity of many of the previous findings.

In several published and unpublished papers, researchers argued variously that the improvements produced were negligible when compared with those achieved using adequate "paper-and-pencil programs"; that many of the alleged educational benefits could be traced to the additional attention children in pilot schools received; and that the program is too costly to justify its relatively small benefits. *(See Education Week, Aug. 1, 1990.)*

The Mississippi study, while not designed to test those critical assertions, does support previous findings of the program's effectiveness, Mr. Chambless said.

A more detailed analysis of the findings is now being prepared for publication, he added.

Reading, Writing Improved

The research team divided the study population of 2,175 1st graders from 27 schools across the state into eight groups on the basis of sex, race, and high or low socioeconomic status. Their performance was compared with that of an equal number of students at control schools in the same districts. The study's findings are based on a 20 percent random sample of test and control students.

On the basis of their writing samples, students in the Writing to Read groups wrote "significantly better" than did students in the control groups, according to the summary.

In addition:

- Seven study groups had a "significantly more positive attitude toward reading" as measured by the San Diego Reading Attitude Inventory.
- Six groups had significantly better reading achievement as measured by the Stanford Achievement Test.
- Five groups performed better on language achievement on the Stanford test.
- Six groups performed better on the Stanford spelling test.

While Mr. Chambless said he was impressed with the results, he did not endorse any particular method of computer-assisted instruction.

"There may be other programs that can do a better job," he said. "But what you have to ask yourself is 'How teacher-intensive are those programs?'"

In a related development, a five-year study concluded that kindergartners exposed to the Writing to Read program in the Volusia County, Fla., schools showed improvements.

James Surratt, the district's superintendent, said that kindergartners who used the program scored 10 percent to 20 percent better on standardized tests than did their peers who were not part of the program.

As Students Come to Class Less Healthy, School Clinics Try to Offer More

By MICHEL MARRIOTT

The hammering had gone on for weeks, but few at Franklin K. Lane High School in Queens seemed to mind. In this castle of a school building that stands at the edge of a cemetery, there is a bubbling anticipation about what the room down the hall from the principal's office will become next month.

"It's going to be a student health center," Miriam Lassalle, a 17-year-old senior, said proudly. "It's going to be something positive, something needed around here."

For years, many of the students who attend Lane have suffered an alarming number of illnesses. At times, asthma and diabetes appear almost as common as a winter cough. Violent homes and neighborhoods dispatch scores of students to school with cuts, bruises and an occasional gunshot wound. And some Lane students wrestle with depression, substance abuse and sexual abuse.

On any given day, about 700 of the school's 4,000 students are absent and in need of medical care for "acute or chronic illnesses," school officials say.

'Something That Has to Be'

"I don't think you can go into a classroom and not find at least one kid who has asthma or sickle cell anemia," said Morton Damesek, the school's principal. "And I can't tell you how many kids don't go to doctors. This health center is something that has to be."

As joblessness and despair ripple through America, the ability of many families to pay for adequate health care diminishes, said David Kaplan, chief of adolescent medicine at the University of Colorado School of Medicine in Denver, where there are three school-based health clinics. And the medical needs of teen-agers are often overlooked, he said, because at their age they are expected to be healthy.

In addition to services like free breakfast and lunch programs, schools like Lane are increasingly being called on by educators and medical professionals to provide free treatment for adolescents with physical and emotional problems. Health care has now become part of the trend of schools performing many functions that were once provided by the family.

And health centers placed in public schools and coordinated with health curriculums can teach students the importance of preventive care.

"If you are going to reach kids at a time when intervention and prevention may have some impact, then you have to get to them early, and where they are," Dr. Kaplan said. "A school-based health center is just an easy way to reach kids and address some of their issues."

Filling a Need

Holly K. Shaw, a registered nurse at Schneider Children's Hospital, a division of Long Island Jewish Medical Center in New Hyde Park, is associate director of the Lane health center project. Ms. Shaw, who specializes in adolescent medicine, said the center was needed because many clinics and doctors' offices are either not in neighborhoods where poor teen-agers live or their office hours do not extend very long after school is out. And adolescents are often reluctant to discuss potentially embarrassing health or emotional problems with parents, she said.

The majority of school-based health centers provide services including physical examinations, weight and drug counseling, treatment of illness and minor injuries and testing for pregnancy and sexually transmitted diseases. The Lane school clinic, which will provide all of these services, is scheduled to open Friday.

An Idea That Spread Quickly

The first full-service health clinic in an American school was established in Dallas in 1970. By 1984 there were 31; two years later the number had doubled. In early 1990, there were 162 such health centers in 33 states, according to the Center for Population Options, a Washington research and advocacy group that directs much of its work at preventing pregnancy and the spread of sexually transmitted diseases among adolescents.

School health care dates from the 1890's when health programs were placed in schools to combat the outbreak of infectious diseases often carried by immigrant children living in unsanitary tenements. But not until the 1960's — long after traveling doctors had been replaced by nurses stationed in schools — did it become clear that many students were inadequately served. Among other cities to install school-based health clinics, in the 1970's, were Galveston, Tex., and Cambridge, Mass.

Adolescents' Problems

The first full-service clinic to also provide family planning counseling services, and the model for most modern school clinics, was established in 1973 in a high school in St. Paul, Minn. The idea spread quickly.

Nationally, about half of the students who use school clinics have no other primary source for health care, said Population Options officials, referring to a study the group concluded in 1988.

In many clinics, the proportion of adolescents without any other health care is almost 100 percent, they said.

Among the reasons are the menace of drug and alcohol abuse and the increasing incidents of violence in America's schools, health care and school administrators said.

"There has been a tremendous surge in the last 20 years of the number of these clinics because the need is so great," said John Santelli, Baltimore's director of school health.

Among adolescents, Dr. Santelli said, "incidents of homicides are up in the cities, suicides are up in the suburbs and fatal accidents are up across the board."

The job of the lone school nurse, whose post has already been ravaged by a decade of budget cuts in public education, is now challenged by a student body less healthy than it once was.

"The problem is so big that no one agency can really meet the need," said Ronald Shenker, chief of adolescent medicine at Schneider Children's Hospital. Dr. Shenker, who is project director of the Lane health center, said school-based clinics were sure to become more common.

Most school health centers are staffed by registered and practical nurses assisted by visiting doctors and dentists. The services are usually paid for by municipal governments and, when possible, by Medicaid and health insurance reimbursements. Local medical centers and hospitals also often provide services.

For instance, the Lane clinic, one of eight being built by the New York City Board of Education, will have an annual operating budget of $250,000 financed by the New York City Department of Health. Medical staff at the clinic will be provided by Schneider Children's Hospital, said a hospital spokesman, and the hospital itself will be available if necessary.

The New York Times January 30, 1991

A 'Personal Contract'

The movement for school-based health care has not been without detractors. Some parents said they were skeptical of trusting the care of their children to institutions that often have difficulty teaching students to read. Others have been outright suspicious.

For example, dozens of parents in the poor and working-class neighborhoods where Lane High School students live feared the health center would become a source for contraceptives and abortions. They have been assured by school administrators that neither will be the case.

Adele De Maro, who lives in Woodhaven, the neighborhood in which Lane High School is situated, said that at first she was very critical of having a clinic in the school. "You couldn't believe how against it I was in the beginning," she said. "But now I see it's a great idea."

A crucial part of assuaging parental misgivings about the clinic was done through something that Ms. Shaw calls a "personal contract." That, she explained, was a promise that no student would receive non-emergency care at the health center without parental consent. And, she added, "there will be no abortions conducted at the health center."

Abortion counseling will be available at the clinic, Ms. Shaw said. At the same time, she said, students will be encouraged to involve their parents in exploring "any and all options and alternatives" to pregnancy.

"You have to establish trust right at the beginning by being absolutely trustworthy," Ms. Shaw said. "You have to be beyond reproach."

Maria Thomson, a member of the student health center's community advisory board, said she believed the clinic would be "fantastic."

"There are young people at Lane, who don't go to doctors, who've never been to a dentist in their lives," she said. "My God, the bottom line has to be giving them better health care."

A bitter Rochester spurns teachers union

By Carol Innerst
THE WASHINGTON TIMES

A community impatient with a much-heralded education reform effort has turned on the teachers union that pledged to help improve its failing schools.

Three years ago Rochester, N.Y., reached an unprecedented agreement with the local affiliate of the American Federation of Teachers to weave school reform into traditional bargaining issues. The teachers received an increase in salary and input in changes being made.

In return, teachers were expected to feel more accountable for student learning and support the reform effort.

Last week, mindful of community impatience over the lack of obvious improvement and a state financial crunch, the Rochester school board voted 7-0 to reject a $33 million contract.

"It could mean reform is over," said Superintendent of Schools Peter McWalters, a former teacher. "Or that leadership of the reform movement will change hands. Or we could keep going back to the table.

"Clearly the community said 'Don't pass this'," he said. "The mayor, county legislators, parent groups, all were against it. They want to know, 'did we get what we thought we were going to get three years ago?' My sense is that right now, there's still a [high] dropout rate and not everybody's succeeding at the highest standards ... so they raced the judgment."

AFT President Albert Shanker urged the local board to reconsider its vote.

"Reform in Rochester is rooted in the union contract and its progress depends on it," he said. "As a union, we have changed the way we do business; we have taken a lot of risks."

The 2,500 members of the Rochester Teachers Association overwhelmingly approved the contract the school board rejected. The contract would have raised the average teacher's salary to $55,000 over three years, a 24 percent increase. It also was the nation's first to recognize the concept of teachers sharing accountability with parents and community for student learning.

"Teachers can only be held accountable for what is under their control," argued union president Adam Urbanski. "Parents, administrators and the community at large — all of whom have a stake in the future of our children — must also assume responsibility for student achievement."

The current teachers' contract expired June 30. In September the union rejected a proposal that contained a merit pay plan. A considerably weaker pay-for-performance plan proved a sticking point in the school board's Jan. 23 rejection of the contract.

Under the contract the union rejected, a teacher getting a "superior" evaluation would have been rewarded with 11 percent raises each year of the three-year contract. A teacher who got a "needs improvement" evaluation would have gotten a 4.5 percent raise each year; an "unsatisfactory" evaluation would have resulted in no raise.

The pay-for-performance provision of the contract, rejected by the school board because it did not provide sufficient teacher accountability, gave "satisfactory" teachers a 7 percent raise. But teachers who got a "needs improvement" or lower rating were entitled to a review by five teachers and administrators. That second review could result in anything from no raise to a full raise, said Mr. McWalters.

Rochester union leaders, warning that the school board "has put in great jeopardy all the reform initiatives," retaliated by urging teachers to take a stance of "non-cooperation" with the school district until an agreement is reached.

Some teachers are putting in the minimum-required time or refusing to participate in school-based planning teams, Mr. McWalters said.

"Clearly, without any question, political will has been lost," Mr. McWalters said. "Locally, there's a real sense that [national] attention was sought and is now being appropriately humbled."

The Washington Times February 4, 1991

Rochester Contract Woes Ignite Debate Over 'Accountability'

By Ann Bradley

ROCHESTER, N.Y.—The seven-month search for a way to incorporate the concept of "accountability" into Rochester's teaching contract has ignited a contentious debate here about what the word means and how to achieve it.

With two failed tentative agreements behind them, the Rochester Teachers Association and city school district are now awaiting the assistance of state mediators in reaching another agreement.

The fact that the union and the school district were twice able to reach tentative agreements containing accountability provisions is evidence, experts said last week, of unprecedented progress toward addressing one of the most difficult concepts in school reform today.

But in Rochester—where school reform has been a topic of discussion since the mid-1980's—grave concerns about New York State's economy and a political climate that has fixed attention almost exclusively on teachers' salaries have overshadowed those achievements.

The uproar that has followed the defeat of the two contracts—in September by the teachers' union and Jan. 23 by the Rochester school board—also has brought into sharp relief the deep divide that still exists between the education system and the larger community.

Although teachers say they are deeply disappointed and angry at the board's vote, they share some board members' dismay that the community has not grasped the district's accomplishments over the past three years.

Working as a mentor teacher, Carl O'Connell said, "I personally talked two people into resigning. I didn't do it for me or the school board or the community; I did it for the students. That's fundamental change. How many community people know about that? How much more accountable can I be?"

'Not Getting Money's Worth'

School officials say Rochester's reform efforts have been driven by a recognition that the school system needs to "take ownership" of its students and take steps to ensure that each is given every opportunity to learn to his fullest potential.

In 1987, when the city's first ground-breaking teachers' contract was announced, educators here used the term "accountability" to refer to the fact that teachers would be expected to meet their students' needs and to put in the extra time such work would require.

But in the intervening years, the term has taken on a different meaning, prompting confusion among some Rochester residents and questions about whether the promised accountability has actually been delivered.

"Some say, 'Where are the results in student performance?' Other say, 'Bad teachers are still in the system.' Others want 'pay for performance,' " said Marc S. Tucker, president of the National Center on Education and the Economy here.

To Catherine Spoto, president of the school board, the public outcry over how much teachers' salaries should be increased "is a very powerful sign that, at the end of three years, there is very little community understanding of what we're trying to do."

"We never overcame the attitude, 'We paid teachers big bucks in '87, and we're not getting our money's worth, so why should we pay them again?' " she added.

The first contract agreement, announced in September, contained a pay-for-performance plan that would have based teachers' raises on their ratings under a new evaluation system. Teachers who received superior ratings in each year of the three-year contract could have earned total raises of up to 33.6 percent over the life of the contract.

The agreement's announcement was met with immediate concern over whether the contract would be affordable, as well as with a good deal of confusion over how the evaluation system would work. *(See Education Week, Sept. 26, 1990.)*

High-Stakes Environment

In voting against the first contract agreement, many teachers interviewed recently said they were not trying to avoid individual accountability. The problem, they said, was that they did not have enough details about what they were getting into to ratify it.

"I think teachers want to be held accountable for things we can control," said Nancy Herrera, a basic-skills teacher at Elementary School No. 8. "We felt we were being asked to be accountable for things beyond our control."

Ms. Herrera said she was concerned, like many teachers who echoed her views, about the new portfolios that the contract would have required teachers to assemble. Under the agreement, the portfolios were to include samples of student work, comments from parents, evidence of professional-development activities, lesson plans, and other materials to demonstrate teaching skill.

Nationally, the concept of using portfolios to assess teachers' work is still in its infancy. The National Board for Professional Teaching Standards, which is developing a voluntary certification system to recognize outstanding teachers, has just begun the research-and-development effort that is expected to produce reliable performance-based assessment techniques.

Lee S. Shulman, the Stanford education professor who has conducted ground-breaking research exploring the use of portfolios, said he was impressed with the willingness of contract negotiators in Rochester to tackle new assessement techniques.

But, Mr. Shulman, who served as a consultant during contract talks here, said, such techniques need to be tested before they are applied across the board to determine a teacher's salary.

"People have every reason to be suspicious" of portfolios, he said, "because they've never been tried out in the field."

"What you don't want to do," he cautioned, "is take a brand-new approach and throw it into the highest-stakes environment."

Merit Pay Still Issue

Whatever the concerns over the pay-for-performance scheme, some Rochester taxpayers interpreted the teachers' vote against the first contract as a sign that they were ducking accountability after several years of being paid relatively high wages.

"Whether or not it was true, part of the community came out and said, 'Now you don't want to be held accountable,' " said Wanda Strother, who serves on the board of a local advocacy and community-action group.

At the same time, however, the language of the first contract firmly planted the concept of "pay for performance" in the minds of other influential leaders in the community as well as some school-board members.

"I think having opened that window, now it is going to be very difficult to shut it," said William A. Johnson, the president of the Urban League and a critic of the salary increases offered to teachers in the two agreements. "It's too late for the union to turn around and say, 'We can't have pay linked to performance.' "

Such was the atmosphere here when the second tentative agreement, which was ratified last month by 97 percent of the city's teachers, was announced.

Instead of linking teachers' pay to whether they met various levels of performance, the contract distinguished between giving raises to teachers who were considered to be doing their jobs, and referring those who were not to intervention. At that time, a joint union-school district panel would have decided whether to withhold all or part of a teacher's salary.

Adam Urbanski, president of the R.T.A., said the first contract "was not workable or a good match with the dynamics that teachers embrace."

However, making the attempt was "necessary pain and development so we could rule some things out," the union leader said, "as well as build on others."

The school district estimated that teachers would have received an average 27 percent pay increase over the three years—an amount school-board members decided was not affordable, given the uncertainty over the state, county, and city budgets that finance Rochester schools.

"It rings a little bit hollow to say, 'We haven't quite made it yet, but give us 27 percent,' " said Robert L. King, a Republican state assemblyman who urged board members not to ratify the contract.

Board Accused of Politics

Mr. Urbanski and the members of his union who urged board members to vote for the contract believe board members caved in to such political pressure when they voted against the agreement.

The district's negotiators also continue to insist that the new contract was demonstrably affordable in its first year, and that it provided for new negotiations in the second and third years, if necessary.

"Unless you know the dynamics, you could read more into this than there is to it," Mr. Urbanski said of the board's no vote.

Mr. Johnson of the Urban League and several parents here also said they were offended by the tone of teachers who spoke at a public hearing to urge board members to vote for the second contract.

"Too many teachers who spoke out at the public hearing made the connection between their pay and continued commitment to reform," Mr. Johnson said.

Destructive Competition?

Linda Darling-Hammond, a professor of curriculum and teaching at Teachers College, Columbia University, consulted with the negotiating teams over how to refine the failed September contract.

The first proposal, she said, was built on the same merit-pay model that had proved unsuccessful during the 1980's in several states and districts. In contrast, the second proposal built on the existing career ladder and offered a foundation for continuing to develop teacher professionalism.

It also did not threaten to divide teachers into competitors, she added, the way the first contract, with its emphasis on individual accountability, could have.

By allowing teachers on school-based planning committees to refer their colleagues for intervention, the second contract directly addressed the issue of professional accountability, Ms. Darling-Hammond said.

"In any other profession, that would be the first cornerstone of accountability," she said. "The first thing you are accountable for is the quality and competence of the staff."

The contract also contained several other teacher-accountability provisions, according to district officials and the teachers' union:

- The traditional dismissal time for teachers would have been eliminated. Instead, they would have been required to work "a professional day" to meet the needs of students for after-school help and to participate in committees to improve their schools.
- The home-base guidance program, in which teachers are assigned to groups of students, would have been made mandatory in every school.
- Teachers would have been expected to adhere to a new code of professional standards that would have formed the basis for the development of a new evaluation system, to be phased in over the life of the contract.
- The number of "lead teachers"—the highest rung on the district's career ladder—would have been increased from the current 71 to 250.

The contract also included a section on school accountability that would have required each school to formally negotiate a multi-year improvement plan with the district. Each year, schools' progress toward meeting their goals would have been assessed.

Emphasis on Contract

Superintendent of Schools Peter McWalters and Mr. Urbanski said in interviews last week that they were deeply frustrated that the educational strides represented in the second contract were lost in the continuing uproar over teacher salaries.

Mr. McWalters and the district's chief negotiator, Adam Kaufman, pointed out that two large suburban Monroe County districts recently reached contract settlements with larger raises than Rochester teachers would have received. Yet, they said, the county politicians who have been critical of the city contracts did not make an issue out of the suburban settlements.

Despite the pressures that such a focus brings to negotiations, district and union officials here say they are intent on continuing to use the contract as a vehicle for reform.

But Mr. McWalters noted an irony in the situation: "There was tremendous anger in 1987 at the attention the contract focused on teachers in the classroom, professional practice, and accountability. The national attention broke up a [local] coalition with a sense of partnership and responsibility for the schools."

Now, he said, "the contract is becoming all things to all people."

Mr. Kaufman said he believes that the school system's demographics explain part of the suspicion and discontent that have become evident here in the past few months: Only 25 percent of the city's taxpayers have children in the schools; of those, 75 percent send their children to the public schools. Seventy percent of the 35,000 students in Rochester are members of racial and ethnic minority groups; the same number live in poverty.

The bulk of city taxpayers, meanwhile, are either elderly and living on fixed incomes or do not make as much as the average Rochester teacher, who is paid about $43,000. Members of minority groups make up 30 percent of the overall city population.

"When they look into the schools," Mr. Kaufman says of most taxpayers, "they don't see children like them. And the parents of 70 percent of the children look at the school system and see the teachers of their childen are different racially."

To break down the barriers inherent in such a situation, Mr. Kaufman said, city residents must become aware of "the need to educate all children."

Parental Involvement

But district officials say they have a long way to go to persuade Rochester residents and political leaders in Monroe County that what goes on in the schools is of concern to them, regardless of whether their children attend the public schools.

An even harder task, according to teachers, is to involve overworked and underpaid parents in their children's schooling.

"I've had parents who were outraged that you would even bother them about their son or daughter," said Allan Osborne, who teaches global studies and economics at Joseph C. Wilson Magnet High School. "The reason the community doesn't understand is that so few people come into the schools."

Mr. Osborne said he was not troubled by the concept of being held accountable for his work, adding that he believes it is "important that, as teachers, we clean up and police our own profession."

But the realities of day-to-day school life are daunting, he and his colleagues said.

The other day at Wilson, a pregnant student went into labor in the classroom, Mr. Osborne said. Teachers arranged for an ambulance to take the girl to the hospital and cleaned up the room.

Another student at the school, Mr. Osborne continued, is forced to pay his mother for food. "His mother hates him—but he comes to school, and he works hard," he said.

Parental involvement is no better at Monroe Middle School, according to Robert Pedzich, the principal.

Since school began, 15,000 calls have been made to Monroe's 24-hour voice mailbox system, which allows parents to hear recordings in English and Spanish about homework and school activities.

But a recent meeting of the school parent-teacher-student group drew only nine parents. The school has 1,300 students from about 1,100 families, the principal noted.

"Many students come from single families," he said. "There are more parents involved in the education of their children, [but] it's just that they don't have the time to come to school."

There are signs of increasing parental involvement, however—some of it sparked by the problems with the teachers' contract.

A new group called the Union of Parents has begun meeting, and the district is completing a new parental-involvement plan.

This evidence of growing parental interest gives Robin J. Dettman, a parent who serves on two school-based planning teams, confidence that reform here will continue.

"When teachers spoke at the public hearing, they told the board, 'If you vote against this contract, reform is dead,' " Mr. Dettman said. "But now that parents are at the table, we're not going to let that happen."

Born on Crack and Coping With Kindergarten

By SUZANNE DALEY

It is the middle of the school year in Ina R. Weisberg's kindergarten at Public School 48 in the Bronx, a time when after months of work, 5-year-olds can usually write their names, count to 10 and line up to go to the gym.

But this year, it has not happened that way. There are still a half dozen children who cannot seem to concentrate, who offer a jumble of markings as their names, who do not understand numbers and for whom lining up quietly is virtually impossible.

"I can't say for sure it's crack," Ms. Weisberg said recently, describing a semester of small, hard-fought advances. "The kids don't come with case histories. But I can say that in all my years of teaching I've never seen so many functioning at low levels."

The first large wave of children prenatally exposed to crack, the smokable form of cocaine, entered the nation's schools this year. Educators say they are presenting problems and behaviors that have left many kindergarten teachers confused and exhausted.

In most cases, the teachers, even 20-year veterans like Ms. Weisberg, are not sure what they are dealing with, and they have received no formal training to identify or handle the sometimes unusual needs of these children. Some teachers, unable to manage, are simply referring the children to special-education classes, swelling the size of many of those programs.

A few communities are taking steps to help teachers cope. The Hillsborough County school system in Florida, for instance, is setting up classes for teachers on how to manage such children. In Los Angeles, a booklet on teaching methods is being distributed and some teacher-training is under way. In the District of Columbia a study has begun to determine the children's needs. But such efforts remain small and scattered. Most teachers are on their own.

School administrators say they rarely even know who the children are who have been exposed to crack. Parents are unlikely to volunteer the information. Foster parents may not know. And the effects of crack are difficult to diagnose because they may mirror and be mixed with the symptoms of malnutrition, low birth weight, lead poisoning, child abuse and many other ills that frequently afflict poor children. Moreover, those mothers who used crack usually used other drugs as well, including alcohol.

Inconsistency Is Consistent

"Even if you knew who the kids were, you couldn't start a program for kids from crack-addicted parents," said William Penn, the director of special education in Pittsburgh. He heads a committee studying the issue for the Council of the Great City Schools, an advocacy group for large-city school systems.

"It wouldn't make sense to put them together," Mr. Penn said. "The only thing that is consistent is the inconsistency in skills."

Some educators say that even trying to distinguish crack-exposed children is a waste of time. It would be more efficient, they say, to simply recognize that growing numbers of poor children have disabilities that need to be addressed.

"When I go into a classroom, I never ask if the child is drug-exposed," said Vicki Ferrara, a special education teacher in Los Angeles who has worked with crack-exposed children for several years and who this year is helping kindergarten teachers at one school. "I don't care. I say, 'What's the problem?' Drugs cause problems but what happens afterward can be just as important."

In Ms. Weisberg's classroom in New York, there are several youngsters who have symptoms that could be caused by drug exposure. Their difficulties show just how varied and challenging the problems can be for a teacher.

One boy, although highly verbal and outgoing, is unable to handle scissors, and even extra-fat crayons often fall from his hands. Another has no trouble with the scissors but is oddly uncoordinated when he walks. One girl manages her letters fairly well but has trouble speaking: "Green" sounds like "gee," a pronunciation more typical of a 2-year-old than a 5-year-old.

Still another can already read. But he has such a hard time sitting still or refraining from fighting with other children that Ms. Weisberg began giving him a sticker if he could behave for 10 minutes at a stretch.

'What Is Going on Here?'

"The first few days of school," Ms. Weisberg said, "when I came home from work, I just fell down I was so tired. I kept thinking, 'What is going on here?' "

Mrs. Weisberg said that at the end of the year she would probably recommend at least two students in her class be evaluated for special education classes. But other teachers at the school — in Hunts Point, a poor, semi-industrial community where drug dealers work out of abandoned buildings almost any hour of the day — have already sent children with strange behavior to be evaluated.

One boy used to race wildly up and down the hall. Another sucked his thumb constantly and screamed often. A little girl fought with others continuously and could not be persuaded to do the most basic tasks like putting on her coat to go outside.

Some school administrators say children affected most severely by crack are already raising the count in special education classes. Those who suffer extreme symptoms, which can include cerebral palsy and mental retardation, clearly belong there. But others may be there as a result of teachers' frustration, a trend that could prove very expensive.

Rise in New York Evaluations

National statistics are not yet available for this school year, officials from the United States Department of Education said. But New York City officials say this year has already brought a sharp rise in 5-year-olds being referred for special education evaluations. Last school year, officials said, 1,071 were evaluated. So far this year, 1,600 have been.

The officials said part of the increase might be the result of the city stepping up efforts to evaluate very young children. Part might be a result of a small rise in the student population. But part, they said, could be attributed to the effects of the crack epidemic.

"There are a lot of factors here," said Stanley Litow, the city's Deputy Chancellor for operations. "But it is logical to assume that some of this has to do with crack."

This year's kindergarten population may not offer a full picture of what schools can expect in the next few years, because even though use of the drug had reached epidemic proportions by the mid-1980's, many children born then are not yet in school. Kindergarten is not mandatory, and in many cases, children of crack-addicted mothers live in transient, unstable households and may not yet be enrolled in schools.

Even in the years to come the problem may defy statistical measure because it is so difficult to know why a child is performing poorly. Linda Delapenha, the chairman of the Drug Exposed Children's Committee for the Hillsborough County school system in Tampa, Fla., said a study that her district conducted in an effort to identify crack-exposed children led her to conclude that it was impossible.

Other Sources for Problems

Teachers identified troubled children, she said, but after extensive interviews, the problems in many cases were traced not to drug exposure but to some other traumatic event — a death in the family, homelessness, or abuse, for example.

Researchers also say questions remain about how many children exposed to crack will show any disabilities when they reach school age. The Federal Government estimates that about 325,000 are prenatally exposed to drugs each year with about a third exposed to crack. Other estimates are higher.

One study in Chicago, conducted by the National Association of Perinatal Addiction Research and Education, found that when the mothers and the children received early help many of the children appeared to be normal at the age of 3.

The study followed 300 children from early in their mothers' pregnancy. Once in the study, the mothers received prenatal care and a balanced diet. After the children were born, efforts were made to make sure that they were properly cared for. The result so far has been that 60 percent to 70 percent of the children show no perceptible problems at age 3 or 4.

'We Can Reduce the Effects'

"Our study would seem to indicate that if you have all other factors positive, we can reduce the effects of crack," said Dan Griffith, a clinical psychologist with the study. "But it is just too early to tell."

Researchers and teachers who are studying drug-exposed children have developed a number of approaches that they believe are successful. In general, the emphasis is on structure in the classroom and behavior.

Ms. Delapenha said her district was instructing its teachers to organize their classrooms more strictly to reduce fights and wandering attention. When a child is doing a puzzle on the floor, she said, a teacher might take a Hula Hoop to define his area of play. Masking tape can be used to define a child's area on a table.

Ms. Weisberg has developed her own methods, drawing on her 20 years of experience, her master's degree in psychology and her study of special education techniques. Since she loses the children's attention fast, she switches activities more often. And, she uses singing to calm them.

But she feels all alone with an insidious problem.

"No one has come by and said 'Here, we know this is going on and this would be helpful.' " Ms. Weisberg said. "I would like that."

One recent day, she was constantly stopping to untangle fighting children, to remind them to sit down or to repeat her directions.

Still, during a lesson on colors and shapes she stopped to help the girl with speech difficulties say "yellow." When the children were asked to cut shapes from paper, she held the sheet steady for the boy who has trouble with scissors so he could complete the task.

And she passed out animal crackers to reward the pupils for their behavior after a far-from-perfect but better-than-usual excursion to the auditorium.

Ms. Weisberg said she has seen at least some small advances in all these children.

"There are still the good times, when you see that something has finally clicked and they get it," she said. "Or, when they come up to you with their hands full of paste and they give you a hug."

Teach the children

Entrepreneurism, the heart of the free market system, is showing up in a macabre form as underprivileged youth moonlight for extra income by dealing drugs. In an effort to redirect this entrepreneurial zeal, certain groups in Washington are teaching youngsters the business skills necessary to use the free market the right way.

By Vanessa Gallman

"I don't want nobody to give me nothing. Open up the door; I'll get it myself."
—Soul singer James Brown

As society's doors open enough to allow glimpses of the high life, teens decide they should have it. They want to be a Trump, surviving at the top, and they measure themselves by how close they come.

Drug dealing is incorrectly seen as a quick way to make big money. Such pursuit of instant gratification and evidence of misplaced values should be denounced. But the real shame is stereotyping the young dealer as either an unskilled addict or someone making too much illegal money to go straight.

Those images keep us from teaching business skills to inner-city youth who often see dealing as one way "to get it myself."

Selling drugs has become a form of moonlighting, according to a recent study of drug dealers in the nation's capitol. Seventy-five percent of the dealers interviewed reported holding legitimate jobs, averaging $7 an hour.

Dealing paid an average of $30 an hour with median earnings about $10,000 a year, working a mean average of four hours a day.

"It is indeed much more profitable on an hourly basis than are legitimate jobs available to the same persons," says the Greater Washington Research Center report, which interviewed dealers on probation. "On the other hand, few of the street-level dealers who made up most of this sample reported the kinds of incomes from which Mercedes and great fortunes spring."

Adult sellers interviewed made a median annual income of $36,000, but 40 percent of them said they consumed some of the drugs they were given to sell. However, among those under the age of 18, only 11 percent had used any drugs.

"This fact suggests that drug selling is viewed by many of these young participants as essentially an economic opportunity rather than a means of financing their own drug use," the report says.

Not without risks. For each year of work, a dealer has a 1.4 percent chance of dying, a 7 percent chance of serious injury, and a 22 percent chance of going to jail for an average sentence of 18 months, the report estimates.

The sellers have no delusions: 38 percent said a person selling for a year is likely to be caught by police, and half thought that person would likely be seriously injured or even killed.

If willing to face such risks, it would seem they could face the risk of bankruptcy in legitimate business.

A city government program to teach entrepreneurial skills to poor youth died even before it got off the ground due to budget cutbacks. Kids asked for the program, saying they wanted more options than going into entry-level jobs, said Mike Gilbert of the D.C. Private Industry Council.

Drug dealing appeals, he said, because the youth know "that the more you work, the more you can make. They need to know that they can do that legally."

Schools should incorporate entrepreneurial skills into their curricula and take advantage of community resources, Gilbert said. "One of the problems we have with drugs and crime is that a lot of people are looking for fast solutions. You're not going to go into business—and the next day the money comes rolling in. It's not magic."

Making the effort can transform lives, said Officer William W. Johnson, who founded the Conner-Harris Mall. Named for two young victims of the city's violence, the mall has eight stores selling candy, flowers, T-shirts and fashions, books, school supplies, photographic equipment, and haircuts. Sixteen students, ranging in age from 11 to 18, operate their own businesses out of the mall.

"A lot of kids here were not interested in reading, writing, and arithmetic," said Johnson, who started the mall after growing tired of seeing so many murdered kids. "I came up with something to ease them into it. I tell them that in order to open this business, you have to read and count.

"I teach more values and morals as opposed to money. A kid can stand out on the streets and make money if he wants to sell drugs. But I believe that kids, if given the opportunity to do the right thing, will. Like that James Brown song, I tell them to open doors and seize the opportunity."

If they survive. For, at this point in his explanation, Johnson had to turn his attention quickly to reports that two groups of teens were headed toward the center to settle a dispute—with guns.■

Playing Dress-Up

By BETH ANN KRIER
TIMES STAFF WRITER

So you don't think it's tough being a kid today? Consider the First-Grade Makeup War.

The fight broke out on a school playground, reports a Los Angeles father who prefers that his family and the school remain anonymous. (He explains that, even though his daughter was not involved in the fight, "the school is already like a little Peyton Place.")

This is how it went down: After one first-grade girl wore and brought her makeup to school, two others became envious. They wanted the potential Lolita to share her lipstick. She refused, and a pint-size cat fight broke out. Now, months later, one of the girls is still not talking to the junior makeup queen.

Says the father, who permits his daughter to play with makeup at home but not to wear it to school: "Makeup is now like contraband to these kids. And the girls who have makeup have power over the ones who don't."

Although blusher battles are apparently rare—at least in the first grade—the father is appalled by what he and other parents see as a small but growing trend: young girls transforming themselves into miniature adults long before adulthood, sometimes with parental encouragement.

In extreme cases, they don the provocative styles popular with female music stars seen night and day on MTV: tight, micro-miniskirts; midriff- or cleavage-baring tops; see-through blouses and skirts; off-the-shoulder tops; press-on fingernails; dangling earrings, and bright, dramatic makeup. There are some unflattering names for little girls who wear this stuff: Baby bimbos. Boy toys. Pop tarts. And worse.

According to area teachers and school administrators, the overwhelming majority of girls show up for elementary, junior high and high school in styles traditionally suited to their ages. But there are startling exceptions. Fourth-graders have arrived wearing panty hose and high heels. And 8-year-olds have been known to win Madonna look-alike contests sponsored by their schools.

Says a grandmother who is surprised by the precociousness of her two "Valley Girl" granddaughters, ages 6 and 9, "I went to a birthday party for the 6-year-old and all the kids were wearing adult-style clothes. All the parents were wearing sweats. The children looked more like adults than the adults. They watch MTV constantly and use very suggestive dance steps that I'm not sure they really understand.

"They love Disney movies, but 'Pretty Woman' is one of their favorites. I asked the 6-year-old why she liked it so much and she said it was because of the romance between the hooker and Richard Gere. I said, 'What's a hooker?' She told me it was somebody who has sex for money. I asked her what sex was and she said, 'Oh grandma, you know.' "

School administrators report that the trend toward girls dressing and acting adult-like shows up most predictably when they enter junior high school. It's typically the time when their bodies begin to develop, and they increasingly test the boundaries of acceptable behavior on assorted fronts.

Even at schools without official dress codes. The Los Angeles Unified School District, for example, has rules banning only gang-related items. Says Josephine Jiminez, operations administrator for the district's senior high school divisions: "The bottom line in our dress code is that clothing has to be safe and non-disruptive. At every campus, you see kids who tend to be extreme. Those kids are usually counseled individually. You really don't get anywhere today by saying your skirt can't be so many inches or you can't wear a crop top."

But even schools with official dress codes don't always find their students dressing as teachers would prefer. Reports Jane Hancock, who teaches at Toll Junior High School in Glendale: "Some of the girls come in wearing low-cut tops, and even though we have school rules about it, they're pretty hard to enforce. You're not supposed to show your midriffs or your breasts, but the girls come with jackets on and then, suddenly, they're off.

"We usually just send the girls to the office and the office takes them home or sends them home for a change of clothes," says Hancock, adding that Toll might be considered a typical, middle-class Southern California school; its student body encompasses virtually every ethnic group in the area. "I can remember a case in which an administrator took a girl home to change her clothes. The mother couldn't see anything wrong with it. The girl was wearing her mother's clothes."

Some parents, many of whom came of age in the permissive 1960s, find nothing wrong with allowing their daughters to dress in adult-style fashions. Those interviewed said they are careful to ensure that their children dress fashionably, not seductively.

Says Siporah Bank of her daughter, Ashley Bank Goldberg, a child actress who attends a public school for gifted children and likes to wear mini-dresses, high heels and dangling

earrings: "She's 9 years old going on 50. She likes to think she's older. Not everybody wears the kind of clothes she does to school. Some just wear jeans and T-shirts. Some wear tight skirts and jackets and really neat shoes and look as if they're going to work in a corporation. Kids are very trendy these days.

"Kids have always done this, dressing up in their parents' clothes. Now they have their own to do it in. It's not any different."

Ashley, who lives in Hollywood with her mother and stepfather, is aware of what's off limits. "My mom won't let me wear eye shadow out of the house. She lets me wear lipstick and not too much blush. She lets me wear a little mascara. She won't let me wear earrings down to here," Ashley says, pointing to her shoulders. "But they can go down to here [the jaw]."

One day last year, Ashley reveals, she made the mistake of wearing her prized 3-inch heels to school. "My teacher almost threw them out," she recalls in horror. But Ashley's wardrobe also includes plenty of tomboy clothes, her mother insists. And outfits that she wears to synagogue (sweet, traditional, little-girl styles that Ashley snidely dismisses as " 'Little House on the Prairie' dresses").

Bank says she is not worried that her daughter's minidresses and earrings could land her in deep trouble.

"Ashley's 50 inches tall," Bank says. "She's too short to be mistaken for someone older. These kids look very young in their faces. Their hair is also very young. It's more like they're wearing trendy clothes than older girls' clothes. Kids learn to imitate what their parents are wearing. Parents also tend to buy their children's clothing. Cool parents buy their kids cool clothes."

Many would agree with the notion that young children repeat or are encouraged to repeat the styles favored in their homes—especially if those styles match ones seen on TV. Observes Carolyn Seefeldt, a professor at the University of Maryland's Institute for Child Study, "Until the age of 12 or so, children get the majority of their attitudes about clothing and everything else from their parents. They have no control over what they wear unless a parent buys it for them and reinforces it."

Says the father whose first-grade daughter witnessed the playground makeup war, "You can tell exactly which mothers let their kids wear this stuff. They're always the ones in the trashy-looking clothes when they come to pick the kids up from school."

But what is trashy to some is merely trendy to others. Says Nancy Kaufman, owner of Na Na, a Santa Monica store that sells rock star-style clothing for adults and children, "I think [the phenomenon] is happening because kids are exposed to the media at younger ages and because people like Madonna are very public figures. The kids really tune into them.

"They like what they wear and the fact that they can express themselves. Wearing these kinds of clothes may signify the first time that they can choose themselves instead of being put into the narrow horizons their parents might choose for them. There are also a lot of younger parents now who haven't completely outgrown the phase themselves."

While the store may sell some of the most outrageous styles available to youngsters—leather jackets, second-skin, Pucci-inspired leggings and miniskirts printed with skulls—it is hardly alone. Perfume manufacturers have recently developed and marketed products aimed at children. Jewelry makers have gotten into the act as well, selling diamond bracelets designed for the kindergarten set.

Kaufman, who also operates Na Na stores in San Francisco and New York and is planning to sell her rock 'n' roll children's wear to stores nationwide, maintains that adult styles—even some of the outrageous gear—look wholesome on youngsters.

"The kids look really cute in the stuff," she says. "It doesn't have the same connotation that it does on adults. It has a real cute feel to it."

Experts on child rearing, however, find nothing cute about the extreme manifestations of this phenomenon. In fact, they consider it potentially dangerous.

"If children are doing this [dressing in provocative adult fashions] spontaneously as their play, it's OK," says Dr. Benjamin Spock, author of the best-selling classic "Baby and Child Care." "Children are certainly growing up faster than they did before, and a lot of it is encouraged by adults who want to teach reading to 2- and 3-year-olds. I strongly advise parents to let their children be their own ages."

As for tight miniskirts, high heels and makeup, Spock considers the styles ill-advised for preteens.

"There's a big difference between parading in the streets in high heels and parading in the attic. [The latter is] something children have always done. By wearing these things outside of playtime, at one level it's playing at sex. It's playing at prostitution at some level. Playing at sex should wait at least until children are in the relatively late teens."

"I don't think there's anything good about this," adds the University of Maryland's Seefeldt. "It's almost as if we as a society find childhood so annoying and irritating that we do everything we can to push kids out of it.

"Five-year-olds really do enjoy Mister Rogers and his neighborhood. If parents would reinforce Mister Rogers rather than MTV, you would find a whole group of kids being kind to one another like Mister Rogers. But adults find Mister Rogers very slow and unsophisticated, dull. . . . Adults need to teach values other than glitz and sequins and makeup. You are not what you wear."

Even some kids would agree. Listen to these pupils at Toll Junior High School discussing their classmates who wear sex-bomb styles:

"People who wear sophisticated clothes are setting themselves up for trouble," warns 12-year-old Alexandra Spada. "Guys might be looking at them in bad ways. I've seen girls who wear trashy clothes and I've seen guys watching them. It's not in good ways that they're watching them."

The boys on the class nod in agreement. "A lot of it is influenced by rock stars. Tight clothes are what's in right now. You *can* judge a lot of books by their covers. Girls dress like that to get attention," says Brian Underwood, a 15-year-old ninth-grader.

"They want you to look at them and then when you do they say, 'So what are you looking at?' They're trying to attract themselves to boys. They're saying that they're sluts."

Or as ninth-grader Narineh Hacopian puts it, "I feel like saying to these people, 'Act your age. You look stupid.' "

CHICAGO WATCH

Pupils' scores show 70% in city below U.S. average

By Lou Ortiz
Staff Writer

More than 70 percent of Chicago Public School students scored below the national average in reading and math skills, test results released Monday show.

Results of the Tests of Achievement and Proficiency that high school students took in April show that 26.8 percent of students were at or above their grade levels in reading and 19.1 percent were at those levels in math.

The achievement level for black male students was lower, with 17.9 percent at or above their grade levels in reading and 12.2 percent reaching those marks in math.

In the elementary schools, 24.2 percent of the students scored at or above their grade levels in reading and 29.5 percent reached the same levels in math, according to results ofthe Iowa Tests of Basic Skills taken in April.

Black males again scored lower than whites or other minority groups, with 17.5 percent at or above the national average in reading, and 23 percent at those marks in in math.

A school official said the scores should be of concern to parents. But the official noted that principals and teachers would use the scores to strengthen their programs, and that the Chicago School Reform Act would also make an impact.

"It's evident by looking at the results that we have a long way to go," said Maxey Bacchus, director of research, evaluation and planning for the Chicago Board of Education.

"We'll be measuring the progress of the schools and the school system in future years," he said. "The School Reform Act establishes that by 1994, 50 percent or more should be achieving at or above the national norms."

Schools Supt. Ted Kimbrough said the scores reflect student performance during the first year of the reform act.

"This is the starting point for reform, and I know these statistics will help our local schools plot their route to future improvements," he said.

Kimbrough said that scores should not be compared along racial lines.

"In no way do we mean to suggest that these scores are a function of race or gender," he said.

"We offer this breakdown so that schools can better target students who need the most assistance."

CHICAGO SUN-TIMES JAN 15 1991

City seeks right place for disabled

By Karen M. Thomas
Education writer

Plans to place more Chicago special education students side by side with their non-disabled peers in city classrooms have renewed an ongoing controversy over whether disabled students are best served in segregated programs or in regular classes with extra support.

The city's new special education director, Thomas Hehir, is devising a three-year plan that he says eventually will allow a greater number of special education children to remain at their neighborhood schools and venture out of isolated programs and classrooms.

Almost all of the 43,000 students enrolled in special education programs are bused to programs and schools throughout the city. Some have never had classmates without disabilities.

But the "mainstreaming" concept also has raised some thorny issues, particularly for parents of special education students: Will a large, urban, financially strapped school system be able to provide the necessary services and support to help integrated disabled students succeed, or will gaining social skills and new friendships be at the cost of practical and academic skills?

"Right now, we're not doing very good educating our regular children, so if we add children with these problems, what is going to happen to them?" said Marlene Curylo, a parent of a 17-year-old son who is mentally disabled and attends O.W. Wilson Occupational High School.

The move is part of a growing national trend to integrate special education students with their non-disabled counterparts. Recent studies and research show that even the most severely disabled students benefit from being placed in regular schools and classes.

The disabled children gain social skills, non-disabled students learn to accept those who have special needs, and the special education students are better prepared to tackle life outside the confines of classroom walls, according to the research.

Chicago has relatively few options for special education. And parents such as Maryanne Ivy, who has a mentally disabled 11-year-old, welcomes the chance for her daughter to move to a regular classroom.

"Life is one big massive integration," Ivy said. Her daughter attends Courtenay Elementary School, where Ivy is a local school council member. "I don't think we should have one format for teaching our children and another for them going out to exist in the world."

Chicago Tribune February 3, 1991

Hehir acknowledges that the school system has some obstacles to overcome. In overcrowded classrooms, it will be nearly impossible to add students, let alone those with special education needs. Regular teachers would need extra help. Special education funding and resources would have to be reallocated.

Hehir said that is why he plans to move slowly, developing pilot programs, educating parents and teachers, allowing local school councils and principals to devise what would work best for their schools.

Hehir, former special education director for the Boston public schools, will discuss the concept Saturday at a Truman College forum sponsored by an education reform group, Parents United for Responsible Education.

"We're not talking about simply putting the child in a regular classroom," Hehir said. "And it doesn't mean that there aren't some students where this is not an option. There will be support. What we have to do is develop some models."

Such a plan would also help the school system remedy state and federal law violations. Last year, the U.S. Office of Civil Rights threatened a possible loss of $117 million in federal and state funds if school officials did not do a better job of properly testing and placing special education students.

About $350 million will be spent on special education programs this year. There are 18 schools that serve only disabled students, $42 million is spent each year to bus 40,000 handicapped children to special programs and $48 million is spent to place special needs children in private programs with services the school system does not offer.

And the city is experimenting with the idea. At Spalding High School, a school for the physically disabled, 150 non-disabled freshmen enrolled this year. However, at least 50 of those students have learning disabilities, causing some parents to question whether the program is successfully integrating youngsters.

In a handful of other schools, preschool programs are being integrated with mentally disabled students, autistic children are being placed in regular classrooms and some disabled children are taking non-academic classes such as art or gym with mainstreamed students.

The idea of mainstreaming for Julie Garcia, a parent of a 10-year-old daughter who has a severe learning disability, raises old fears. Her daughter Caroline, who attends Ebinger Elementary School, spent the majority of her time in a regular classroom two years ago, leaving twice a day for special education services.

"She just couldn't function in the large classroom," Garcia said. "It was devastating for her and for me as a parent to see your child stick out like a sore thumb."

Since being placed in a self-contained special education classroom, Caroline's schoolwork has improved, Garcia said.

A 1975 federal mandate required states to provide free education to all disabled children in the "least restrictive environment"—a term that has spurred mainstreaming debates.

Illinois has had a similar law for at least 20 years, but the state has ranked 46th among the 50 states for integration programs for the disabled.

Experts say integration programs fail if they are issued as systemwide policies and not set up to allow decisions based on individual needs.

"When we fail to make decisions individually with each child, then it is a failure for the kid, parents and teacher. As schools tend to make this a policy issue, then we tend to lose children in the shuffle," said Fred Weintraub, assistant executive director for communication of the national Council for Exceptional.

Hehir said the plan calls for several pilot programs that could include providing an aide and therapist for the disabled child in a regular classroom, cooperative teaching techniques that place students in random-ability groups and consultants provided to teachers who may need help in developing new teaching strategies.

Hehir has also turned to suburban school districts, where small districts have formed special education cooperatives to provide services to students. Some have successfully mainstreamed disabled youngsters into regular classes.

Latinos Lagging on Every School Level, Study Finds

■ **Education:** From preschool to college, they are under-represented and losing ground nationally.

By JEAN MERL
TIMES EDUCATION WRITER

From enrollment in preschool to attainment of graduate degrees, the nation's Latinos are "grossly under-represented at every rung of the educational ladder" and, by many measures of academic achievement, are losing ground, according to a study by the American Council on Education.

The study, released in Washington this week, showed that the proportion of Latino students completing high school slid from 60.1% in 1984 to 55.9% in 1989. By contrast, the completion rate for blacks rose slightly during the same period—from 74.7% to 76.1%. While the rate for Anglos dipped somewhat, down to 82.1% in 1989, it remained dramatically higher than those of the two minority groups. Based on census data, the report did not provide separate completion rates for Asians and American Indians.

Educators and some political leaders have long been concerned about Latinos' acute lack of success in the schools system, and President Bush recently launched a special effort to imporve the educational lot of this group.

But the ACE study, its Ninth Annual Status Report on Minorities in Higher Education, paints the most detailed—and perhaps the darkest—picture to date.

"It's not just that there is no improvement . . . we are losing ground," Blandina Cardenas Ramirez, director of the ACE's Office of Minorities in Higher Education, said in an interview Wednesday.

Ramirez said the findings cannot be attributed to the influx of large numbers of poor immigrants alone, as U.S.-born Latinos also have considerably lower education levels than non-Latinos. Furthermore, the decrease in high school completion rates occurred during a time when immigration rates for Latinos were relatively low.

The study said the lack of access to equal educational resources "may well be the most powerful in explaining the low levels of educational attainment for Hispanics." It went on to say that "school finances in a number of states with large Hispanic enrollments have been found to be grossly unequal."

Ramirez and other education experts cited several other factors, including the culture of poverty, a pattern of poor educational facilities in predominantly minority communities, shrinking funding for public schools, low performance expectations on the part of schools and the students themselves, and lack of effective ways to involve parents in their children's schooling.

These problems are shared by many low-achieving students. But for Latinos they may be exacerbated by language fluency difficulties, experts say.

The study's findings are especially significant for California, where Latinos make up 33% of the public school pupils in kindergarten through 12th grade. The state Department of Finance expects that proportion to climb to 41% by the year 2000 and to 43% by 2005.

The report did not include state-by-state data, but information collected independently by the state Department of Education indicates that large numbers of Latinos in California and in the Los Angeles Unified School District—where they represent 63.3% of school enrollment—also are failing to finish high school.

The high school completion rate for all California students was 67.3% in 1989, the most recent year for which data is available; for Latinos, it was 53.7%; and for blacks 53.5%. In the Los Angeles district, the high school completion rate for that year was 43.7%; the rate for Latinos was 35.7%. For blacks, the rate was 41.6%.

But California education experts say the completion rate is too imprecise a measure to be of much significance, failing to account for students who graduated ahead of or behind their class, moved away without requesting that school records be forwarded or got a high school equivalency degree at an adult school.

Instead, education department officials prefer to use a more narrowly defined measure to arrive at a "dropout rate" that includes students who are gone for more than 45 days with no explanation or request for transcripts.

That measure's figures provide little comfort for those concerned about Latinos' track record. In California, the three-year dropout rate for the class of 1989 was 20.4%; for Latinos it was 28.5%. In the Los Angeles district it was 35% overall and 36.2% for Latinos.

"We have a massive crisis now in education, and for us as Latinos, it's a super-crisis . . . with devastating implications for the future," said Armando Navarro, executive director of the San Bernardino-based Institute for Social Justice, which emphasizes community organizing to improve conditions for Latinos. Earlier this month, Navarro headed a statewide summit meeting to find ways of addressing the myriad Latino education issues.

The ACE, a private, nonprofit organization representing about 1,600 colleges and universities throughout the United States, issues annual reports on minorities' status in higher education. This year, the organization focused on Latinos, whose college-age numbers grew 39% between 1980 and 1989.

The report found that Latinos are less likely than members of other groups to have enrolled their children in preschool programs or to pursue college or graduate education. Because of the decline in Latino high school completion, the gap between Latino and Anglo college attendance rates is widening. And Latinos were the only group to experience a decline in graduate school enrollment between 1986 and 1988.

Although both blacks and Latinos began to close the college attendance gap in the mid-1970s, things soon began to change again for Latinos. By 1989, only 16.1% of all Latinos 18 to 24 were enrolled in college, compared with 23.5% of blacks and 31.8% of Anglos.

Asian-Americans made the largest proportional gains in college enrollment, the report found. Their enrollment went up 10.9% between 1986 and 1988.

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Significantly, Latinos remained concentrated in two-year colleges, where they will be unable to earn a bachelor's degree without transferring to a four-year school. About 56% of all Latinos enrolled in higher education programs were at community colleges, contrasted with 38% for the general population.

In 1976, Latinos represented just 2% of all those earning bachelor's degrees. In 1989, that figure had increased only slightly—to 3%—despite a doubling of the college-age Latino population during that time, the report found.

Things appear particularly bleak for Mexican-Americans, who make up the largest group of Latinos. Unlike other Latinos, young adult Mexican-Americans showed "essentially no improvement in attending four or more years of college" compared with their elders.

"The evidence is clear that for Hispanics [the education system] is not working," Ramirez said, adding that the problems must be addressed much earlier than high school if the situation, which she said is exacerbated by "continued unequal access to the resources of education," is to be improved.

In California, there have been efforts by several school districts to improve attendance and parent participation and expose youngsters to wider educational and career opportunities and at increasingly younger ages. But, without significant amounts of money, most of these efforts have been on a small scale.

Several districts have made strong improvements in their dropout rates, often with guidance from the state and special "dropout prevention" funds provided by the Legislature.

In the Santa Ana Unified School District, where 82% of the students are Latinos, administrators enlisted the help of business and civic leaders, the local community college and a wide range of public and private agencies.

With programs to pair adults with youngsters needing role models and encouragement, "career days" in elementary schools and special counselors to visit the homes of children with unexplained absences, the district slashed its dropout rate dramatically. For the class of 1986, its was 41.8%, but it fell to 22.6% for the class of 1989.

"All the major players in the city have been involved in this," district spokeswoman Diane Thomas said. "Everybody's motto is Education First."

STUDENT ACADEMIC ATTAINMENT

High school completion rates and college participation rates by race/ethnicity:

	Total Population of 18- to 24-year-olds	% Enrolled in College	High School Completion Rates %
WHITES			
1984	23,347,000	28.0	83.0
1985	22,632,000	28.7	83.6
1986	22,020,000	28.6	83.1
1987	21,493,000	30.2	82.3
1988	21,261,000	31.3	82.3
1989	20,825,000	31.8	82.1
BLACKS			
1984	3,862,000	20.4	74.7
1985	3,716,000	19.8	75.8
1986	3,653,000	22.2	78.5
1987	3,603,000	22.8	76.0
1988	3,568,000	21.1	75.1
1989	3,559,000	23.5	76.1
LATINOS			
1984	2,018,000	17.9	60.1
1985	2,221,000	16.9	62.9
1986	2,514,000	18.2	59.9
1987	2,592,000	17.6	61.6
1988	2,642,000	17.0	55.2
1989	2,818,000	16.1	55.9

Source: American Council on Education, compiled from census data

David S. Broder

The Right Man for Education

The Senate confirmation hearing on former Tennessee governor Lamar Alexander's appointment as secretary of education suggested that at long last the right person is in that job at the right time.

Jimmy Carter created the department to fulfill a political promise to his supporters in the National Education Association. His appointee, Judge Shirley M. Hufstedler, barely had time to set it up before Carter was voted out of office.

Ronald Reagan, who came to office promising to abolish Carter's handiwork, was nonplussed when his first secretary, Terrell H. Bell, launched the national school-reform effort with his "Nation at Risk" report detailing the shortcomings of American education. Bell's successor, William Bennett, used the job as a pulpit for his personal and highly controversial views on what schools should teach, what colleges should charge and even where college students should vacation. Both made their points, but their credibility in Congress and the education world was undercut by their lame attempts to defend the consistent shortchanging of education in the Reagan budgets.

Lauro Cavazos, who started in Reagan's last year and carried on into the Bush administration, brought no focus or agenda to the job and ceded control of education policy to White House staffers, who had plenty of other concerns on their minds.

That sad history explains in part why Alexander drew such a fervent bipartisan welcome from the Senate Labor and Human Resources Committee last week. But there is more to it than that. As Sen. Christopher Dodd (D-Conn.) told Alexander, "All the pieces are in place to move forward on education. What has been missing is the forceful advocacy to bring that priority to the Cabinet table, the Congress and the country. You have all the tools required to do that."

If a focused purpose combined with exceptional political and public-relations skills are the requisites, Dodd is probably correct. In his eight years as governor, Alexander launched a major school-reform effort that challenged the education bureaucracy, business and the taxpayers of his state—and finally won the support of all three. As chairman of the National Governors Assn., he took the lead in getting all the governors committed to a continuing drive to set ambitious goals for education and measure their states' progress—the agreement that was sealed at the "education summit" with President Bush in the autumn of 1989.

Because of those achievements, Alexander comes to the often-scorned Education Department job with remarkably—perhaps dangerously—high expectations. "I don't mind the high expectations," he told the committee, "because there are a lot of people around the country ready to move."

The potential for action starts inside the Bush administration. Alexander already has met with the new secretary of labor, Lynn Martin, who presides over a $4.5 billion job-training budget of her own. Personal and bureaucratic differences have kept the Labor and Education departments tugging against each other more often than they have combined forces. Martin, a former teacher and Illinois congresswoman, and Alexander match up in temperament and ability better than any two secretaries in the past.

Former Secretary of Labor Bill Brock, an informal adviser to both Alexander and Martin, says that their partnership could quickly spread to the other Cabinet members with a deep interest in, and large responsibilities for, the health and well-being of youngsters and the education and training of youths and adults. They include Secretary of Health and Human Services Louis Sullivan and Energy Secretary James D. Watkins, both of whom have education backgrounds, and Defense Secretary Dick Cheney, who shares with his wife, Lynne, the head of the National Endowment on Humanities, a burning interest in the quality of schools.

But the bigger potential benefit in Alexander's appointment is the synergy of state-federal action from having the Education chair filled by a former governor. The states are the senior partners in education policy and, as Sen. Dan Coats (R-Ind.) pointed out at Alexander's hearing, they have been far more willing than Congress to consider radical changes in education practice in order to break out of the deadly mediocrity that ensnares far too many schools.

Gov. Bill Clinton (D) of Arkansas, Alexander's partner in many of the education enterprises of the '80s, remains a strong influence in the group. Gov. Roy Romer (D) of Colorado, who has taken on the task of developing measurement systems for gauging progress toward the national-education goals, is a dogged battler. They have their hands full dealing with the congressional grandees who think Washington should drive education policy for the nation while paying only 8 percent of the bill.

Clinton and Romer welcome Alexander as an ally in that fight—and even more as the catalyst for the Cabinet group that wants to make Bush live up to his claim to be the "education president."

Together, they just might make some things happen.

JOHN O'NEIL

Drive for National Standards Picking Up Steam

A movement to create national standards for student achievement—linked to some form of national assessment—is presently picking up steam. But many educators, worried about the erosion of local control of the curriculum and limitations on teacher autonomy, aim to see it stopped dead in its tracks.

The call for schools to "raise standards" is by now a well-intentioned but tired cliché. Nonetheless, there is widespread concern that student achievement (as measured by such indicators as the National Assessment of Educational Progress [NAEP] and several international assessments) is, at best, marginal. U.S. 13-year-olds finished dead last of nine countries participating in a recent international mathematics assessment, for example, and fewer than 5 percent of this nation's 17-year-olds can demonstrate the ability to "synthesize and learn from specialized reading materials."[1] "Educational standards in this country are embarrassingly low," admits Daniel Koretz, an assessment expert with the RAND Corporation.

Some see as the culprit a system that fails to make clear what all students need to learn and whether, in fact, they learn it. Despite U.S. expenditures on elementary and secondary education of more than $200 billion last year, "the fact is that we can't say with any assurance what our students are learning or even what they should be learning," AT&T Chairman and CEO Robert Allen grumbled at a recent education conference sponsored by CBS. "The current arrangement is confused," adds Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. "Schools are held accountable for process, not outcomes, and every week they're held accountable for some new goal that someone dumps on them."

Now, with the nation's education goals established just last year and several new proposals for national tests circulating, some analysts say the U.S. is moving slowly but relentlessly toward developing national standards for student achievement. A confluence of forces plays a role in the march toward national standards, but several efforts have emerged over the past year or two as most pivotal:

- As part of a pilot project, the National Assessment Governing Board (NAGB), which establishes policy for NAEP, has begun to set performance standards for each of the three grade levels (4, 8, and 12) measured by NAEP. (NAEP conducts regular assessments of student achievement in reading, writing, mathematics, science, history, geography, and other subjects, testing a sample of students across the U.S. every few years.) Doing so means the "Nation's Report Card" will no longer merely report how well students at each grade level scored but how well, compared to standards agreed upon by a representative panel of experts.

"Up to now, NAEP has simply described 'what is,' " says Richard Boyd, the former state school superintendent of Mississippi who chairs NAGB. "With the setting of achievement levels, NAEP will move toward defining 'how well' students in these grades ought to be learning." Last fall, the NAGB brought together educators, business leaders, and others to set standards at three levels—basic, proficient, and advanced—for each of the three grades tested in the 1990 mathematics assessment. If the process proves successful, results of future assessments will be reported similarly.

- Progress toward achieving the nation's education goals, outlined last year by President Bush and the National Governors' Association, is being monitored by a panel composed primarily of governors and Administration officials. One of the goals is that by the year 2000, U.S. students will leave grades 4, 8, and 12 "having demonstrated competency over challenging subject matter" in English, math, science, history, and geography. At this writing, the monitoring panel had not yet decided how to report progress toward that goal, but it's certainly no accident the goal addresses grade levels currently tested by NAEP. If the panel chooses to use NAEP data and the new standards developed by the NAGB, some experts believe that could provide an added boost in the drive toward national achievement standards.
- The National Center on Education and the Economy and the University of Pittsburgh's Learning Research and Development Center recently received nearly $2.5 million from private foundations to develop a set of state-of-the-art student assessments linked to national standards. The Commission on the Skills of the American Workforce, created by the national center, proposed such an effort last year.

The assessments would include performance examinations, projects, and portfolios—tasks designed to measure applications of skills and knowledge to real problems—and students completing them would accumulate evidence of their achievement over several years. Participation would be volun-

tary, but the backers of the multi-year initiative hope the experience of districts and states working to pilot the plan will prove its feasibility and eventually influence others to take part.

Although the assessment system is aimed at creating a national standard of excellence, proponents say the effort will not require a prescribed curriculum or a single common exam. Tests already used by local districts and states could be calibrated to the new national standards, and all students would not be required to take a single common exam.

Few Incentives, Low Expectations

The convergence of national activities regarding student achievement and standards, some experts believe, reflects disillusionment that a decade of highly trumpeted school reforms still has not resulted in enough students' working harder or achieving better results. In fact, some say, college professors and employers—those who deal daily with the "products" of schools—are as alarmed as ever at the need for remedial classes and costly basic skills training.

A growing number of policymakers believe student achievement will not increase markedly until high standards are set and quality work by all students is expected and rewarded. Saying the high school diploma represents a test of endurance more than proof of a student's academic abilities, these critics say the current focus on "seat time" and minimum competence as reflected on standardized tests must be supplemented or replaced by better indicators of the quality of students' accomplishments.

With colleges opening their doors, and their coffers, to marginally prepared pupils, and employers loathe to demand that job applicants complete a rigorous course of study or earn high marks, students "can do almost as little as they choose without doing harm to their prospects," says Tommy Tomlinson, a senior research associate with the U.S. Department of Education. "I think students aren't motivated because they know the grades they get don't matter... they have no effect on their economic future," adds Ira Magaziner, president of SJS, Inc., and chair of the Commission on the Skills of the American Workforce. "Having some standards that are meaningful and are recognized by all parties is an important first step" to better academic achievement.

Last year, the workforce commission reported the findings of its international study of schools and preparation for employment, focusing in particular on the non-college bound. Its conclusion: the U.S. is "the most overtested and underexamined nation in the world." Only the top students in the U.S. appear to be motivated by high grades or test scores; many find little incentive to take hard courses or earn high marks because they see no correlation between doing well in school and getting a better job. Compared to students in countries such as Germany, Denmark, or Japan, said *America's Choice: High Skills or Low Wages*, the U.S. non-college bound are neither held accountable to high standards of performance nor guided into satisfactory careers.

According to the commission's plan, a "new educational performance standard," established nationally and comparable to standards in other nations, would be developed. Students would be expected to meet that standard by passing a series of performance assessments by age 16, demonstrating high ability in general school subjects as well as such abilities as critical thinking and working well in groups. Pupils meeting the standard would receive a "certificate of initial mastery" required for entrance into all forms of subsequent education.[2]

If the commission's work proceeds as expected, the grants to the National Center on Education and the Economy and the University of Pittsburgh will be followed up by the announcement this month of a coalition of 20 or more states and districts interested in piloting the assessment project, Magaziner says.

Needed: A Clearer Picture

Others stress that the establishment of national standards for student achievement is vital to monitoring the outcomes of schooling, from the individual child to the nation as a whole. "A lot of people are recognizing that we must re-gear to provide reliable information to parents on the educational progress of their own children and schools," says Chester Finn, Jr., a professor of education and public policy at Vanderbilt University and a key Reagan-era education department official behind the effort to expand NAEP.

One issue bothering Finn (and others) is that despite widespread evidence from NAEP and other indicators that few U.S. students are achieving at high levels, parents and the general public do not seem unduly alarmed.[3] If high academic standards were established and the performance of individual students were measured against them, the argument goes, parents of failing students might be more inclined to press schools to find out why. And that might, in turn, increase pressure to marshall resources and energy to raise student achievement.

"It seems to me that we're not going to have the level of performance we need in American education until we have a way for Mr. and Mrs. Smith to see how well Johnny and Janet are doing or aren't doing," says Finn.

The present patchwork of local and state exams and norm-referenced national tests, experts point out, is woefully inadequate to accomplish this. Norm-referenced tests, for example, are prone to the type of shenanigans uncovered by John Jacob Cannell, the West Virginia physician who documented that even the most poorly achieving states report achievement test scores above the national average.[4] Such tests that compare students against each other rather than against a specific standard "make the standard a floating standard, which, in a sense, makes it no standard at all," says David Hornbeck, a Washington, D.C., attorney and former Maryland state school superintendent.

As a result, there is increasing pressure for the creation of national standards that reflect high expectations of students, as well as better ways to monitor progress toward them. Finn and others believe that filling in the gaps of the current information and monitoring system as it relates to student achievement is one of the most powerful and essential tasks at hand. "The system is not yet in place, and getting it in place is the biggest task of the next 10 years for American education," says Finn.

"We're in an important transition, to try to think nationally about what historically has been a local system with 83,000 schools, and we really don't have the mechanism in place," adds Boyer. "The kind of structure that we fill in to meet that need, I think, will shape American education for the next 20 to 30 years."

Not So Fast

While many voice rhetorical support for high standards for students, how-

ever, others are troubled by what they view as the movement's dependence on inadequate tests and the potential erosion of local control over curriculum and instruction. Trying to raise standards through the pressure of high-stakes testing is "a perfectly natural, if totally misguided, response to low standards," Koretz asserts.

Many protest that the increasingly aggressive national reform agenda on standards and assessment threatens local control. For example, the effort to set standards for NAEP exams runs on a parallel course with a pilot project to release NAEP scores on a state-by-state basis—the combined effect of which, some say, is to transform NAEP from a general indicator of educational health to an accountability tool, some believe. "One of the consequences of using NAEP as an accountability measure is that the 'high stakes' associated with accountability may influence states to change their curriculum emphasis so that they will perform better on the test," a draft paper by the U.S. Department of Education notes.[5]

Are the stakes being raised too high, too fast? A letter issued last year by the National Center for Fair and Open Testing and endorsed by 75 signatories (including national education associations such as ASCD) cited a lengthy list of potentially harmful byproducts of the expansion of NAEP. "The evidence is overwhelming that the more power attached to a test, the more control the test will have over curriculum and instruction," the letter asserts. "A national test with achievement goals and local comparisons will certainly become a powerful, perhaps controlling, influence on the curriculum."[6]

Boyer cautions that educators should set standards based on what is deemed most important for students to know and be able to do, not what is easiest to assess. "I only worry that we don't settle for . . . measuring that which matters least," he commented at the CBS education forum. Given the tendency of teachers to focus on what is tested, moreover, standards in only a few subjects might unduly narrow the range of what is taught.

Moreover, the idea of setting standards and making progress to higher education and top jobs dependent on test scores—common practice in

National Test Proposals Win Some Support

Escalating concern over low student achievement, coupled with a growing belief that each pupil needs to be able to aim for a national standard of performance, has some policymakers, business leaders, and educators favoring a national exam (or set of exams) for all students.

Many believe that in a nation that tests students to the tune of $900 million per year, the last thing U.S. education needs is more tests. The past few years have witnessed a wave of outcry against the alleged abuses of "high-stakes" tests, which critics say undermine curricular goals, narrowing the scope of what is taught and ignoring the importance of problem-solving and critical thinking skills. But others say the current system for tracking student achievement from the individual child to the nation at large has gaping holes—some of which might nicely be filled by a common exam.

One show of support for a national examination system is the work of the Commission on the Skills of the American Workforce. It recommends an "examination-based assessment system" under which students would have to earn a "certificate of initial mastery" by age 16 (or shortly thereafter) to continue on to college, professional or technical schools, or paying jobs.

Other fans of a national exam include Albert Shanker, president of the American Federation of Teachers, who has proposed spending $200-300 million to begin developing a set of national exams in several subjects. And according to the 1989 Gallup/Phi Delta Kappa poll, 73 percent of the American public support a common national exam for graduation, a figure that has risen from 50 percent when the question was first asked in 1958.

Moreover, the President's Education Policy Advisory Committee (PEPAC), a panel of business leaders and educators that advises President Bush, is looking into the feasibility of a national student assessment that would monitor not only the nation's educational health in general (currently, the role of the National Assessment of Educational Progress [NAEP]), but also to inform parents about their children's progress and the performance of schools and districts. A variety of tests now exist that yield partial information about the achievement of individual students, their schools, and the nation as a whole, but no single test accomplishes all these objectives.

NAEP "doesn't tell you anything about how an individual student is doing; it just tells you that the system is broken," says Paul O'Neill, chief executive officer of the Aluminum Company of America and chairperson of PEPAC. "We know that we're not doing well, but we don't know how to intervene because we don't have a child-by-child test to tell" how each student fares against agreed-upon standards.

If attempted, a national test would surely have a sweeping impact on local curriculums, textbooks, and tests. "The test objectives developed for a national test of all students would soon become the objectives used to develop textbooks and teaching programs across the nation" and would represent "a de facto national agreement on what should be taught," according to a background paper by staff at the U.S. Department of Education, written for PEPAC's consideration.

While no concrete plan has emerged behind a national exam (let alone the requisite political and financial support), some are amazed that policymakers are even considering the topic, given the traditional sanctity of local control of schools. "I'm surprised that the education community, the business community, and the government are talking so openly about a national test," said Indiana school Superintendent H. Dean Evans, a member of PEPAC, who is ambivalent about the idea. "I doubt that could have happened even two or three years ago. It almost seems a foregone conclusion now that we're going to have one."

The concept of a national test has yet to move past the discussion stage, but the Education Department paper suggested a number of different paths. Possibilities include using NAEP tests more widely or equating them to state tests, endorsing an existing commercial test, crafting a new national exam, or continuing with the potpourri of commercial, district, state, and national tests currently in use. Such an exam need not be a federal undertaking, the paper said, but could be created and managed through private auspices or a chartered group.

—John O'Neil

some other nations—also runs counter to U.S. philosophy. "We pride ourselves, as a nation, on giving second, third, and fourth chances," notes Marshall Smith, education dean at Stanford University.

Reflecting Consensus

But if assessments and standards are carefully tailored to reflect an emerging consensus on principles of sound learning, their influence on curriculum and teaching will be beneficial, argues Lauren Resnick, director of the University of Pittsburgh's Learning Research and Development Center and a key player in the workforce commission's assessment plan. "Assessments should be designed so that when teachers do the natural thing—that is, prepare their students to perform well—they exercise the kinds of abilities and develop the skills and knowledge that are the real goals of educational reform."[7]

Smith notes that national assessment is beginning to better reflect national consensus about curricular goals, citing the use of curriculum standards developed by the National Council of Teachers of Mathematics to prepare the 1990 NAEP mathematics assessment. "For this to be at all useful, the efforts have to be synchronized, and they're beginning to be," he says. Others note that efforts are under way to broaden NAEP's assessment techniques (for example, by using more open-ended rather than only multiple-choice questions).

Some experts believe that concerns that the new initiatives regarding NAEP will unduly influence classroom practices are overstated. "I can see where NAEP could drive people's *impressions* of what the schools can do and what kids know, but whether it would drive the everyday classroom instruction is unlikely, given NAEP's current structure," says Stanford University's Michael Kirst, who served on a panel that recommended NAEP's expansion. "I don't quite see how NAEP would ever become a pupil-by-pupil test. And if it isn't, then it's always going to have a lot of problems driving all the actual day-to-day classroom practice. For national influences to really have an impact, national tests would have to be congruent with what is tested locally at the end of every semester or the end of every chapter, and it would have to be congruent with what kids think matters in their grades."

Although the issue of national standards is occupying an increasing number of policymakers and educators, most admit the current efforts represent only a fraction of the work needed.

More Questions than Answers

Although the issue of national standards is occupying an increasing number of policymakers and educators, most admit the current efforts represent only a fraction of the work needed. And even the limited steps taken thus far face an uncertain future.

For example, the panel created to monitor the national goals (composed of six governors, four Administration officials, and four non-voting members of Congress) has met with opposition over the group's composition. Efforts to create more broadly representative panels to oversee progress toward the national goals died in Congress last fall, but they may be revived this year. The pitched battle has raised questions about the credibility and leadership potential of the NGA/Administration panel, some observers believe. Further, the project to expand NAEP to yield state-by-state results—one piece of the effort to increase assessment reporting—is not certain to be extended into the future.

In a larger context, some educators scoff at the current fascination with tests and standards, given the overwhelming problems facing many of the nation's schools and the apparent lack of will to marshall resources to help fix them. ASCD Executive Director Gordon Cawelti, for example, believes that federal dollars are better spent on research and dissemination of practices and programs shown to be effective in raising student achievement. "Knowledge of lousy results is not a motivator," he says of the NAGB's plan to compare states' NAEP results.

Others warn, however, that with so much pressure building to raise student achievement to meet higher standards, educators need to help set them, not oppose them. "The big question faced by the education community is whether it plays an affirmative role in shaping the character of those standards . . . or whether it digs its heels in and resists," says Hornbeck.□

[1]See, for example, I.V.S. Mullis et al., (1990), *America's Challenge: Accelerating Academic Achievement*, (Princeton, N.J.: National Assessment of Educational Progress); A. E. Lapointe et al., (1989), *A World of Differences: An International Assessment of Mathematics and Science*, (Princeton, N.J.: Educational Testing Service).

[2]Commission on the Skills of the American Workforce, (1990), *America's Choice: High Skills or Low Wages*, (Rochester, N.Y.: National Center on Education and the Economy).

[3]The annual Gallup/Phi Delta Kappa poll of public attitudes toward education, for example, consistently finds the public giving schools good ratings, particularly schools local to the person surveyed.

[4]J. J. Cannell, (1987), *Nationally Normed Elementary Achievement Testing in America's Public Schools: How All Fifty States Are Above the National Average*, (Daniels, W.Va.: Friends for Education, Inc.).

[5]National Center for Education Statistics, (1990), "National Education Goals: Options for Measuring Student Achievement," (background paper prepared for the President's Education Policy Advisory Committee).

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National Test for High School Seniors Gains Backing

By Kenneth J. Cooper
Washington Post Staff Writer

A new education group chaired by former New Jersey governor Thomas H. Kean yesterday proposed that all high school seniors be required to take a national examination of their knowledge and skills.

The proposal for a comprehensive system of national testing, which does not now exist, came as other groups have endorsed the idea as a way to measure progress on national education goals and to push schools to produce better results. The proponents have included a presidential advisory panel and the National Alliance for Business.

But the notion of a national test remains controversial among many educators, who fear it would undermine state and local control of schools by leading to a national curriculum. Other critics have argued against another standardized test by saying U.S. students already spend too much time taking multiple-choice tests that have limited educational value.

Whether the debate will lead to a national test may depend on governors, who as a group have appeared unwilling to relinquish state authority, and President Bush, who has not publicly addressed the subject.

Kean's nonprofit group, Educate America Inc., proposed that high school seniors each November spend nine hours taking tests in reading, writing, mathematics, history, geography and science. Graduation would not hinge on the results, but scores could be sent to prospective employers and colleges.

Many states already require high school students to pass basic skills tests, and nearly all college-bound students take the Scholastic Aptitude Test or the American College Testing program. But there is no single test required of all students.

Kean, now president of Drew University in Madison, N.J., said that such testing would "add meaning to that [high school] diploma . . . encourage student achievement and instill higher standards."

Average state and school results would be published, he said, to strengthen accountability for learning. National figures could be used to track progress on the national goals of improving student achievement and reaching universal literacy among adults.

Saul Cooperman, Educate America's president and New Jersey's education commissioner under Kean, urged Congress to mandate the testing and pay costs estimated at $90 million a year. A possible approach would be to mandate the testing in school districts that receive federal funding, as most do.

A spokesman described Rep. William D. Ford (D-Mich.), the new chairman of the House Education and Labor Committee, as being skeptical of a national test because of the cost, potential for teaching only those subjects covered by the examination and possible creation of a national curriculum.

Chester Finn, an education professor at Vanderbilt University in Nashville and Educate America board member, said a national test would "sort of" lead to a uniform curriculum, but he argued that one created partly by textbook publishers already exists. "We ought to acknowledge that we have a national curriculum that is doing us no good at all," he said.

The prospect of a national curriculum has been a sensitive one for a panel of governors and Bush administration officials charged with figuring out how to measure progress on national education goals. The panel, chaired by Colorado Gov. Roy Romer (D), appears to be leaning toward adopting a single set of achievement standards that could be used to "calibrate" several tests. Those tests could then be adopted by regional groupings of states.

"We modestly think our proposal is a little better," said Cooperman, suggesting results of a single test would be more easily understood.

Bush's advisory panel on education policy also favors national testing in grades 4, 8 and 12. Kean is a member of that panel. So too is former Tennessee governor Lamar Alexander, Bush's nominee to be education secretary.

THE WASHINGTON POST THURSDAY, JANUARY 31, 1991

UT wins pact to send report cards to states

KNOXVILLE (AP) — The University of Tennessee has won a $1 million contract to publish a yearly report card measuring educational improvements in all states.

The contract is from the National Business Roundtable, which wants to determine the impact of the millions of dollars its members plan to invest in U.S. schools over the next decade to support innovative programs.

The first reports are due in September, said Michael Nettles, university vice president for assessment and director of the report card project.

"The business roundtable is working with the 50 governors to encourage them to adopt all or part of the roundtable's education agenda," Nettles said. "The corporations in the roundtable will support innovative programs in the states."

Smith said the 175 chief executive officers that are working with the governors want the states to set high goals.

"The executives want to help set the tone. They are asking the governors to set high expectations for education and to demonstrate tangible and measurable results," Smith said.

The roundtable supports President Bush's call for U.S. students to be No. 1 in science and mathematics by the year 2000, but it goes further, Smith said. ■

Friday/FEBRUARY 1, 1991 • THE TENNESSEAN

Education Chairmen Rise in Stature in Statehouses

By Peter Schmidt

In 1987, Representative Roger C. Noe of Kentucky sought to make the move from his post as chairman of the House Education Committee to what seemed then a considerably more powerful job—the state superintendency of education.

Mr. Noe lost his bid for the elective post by the tantalizingly narrow margin of less than 1 percent of the popular vote.

Looking back, however, Mr. Noe wonders if the defeat might not have been one of the best things ever to happen to his political career.

For, by staying as chairman of the education committee, Mr. Noe would soon find himself in the right place to play a central role in launching the most far-reaching state school-restructuring effort yet undertaken.

When a 1989 Kentucky Supreme Court decision declared the state's entire education system unconstitutional, it thrust the task of overhauling every aspect of the schools into the legislature's lap—and, to a great extent, into Mr. Noe's.

"The standing joke was that I lucked out by losing the race, that I had in essence taken over the leadership position," Mr. Noe said.

In the wake of the court decision, Mr. Noe helped write the 1,000-page education-reform law passed by the legislature last year, increase the state budget for schools by $1 billion, and alter the structure of education governance at every level.

One part of the bill stripped the state superintendent's office of all but nominal authority, transferring its power to a new appointed post of state education commissioner.

Post of the 90's

Experts on state education policy say that Mr. Noe is just one of many education-committee chairmen who have seen their power, responsibilities, and stature increase significantly as a result of pressure on legislatures from the public and the courts to bring about major education reforms.

"The education chairmanship was the chairmanship of the 1980's," Mr. Noe said, adding that his committee is regarded as more powerful than any other in the Kentucky legislature, except for the committee on appropriations and revenue.

The continuing push to improve the schools and the existence of lawsuits challenging the school-finance systems of at least two dozen states are likely to keep education-committee chairmen in positions of power throughout the 1990's, predicted John L. Myers, director of the education program of the National Conference of State Legislatures.

"You are not going anywhere in a state unless you work with the education-committee chairs," said Eugene H. Wilhoit, executive director of the National Association of State Boards of Education.

"In a lot of cases where governors have gotten notoriety for education reform, they still rely on the education-committee chairmen to carry any major initiatives," Mr. Wilhoit said.

The growing influence of the education chairmanships is also bringing about a change in the type of lawmakers who hold the posts, analysts say. Once the preserve of senior members who were content to focus on education issues, the chairmanships have become increasing attractive to younger, ambitious legislators who see the position as a possible springboard to higher office.

Education-committee chairmen also have moved to expand their collective clout. The Education Commission of the States and the N.C.S.L. have been encouraging the chairmen to collaborate with their counterparts in other states, as well as the chairmen of other committees in their own legislatures, as a means of gaining public support and staying informed on new developments in the field of education.

Both national organizations are involved in the fourth annual meeting of education-committee chairmen, which is scheduled to be held in Atlanta next week.

Knowledge, Image Aid Power

Legislators and legislative experts point to several factors behind the influence of education-committee chairmen.

Within the legislatures, the views of education chairmen often are given exceptional respect out of recognition that they may be the only members to thoroughly understand education policy and the complex formulas governing school finance, noted Chris Pipho, director of state relations for the E.C.S.

"The rest of the legislators wait for a printout of what is happening to their districts and act accordingly," Mr. Pipho said.

Once the chairmen produce a major education reform with their names attached, their image among their colleagues often improves and puts them in a stronger position in coming legislative decisions, noted Senator Ronald E. Withem of Nebraska, who heads the education committee in that state's unicameral legislature.

Mr. Withem last year pushed through a major school-finance bill and then was able to muster enough votes to override Gov. Kay A. Orr's veto.

Mr. Withem also managed to win re-election last fall, despite a frequent tendency on the part of Cornhusker State voters to defeat their education-committee chairmen.

Mr. Pipho observed that Mr. Withem's victory signals a tendency by voters nationally to be less harsh on legislators who enact controversial reforms and to realize that "when you try to reform education and try to reform funding for it, you aren't going to make everyone happy."

Filling a Vacuum

Legislatures in general and education-committee chairmen in particular also have been able to exert a significant level of control over education policy as a result of inaction by other governing bodies.

That has been the case in Kansas, according to Senator Joseph C. Harder, who has served as chairman of his chamber's education committee for the past 22 years. The legislature "has more influence on education policy because there has been a lack of leadership from the state board of education and other entities," Mr. Harder said, and "no unanimity or agreement" among the state's major education organizations.

In Kentucky, Texas, and New Jersey, Mr. Myers said, state supreme court rulings striking down all or part of the educational system have had the effect of undermining those who would resist change and giving key legislators opportunities to pass major reform bills that may address issues beyond the scope of the courts' rulings.

"What the supreme court decisions

did," Mr. Myers said, "was raise the ante, raise the stakes, raise the interest and support for major change."

Before the Kentucky Supreme Court ruling, "we had authority, but we had not had the public support we needed," Mr. Noe recalled. "We had all of the special-interest groups pulling us in one direction or another."

"With the supreme court ruling," Mr. Noe said, "everything was repealed, and we had the opportunity to start fresh."

Good Career Move

The rising prestige of the education chairman has had the effect of making the post more desirable to ambitious politicians with long-term plans for higher office, Mr. Myers observed.

"Historically," he said, "education-committee chairs were there for a long period of time, and they became specialists in education. Very rarely did we see those people move up to become leaders in the legislature or leaders outside of the legislature, to run for higher office. We are starting to see that change."

"If you look nationally at the major political races, people are running to be the education leaders and adding education leadership to their résumé," Mr. Myers said. "Education-committee chairs have that on their résumé, and that's helpful."

The list of current or former education-committee chairmen who have sought higher office includes Representative Brian Ebersole of Washington State, now House majority leader; Senator Larry Murphy of Iowa, now assistant majority leader; former Assemblyman James J. Spinello of Nevada, who ran unsuccesfully for Nevada's Secretary of State; and former Assemblyman Jose E. Serrano of New York, who was elected to the U.S. House in a special election last year.

Mr. Myers said the tendency of experienced, senior education chairmen to be replaced by ambitious junior legislators is likely to be strengthened by term-limitation measures, which passed recently in California, Colorado, and Oklahoma and appear likely to be placed on the ballots in other states.

TEXAS AGENDA

Public education should be core issue of concern

Until the Texas Supreme Court nods yea or nay as to the constitutionality of the state's new public education funding system (which could happen any time), the Legislature will not know the extent of the challenge before it.

If the high court lets the plan stand, the Legislature can spend its time addressing critical education issues like reducing the dropout rate or lengthening the school year. If the high court affirms a lower court ruling that the new plan won't do, the Legislature will spend much of the next five months trying to figure out how to do what the court wants done.

Funding: Assuming the court does what everyone expects and throws the reform out, lawmakers will need to rethink their entire approach to the funding of public schools.

The Legislature to date has attempted to achieve greater equality in funding between rich and poor districts with a so-called guaranteed yield. This means the state makes up the difference between what a local district raises through its tax rate and a statewide average. This means the higher the tax rate of a local district, the more the state puts in. To a great extent, the amount the state must contribute depends on just how heavily a local district decides to tax itself.

If the high court says "no" to the current plan, the Legislature should establish countywide school tax districts. This would go a long way toward equalizing property wealth at a level the court would accept, but leave local control intact.

Two additional steps would be required. One would allow local districts to "enrich"

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local spending on non-core activities (band, drama, sports) up to a fixed amount. The second would have the state subsidize poor districts to close the remaining gap to comply with court standards.

The only other alternative worth discussing is establishing a statewide property tax where the state collects education taxes and returns them to local districts on a per-pupil basis. The problems here are several: First, not all students are created equal. From the gifted to the disadvantaged, some need more funding than others. Chances are that the struggle over distribution would become one of who gets how much for what category. Second, state funding leaves less room for local decisions.

However, any plan ultimately adopted must allow local districts leeway to spend more than mandated averages. Parents will not remain in school systems that limit the educational opportunity they may provide, and the end result of any plan that abolished all forms of enrichment would likely trigger a further exodus of the middle class from the public schools, and a further erosion of political support for any decent level of funding.

Beyond the funding system, other concerns for the Legislature should be:

■ **Choice and control:** The state should swiftly inaugurate several tests of "choice" options to determine where the concept might work in Texas. Choice allows parents to pick the school within a district where they want their kids to go. The idea is to introduce market forces into education, allowing parents, especially poor parents, to vote with their feet. Schools losing students would be forced to improve or fail.

Another element of choice must be increased control over individual schools by those with the greatest stake in those schools' success: parents and teachers. Dallas School Superintendent Marvin Edwards has proposed schools controlled by local boards, composed of elected parents and teachers, which would hire and fire principals.

■ **Vouchers:** Another option that should get a test is the voucher system. In this system, parents receive vouchers for some portion of the money the state would spend on that student in a public school which they may spend on private school tuition. The approach is being tried in Milwaukee and elsewhere, and deserves a Texas test. For four years, then-state Rep. Bill Hammond of Dallas tried to have a test voucher program adopted for the poorest children, for whom it would seem there would be nothing to lose. Mr. Hammond has returned to the private sector, but his idea should live to be adopted.

■ **Quantity of education:** Texas children go to class for 175 days each year. That is less than the national average. It is 40 days less than Japanese children go to school. It stands to reason that the more days students attend class, the more information they are going to absorb, and the greater amount of material teachers can cover.

The fact is the long summer vacation, a relic from an agricultural age, does not reflect the modern, competitive high-tech world. Research has shown that students' ability to retain information is diminished by the summer break.

Texas can add five days without spending a dime, by shifting teachers' "in-service" days to instructional days. More days will cost more money, and might even require going to a quarter system with a several weeks' vacation at the end of each quarter. Or incentives could be offered for districts to voluntarily begin finding ways to expand their teaching season.

■ **Dropouts:** Nearly one-third of Texas students drop out before they finish high school. The dropout rate is especially high among Hispanics. The state should subsidize poor districts to provide day care for students with children and provide night schools for students who must work.

The state should strive for a greater variety of programs designed to speed up the acquisition of English language skills, particularly among Hispanic students. More use of immersion-type programs is but one of numerous alternatives. The results of traditional bilingual education approaches have been mixed, at best. They have in too many instances lost sight of the stated goal of quick transition to English, and the integration of students into mainstream classrooms.

■ **High-tech teaching:** There is great resistance to many new and exciting ideas in teaching from educators who don't want to learn new ways. The state must take the lead in providing these high-tech innovative programs for isolated rural areas as well as urban areas to bring the best in teaching via

telecommunications.

Just as school buildings are paid for from bond programs, so can many of the long-term, high-tech teaching facilities. The state must put in place a program for seeking out the most promising technologies, and putting them in place throughout the state. A good example is the new laser video learning system, where students can learn science by using compact discs and workbooks. Texas is the first state to allow such video presentations as an option along with textbooks. This technology should be monitored closely.

To most, the need for a strong public education system seems self-evident. For those still skeptical, it might be worth noting that nearly 90 percent of all inmates in the Texas prison system lack high school diplomas. There is a limit to how many prisons Texas can afford, and it appears one way to reduce the inmate population is to increase the public school population. This will require more focus on the substance of educating, and less on the form. This Legislature must make it a top priority to take whatever steps are necessary to shape state policy toward these ends.

This is the eighth in a series of editorials on legislative issues. Next: criminal justice.

Business Gives Public Schools Failing Grade

By DANIEL M. WEINTRAUB
TIMES STAFF WRITER

SACRAMENTO—California business leaders believe the state's public education system is failing and four out of five support a "comprehensive restructuring" of the way schools are run, according to a newly released survey by an influential business lobbying group.

The California Business Roundtable on Wednesday forwarded the results of its survey to Gov. Pete Wilson along with its own proposal for change—a plan that suggests making schools and students more accountable for their progress, rewarding excellent teachers and establishing a greater link between schools and employers.

Wilson reportedly made no promises to the group's leaders but said afterward that he shares their outlook.

"We have to be very much concerned about our ability to remain competitive," he said.

'We need workers with skills that will allow us to be competitive into the next century. Those aren't skills that we're getting out of the public education system.'

SAM GINN
Pacific Telesis chairman and chief executive officer

The survey of 836 executives from companies with 100 or more employees, conducted in September, was an attempt by the Business Roundtable to assess attitudes about the state's economic climate, its government and institutions.

Although the questionnaire found executives more upbeat about California than respondents to similar nationwide surveys, there were signs of discontent, said Thomas C. Sutton, chairman and chief executive officer of Pacific Mutual Life Insurance Co.

One of every seven companies surveyed, and 25% of manufacturers, said they planned to relocate all or part of their business outside California, Sutton said. Among the problems cited by those firms and others were the costs of housing, labor and health care in California.

More than two-thirds said state government has had a "bad effect" on their operations, with the Legislature getting the worst marks—66% negative—and the office of former Gov. George Deukmejian getting the best reviews—24% positive, 25% negative and the rest reporting that Deukmejian had no effect on their businesses.

Asked to rank the need for 10 potential state policies, 85% of the executives favored increasing the supply of water, while 83% supported a comprehensive reform of the education system.

At the bottom of the list were two suggestions for changing the health care system, with 33% favoring a proposal to require businesses to provide health coverage and just 20% supporting a taxpayer-financed health care system for all.

The business leaders met privately for nearly two hours with Wilson.

Sam Ginn, the chairman and chief executive officer of Pacific Telesis, told Wilson that 60% of the company's job applicants cannot pass a basic exam that is keyed to a seventh-grade education.

"We need workers with skills that will allow us to be competitive into the next century," Ginn told reporters. "Those aren't skills that we're getting out of the public education system."

Ginn and the others presented to Wilson an education plan that Ginn said would shift the focus of school policy from requiring certain activities, such as a list of courses or subject areas. That system would be replaced by one that stressed student achievement and frequently tested their ability to meet statewide standards.

Ginn said the group favors more

parental involvement, merit pay for teachers and competition among schools, including giving parents the right to select which public school their children attend.

He also suggested that California examine the German model under which high school students are tested and then routed either to college courses or job training, with those in the vocational program required to split their week between work and school.

Wilson's Focus on Preventive Services Called Policy Model for Austere Times

By Peter Schmidt

Gov. Pete Wilson's sweeping proposal to integrate educational and other services for California children represents an important new model for state social policy in times of fiscal austerity, according to a number of educators and child-welfare advocates.

Calling for unprecedented, widescale collaboration between schools and social-service agencies, the new Republican Governor last month said his goal was to prevent social problems rather than remediate them.

If his policy proposals withstand the formidable challenges posed by the state's budget crisis and divisive politics, experts say, they could spread to other states as well.

"These are exciting ideas being proposed in a very negative fiscal context," said Michael W. Kirst, a professor of education at Stanford University and former president of the state board of education.

The Governor's approach to state social policy is "a big break from his predecessor's, and maybe unique in the country," he added.

"This," Mr. Kirst said, "is a guy who believes that government can be made to work and do things for children."

Mr. Wilson outlined his 10-point plan for child development last month in his State of the State and budget addresses. His initiatives, he said, were based on a vision of government "truly as uncomplicated as the old adage that an ounce of prevention is worth a pound of cure." *(See Education Week, Jan. 16, 1991.)*

Seeking a 'Healthy Start'

Central to his plan is a $20-million "Healthy Start" program designed to give local school districts funding to integrate county-provided health and social services into elementary schools. The emphasis of the program would be on linkage and referral, rather than direct provision of services within schools.

Although many school districts, including San Diego, have worked to integrate schools and other services, California's proposed program would be one of the most comprehensive—and undoubtedly the largest—such effort undertaken at the state level.

Mr. Wilson's plan also includes $10 million in matching funds for mental-health counseling in elementary schools; $50 million to expand the federal Head Start program to provide preschool services to every low-income 4-year-old; $5 million to help school districts train mentors and other volunteers to discourage students from dropping out; $10 million to improve the state student-testing mechanism; $53 million for a public-private program to enable low-income women to purchase insurance for prenatal and maternity services; $25 million to treat drug-abusing women; and $4 million for state-mandated drug education in junior and senior high schools to teach the effects of substance abuse on pregnant women and their babies.

"Most politicians talk about how they are going to fund Head Start or how they are going to fund health care, but they never talk about the interrelatedness of those services," Mr. Kirst said. "I have not seen anyone give front and center to the linkage between schools and other services in such a systematic way."

"What you have here is more than conventional education policy," Mr. Kirst said. "You have a policy vision that says education policy and children's policy have to reinforce each other, that schools can't do it alone, but you can't do it without schools."

Bipartisan Support Voiced

Both Democrats and Republicans have greeted Mr. Wilson's proposals with enthusiasm, often claiming his ideas as their party's own.

"Pete Wilson is the governor to represent the decade of the 1990's" said Michele Davis, executive director of the Republican Governors Association, who called Mr. Wilson's plan "the opening shot of what governors have to do this decade."

Also among those who spoke approvingly of Mr. Wilson's proposals were several Democratic legislators, education leaders, and children's advocates who had constantly feuded with his Republican predecessor, Gov. George Deukmejian, over school funding and other issues.

Speaker of the House Willie Lewis Brown Jr., a Democrat, praised Wilson's State of the State Address as "far more progressive and liberal" than any Dianne Feinstein, the Democratic gubernatorial candidate in November, "would have ever dared to give."

"We have just come out of eight long years of open warfare between the two branches of government. That we can have a week of conciliatory gestures is like a breath of fresh air around here," said Michael Reese, a spokesman for Mr. Brown.

Mr. Wilson's plan represents "longtime Democratic proposals packaged under this title of 'preventative government,'" Mr. Reese added.

Superintendent of Public Instruction Bill Honig, meanwhile, called the initiatives "the right thing to do and the smart thing to do."

"The tone of this new administration is tremendously different," Mr. Honig said. "They want to work together, and they have signaled that in a variety of ways."

"There is a sense right now in California that we have a man who is realistic, who is trying to set a vision for the state, who knows we all have to work together to realize that vision," said Mary A. Standlee, president of the California School Boards Association.

Mr. Wilson's ideas appear to have caught the attention of philanthropies in the state as well.

Theodore E. Lobman, president of the Stuart Foundations, based in San Francisco, said his organization and at least three other foundations have been discussing the possibility of collaborating with the state in designing, financing, and evaluating the school-linked services initiative.

Experts on California's educational politics also said Mr. Wilson greatly improved his prospects for mobilizing support for his proposal among educators and Democrats by creating a new cabinet-level post, secretary for child development and education, and naming to it Maureen DiMarco, a Democrat who formerly served as a member of the Garden Grove school board and president of the C.S.B.A.

An education consultant, Ms. DiMarco's role will be to advise the Governor in his effort to link schools and services.

Budget Debate Continues

While winning praise for his service-integration proposals, Mr. Wilson has run into sharp criticism from educators over his $55.7-billion budget plan.

Faced with a huge projected budget deficit, Mr. Wilson renewed Governor Deukmejian's call for the suspension of Proposition 98, a constitutional amendment that guarantees public education about 40 percent of the state general fund.

Suspension of the amendment, which requires a two-thirds majority of both legislative chambers, would cause schools to lose about $1.4 billion in state funds next year. The budget also calls for schools to lose another $500 million during the current fiscal year because drops in revenue have triggered mechanisms in Proposition 98 that put the lowest funding levels possible under the initiative into effect.

The president pro tem of the Senate, David A. Roberti, and the chairman of the Assembly Ways and Means Committee, John Vasconcellos, have said they would consider suspending Proposition 98 given the state's harsh fiscal climate. But Superintendent Honig and leaders of various education groups are preparing to fight any attempt to suspend the initiative.

The Governor's social-policy agenda "could go down in flames if Proposition 98 becomes another bloodbath," Mr. Kirst warned.

"We had a lot of enthusiasm about working with Pete Wilson," said Ed Foglia, president of the California Teachers Association. "Then he came up with a budget message that was totally unacceptable."

Bill Whiteneck, chief consultant to the Senate education committee, said the chairman of the committee, Gary Hart, was pleased to see more emphasis on programs for young children. But "all indications," Mr. Whiteneck added, are "that their proposed funding is coming at the expense of K-12 reform issues."

The Los Angeles Unified School District would lose $118 million out of its $3.9-billion budget next year if Proposition 98 is suspended, said Robert Booker, the district's chief business and financial officer.

Republican legislators, on the other hand, have objected to Mr. Wilson's proposals to expand the state sales tax to cover more types of goods and to increase state vehicle-license fees and alcoholic-beverage surtaxes.

Ending 'Splendid Isolation'

Even if Mr. Wilson succeeds in implementing his proposal to integrate schools and services, there are no guarantees that the concept will improve education outcomes, experts on service integration caution.

"This is a theory that has been around for 30 years, and this is a theory that has been tried out hundreds of times throughout the country," said Mr. Lobman of the Stuart Foundations. "The results vary from heartening to unpersuasive and are so anecdotal and unscientific that you cannot draw conclusions from them."

Mr. Kirst cautioned that the Governor was likely to encounter resistance to service integration from "people within the system who want to keep working in splendid isolation from each other." Such people may do whatever they can to keep changes from being institutionalized, as they have with many pilot programs tried so far, he said.

"There is no lobby for integrating services. The bureaucracies and lobbies are organized to fragment children's policy," Mr. Kirst said. "It takes extraordinary leadership to overcome the centrifugal forces that are organized politically."

Other potential opponents to the integration of services and schools include local politicians, who may not think they have enough money to implement such an effort.

In addition, foes of abortion and sex education, who fear more family-planning clinics will be put in schools, have already raised objections.

"What Mr. Wilson believes is school-based health clinics plus abortion equals a lower teenage-pregnancy rate," said Danielle Madison, manager of California legislation for Focus on the Family.

Ms. Madison said her group would oppose creation of new school-based clinics, which she argued lead to higher teenage-pregnancy rates.

School choice program thriving quietly in state

By PHIL WILLIAMS
Staff Writer

The number of Tennessee students taking advantage of state laws allowing them to attend schools outside their districts has soared to more than 20,800, state education officials said yesterday.

That is up from just 16,000 a year ago.

State Education Commissioner Charles E. Smith said the statistics demonstrate that "school choice," the latest conservative wave in education reform, is being actively used in Tennessee but not as a panacea for the public schools' ills.

"My sense is there is a whole lot more involvement in the schools today than there was four years ago," Smith said, citing programs designed to encourage parents to become more active in their local schools.

"One result of the increased involvement at the local level is that parents are making informed decisions about the schools their children attend.

"Yet, we have not deceived the public into thinking that choice is the premier answer to all of the problems in education."

Tennessee school systems have had the option of providing choice to parents since 1925 when the General Assembly passed a law allowing local education boards to admit students from outside their respective school districts. All that is necessary is a formal or informal agreement between districts.

In all of the transfers, state dollars follow the students to the district where they attend school, but the local education dollars that would be spent on the students do not go along. The district that enrolls the students may charge tuitions equal to the per pupil amount the district spends over and above the transferred funds.

Surveys conducted by the State Education Department show that all of Tennessee's 139 local school systems have students involved in interdistrict transfers. Of those, 131 have agreements allowing students from other systems to attend their schools.

Statistics show 20,853 of the state's 825,000 students now attend schools outside their home district. That does not include students who are enrolled in schools outside their attendance zones within their own school systems.

Some of the movement across district lines is due to geographic barriers, such as mountains, between students and schools in their home districts, but some of it can be attributed to parents seeking better schools for their children, Smith said.

Despite the lack of national publicity that has fallen on some state programs, Tennessee education officials insisted that the state's school choice provision stacks up favorably to those in other states. Among the statistics cited:

- In Minnesota, where the plan for open enrollment is touted as a national model, only 6,100 of the state's 739,500 K-12 students applied in 1990-91 to attend a school outside their resident district.
- In Iowa, where open enrollment legislation passed in 1989, only 458 students out of about 478,500 participated in the first year.
- In Wisconsin, about 300 of 1,000 eligible low-income students are participating in an open enrollment plan being piloted in Milwaukee.

Those figures do not include transfers within districts.

"In Tennessee, the issue of choice is viewed as business as usual and yet we are getting dramatic results," Smith said.

The state education commissioner said Tennessee has not emphasized school choice as a reform measure because it does not fully attack the problem of making schools accountable for meeting specific performance standards.

One provision being prepared for inclusion in the Gov. Ned McWherter's education reform plan would assess schools' performance in a variety of areas, including parental satisfaction.

Schools that perform exceptionally well would receive financial rewards, while schools that perform poorly would face a range of possible sanctions, including state takeover.

The Education Department will publish yearly reports giving parents and community leaders relevant data upon which to make valid judgments about how well their local schools perform.

"We've had concern with other states' plans in which leaders have promoted choice as a primary initiative for education reform," Smith said.

"This can leave the false impression that basic problems in education can be solved by simply allowing students or their parents to choose the schools they attend.

"We are looking at a more global, systemwide method of parental choice and involvement that would empower parents with the information needed to evaluate their children's schools and to hold schools accountable for reasonable standards of expectations."

The education reform package will be submitted to the General Assembly. ■

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LETTING TEACHERS CALL THE SHOTS

Kentucky's experiment gives them more clout and new incentives

When a sweeping school reform law kicked in across Kentucky last fall, the attention-grabber was the nearly $500 million a year the state coughed up mostly for schools in poor neighborhoods. But a more far-reaching—and controversial—aspect of the law involves a new role for teachers that could change the face of education in the state. Starting in 1995, Kentucky will use an innovative incentive-pay system, keyed to how well each school's students perform, to spur teachers to produce better results. This will make the state a testing ground for the most radical attempt to improve schools that has come along in decades.

The experiment grew out of a crisis that occurred in 1989, when Kentucky's Supreme Court ruled that it was unconstitutional for schools in poor neighborhoods to receive less funding than those in wealthy districts. The windfall for poor schools followed. And after scouring the nation for ideas, state legislators overhauled virtually the entire educational system in an effort to combat nepotism and the state's low student achievement ratings. The incentive-pay plan emerged as the key element in the package. "A lot of people will be watching to see how this approach works," says Keith Geiger, president of the National Education Assn. (NEA), whose Kentucky affiliate is the state's largest teachers' union.

The new law involves a dramatic shift of power to teachers. It requires every school to form a teacher-dominated governing council that can override a wide range of state and union rules. For instance, a council can alter class size, rearrange or extend the school day, and decide what new staff to hire. The assumption is the same one that is motivating Industrial America to push decision-making down to the factory floor: Those closest to a problem know best how to solve it. In Kentucky, this relegates school boards and principals, who will be outnumbered on the councils, to advisory roles, though the extent to which this happens will depend on how forcefully teachers assert themselves.

SELF-PACING. The reformers hope that empowered teachers will come up with better ideas in every area of education, from curriculum to teaching methods. Indeed, although some schools fear the accompanying responsibility, others already are tossing aside the rules to solve problems. One example: Arlington Elementary School in Lexington. Shortly before school began last year, Arlington found that there were too few students to fill the expected three classes in the fourth grade and three in the fifth. As a result, Arlington had to transfer a teacher to another school. Usually, it then would have been left with two classes in each grade and would have formed a fifth class consisting of fourth- and fifth-graders.

Instead, Arlington's teachers decided to have three smaller classes, plus two larger ones in each grade. Then they called on Arlington's two special-education instructors, who teach mostly slow learners rather than severely disabled students. One special-ed teacher combined her seven students with a fourth-grade class. The other did the same with a fifth-grade one. This let Arlington avoid a split class. And with two teachers in the larger classes, the student-teacher ratio in both grades is 23 instead of 28. The special-ed students haven't been hurt, since the school uses self-paced teaching methods, which let students work at their own speed. "We have the power now to change the things that stymie us from doing our jobs," says Tim Dedman, a fifth-grade teacher at Arlington.

The incentive for teachers to take a bigger role is money. Many school districts in recent years have adopted merit-pay systems, which give bonuses to individual teachers who perform well. By contrast, Kentucky's plan provides a bonus to the entire staff if its school improves—and to no one if it doesn't. The goal is to prompt teachers to work as a team, somewhat like the production teams common in factories.

Because these changes are such a radical departure, Kentucky plans to phase them in gradually. By 1992, a state-appointed committee will define the attributes of a "successful" student (table, page 54). Over the next two years, teacher bonuses will be awarded based on each school's percentage gain in successful students. To be fair to weak schools, the ratings will judge each school against how many such students it had to begin with, instead of against an absolute standard. To ensure that teachers at good schools aren't penalized because they start with a high propo tion of successful students, the gain i performance needed to qualify for a b nus will be smaller as schools approac a 100% success rate.

FLEXIBLE BONUS. Kentucky teacher won't see their first incentive check unt the 1994-95 school year. But if thei school hits the top performance scale a laid out in the law, the payoff could b big—up to 15% a year, which may hav to be funded by new tax money.

Teachers have one more incentive t perform well: punishment if they don' Schools whose success rates fall by 5 or more will be run by state-assigne teachers. If the decline continues, pa ents could move their kids to othe schools. If they do, staff may be cu Eventually, a bad school could be shu and its teachers transferred or fired.

Such strategies have divided educatio experts around the country. Advocate such as Albert Shanker, president of th American Federation of Teachers, argu that schools could benefit from the disc pline of the marketplace. That's almos heresy coming from a trade unionist. I fact, the Kentucky law undermines var ous provisions of traditional union co tracts, including salary scales, seniorit provisions, and layoff protections.

That, among other things, has mad the rival NEA lukewarm about incen tives. The Kentucky Education Assn. the NEA's affiliate, went along afte much debate and lobbying to softe some of the new law's provisions. Bu KEA leaders say that some rank-and-fil teachers fear the change involved. Oth ers don't see teaching as a professio that lends itself to incentives—the sam objection many teachers have to meri pay. "It's crazy to run schools like yo do a business," says NEA President Gei ger. "In that kind of system, you alway build in winners and losers, and yo can't do that with children."

It will be several years before Ken tucky's plan can be judged objectively But this much already is clear: Wit U. S. global competitiveness at stake, al most any experiment seems worth try ing to improve the education of Ameri ca's kids.

By Aaron Bernstein in New York, wit Patrick Howington in Louisville

A wonderful education awaits 500 Dade kids

Debra O'Connor is a staff writer at the St. Paul, Minn., Pioneer Press, a Knight-Ridder newspaper. She and her husband, Michael, have two children at the Eagan, Minn., Tesseract School. She wrote this article for The Herald.

By DEBRA O'CONNOR

Beginning next fall, 514 Dade County Public Schools elementary students will be getting a private school education worth $5,000 a year each, all for free.

The reason is a five-year contract for a partnership with a Minnesota education company, Education Alternatives Inc., which has sold the School Board on the Tesseract concept.

Based on my experience as the parent of two children in the company's Eagan, Minn., flagship school, those kids at South Pointe Tesseract School in Miami Beach are in for a wonderful education.

Our family chose Eagan's Tesseract School mainly because our son, Joe, who was in third grade at the time, was miserable in a school where every child moved at the same pace.

In that school, when the teacher decided that her students were going to tackle multiplication by seven, everybody spent the class time multiplying by seven — even the children who already knew how to multiply by seven and even the children who weren't yet ready to multiply by seven.

Joe, who has always loved to read, showed on standardized tests that his comprehension was at a ninth-grade level. Yet he had to do the same reading comprehension workbook pages as children who were struggling with third-grade reading assignments. He wasn't given much class time to simply enjoy reading the classics of children's literature. With only a couple of dozen books on the classroom literature shelf, he didn't have much to choose from unless he brought something from home.

At conferences, we tried to explain to the teacher that our son needed something different. She explained that the curriculum must be adhered to. We tried to get the principal to intercede, and ended up with our son being saddled with more advanced work in addition to, not instead of, his regular classroom assignments.

Joe's frustration with the curriculum's rigidity showed up in a variety of ways — squabbling with classmates, a dislike for his teacher and a general antipathy toward school that was unsettling from a young child who had started his formal education with gusto.

We also wanted to change schools for the sake of our daughter, Anne, who was finishing up a great year in kindergarten. We had observed the teacher she would have had in the all-important first-grade year and we were disappointed.

The teacher didn't seem to be all that fond of children. She stood at the front of the room, lecturing to students who were fidgeting at their desks. She instructed them to take out one textbook after another and complete work sheet after work sheet. Her room was decorated with the traditional school-supply-company motifs, but aside from a neatly arranged set of nearly identical student drawings on the wall, there was little evidence that children worked in the room for six hours every day.

When we walked into the Tesseract School, we were struck by the joyous messiness of it all.

Projects in various stages were on tables and counters. Books that students had written and published were not only proudly displayed, but were entered by title, subject and author in the library's computerized card catalog. A colorful math puzzle being developed by several children was spread out on a table. Sketches illustrating favorite literary passages were on the walls.

At the center of the school was a library ringed by computers. Students flopped on couches and bean bags, reading about space and Tom Sawyer and Peru. Books were everywhere, yet textbooks were conspicuously absent.

We were drawn to Tesseract School by its claims that each individual child is valued and that a personal education plan, called a PEP, is developed and followed for each student.

We found through our first year at the school that their system seems to work so well for a variety of kids because it is so personalized. Children labeled gifted children work side-by-side with children labeled learning disabled and they both get what they need.

Elementary children learn at radically different rates, based on their interests, their general intelligence, their backgrounds and even what else is going on in their lives at the moment. A lesson aimed at the middle of the class generally will miss the third of the class who already know it (or who pick up the idea within the first part of the presentation) and the third of the class who aren't ready to learn it.

Also, some kids learn better when they're told something, others need to see it written down before it sinks in and some have to hold an example in their hands before they understand the concept.

Tesseract takes all that into account. The teachers try to figure out where each student is, where he needs to go next and what might interest him to get there.

For example, Joe already loved to read and was good at it. His teacher, Mike Erdman, didn't make him do most of the computerized comprehension work that is part of the reading program. Instead, Joe got to lie on a bean bag and read books from a list of suggestions made up by his teacher and parents. When the class read a book together, he joined them for discussions about its theme, characters and so on.

His teacher was aware of his new student's reading abilities before the first day of school because he had looked at the results of Joe's

standardized tests from the previous spring. He also had a learning styles evaluation he'd gone through late in the summer at the school. In addition, Erdman had talked to Joe, his father and me for more than an hour at the end of the summer. At the same conference, we discussed everything from Joe's abilities in math to his personality to our opinion on the most effective approach to discipline for our particular child.

The four of us came up with Joe's education plan, which included specific and general goals in academic subjects and the personal maturation we hoped to see during the school year.

At Tesseract School, parents meet with their children's teachers for four hour-long conferences and however many 10-minute phone calls or chats as it takes to get little problems straightened out and congratulations given. Instead of grades, parents receive information sheets that explain what the student was doing in each subject during the four grading periods and what the student learned.

The Tesseract system has ample room for parent involvement, including pot-luck dinners and classroom visits. But in a Miami Herald story about turnout for a Tesseract meeting, the headline reported: "Few hear school plan that relies on parents."

In Dade County, administrators have doubts about whether parents will agree to come to the school and talk to the teachers about their children. One proposal they've developed would link concerned people from the community with students on a one-to-one basis to keep track of the student's progress.

But it's entirely possible that parents, once they get used to the school's ideas, might be drawn into the school. Parents are respected in the Tesseract system in part because they're considered the experts on their own children and therefore possess valuable information. The classrooms should be homey, the teachers shouldn't be intimidating.

In other ways, too, Tesseract is set up to be more than an education factory. In Minnesota, the building is small and the 150 or so kids in kindergarten through sixth grade all know each other by name. They meet in the auditorium every morning for 15 minutes to hear a story, meet a parent who has an interesting hobby or make a class presentation. Sometime during the year most of them do some project together.

Each kid is known by every other kid. There's not much room for cliques and everybody's welcome in the recess softball game. If there's conflict, a teacher intercedes immediately and the parties talk it out with the school's director. Physical and emotional pounding are not allowed.

In Dade County, the school will be divided into communities to keep the numbers small and each student visible.

The heart of any school is its teachers. At the Minnesota Tesseract School, the teachers seem to love their jobs because they have much more time to teach.

With two teachers for each group of 24 students, a teacher gets to spend time with each student. With a school director whose job description includes most of the disciplinary hassles, the teacher has more time to teach. With a system that provides an abundance of interesting learning supplies, books and field trips, the teacher is not constantly frustrated by lack of materials.

These teachers work harder than any others I've seen. They come early and stay late and always seem to have time to talk to kids or parents who want to hang around after school. They attend university classes to upgrade their knowledge and they talk to each other about what works. They're willing to do without some specialist support they would have in traditional public schools in order to lower the class sizes. They minimize textbook use in favor of better materials, many of which they've developed themselves.

A prime example is the "whole language approach" reading, writing and spelling that's used throughout the Tesseract system. The gist of it is that kids learn to read and write by reading well-written books and writing about their own experiences, not by filling out work sheets and plodding through a text.

In math, the students do proceed through a textbook as a part of their course, but each student may be in a different place or even a different book.

Most of the time is spent on reading, writing and mathematics. Social studies, science and foreign language are present but secondary.

The entire push is to create a school where students are eager to go in the morning, where they actually learn something during the day and where they get the idea that they're academically and socially capable.

It works at a private school in Minnesota; it's well worth trying at a public school in Dade County.

CUNY Standards Would Press Schools

By SAMUEL WEISS

To produce graduates who can meet the new academic standards that the City University of New York is planning to impose on its students, the city's high schools must start teaching students far better than they do now, education experts said yesterday.

Only 15 New York public high schools, virtually all of them specialized academic schools or local schools in relatively affluent, predominantly white neighborhoods, now graduate many students who could meet the kind of standards that CUNY is contemplating.

By contrast, information from the Board of Education indicates that at many high schools in poor neighborhoods, virtually no students now take the full range of courses that CUNY will expect its graduates to have mastered. Laboratory science, algebra, geometry and trigonometry, foreign languages, college-preparatory English and history are among the courses that the university is expected to require.

Students who have not taken the courses in high school must take college-level courses in those subjects.

CUNY officials say that pushing college standards higher is a deliberate effort to put pressure on the city's schools to prepare youngsters — particularly minority ones — better for college.

"We know that in cities and states across the country, including New York, the level of high school preparation varies by racial and ethnic group," said a senior university official. "What we're trying to do is tell students, their parents and everyone at the Board of Education what we think academically is needed to succeed in college."

The new standards, proposed by Chancellor W. Ann Reynolds, would require students entering the City University to have taken the college-preparatory courses in high school or to take extra courses in college to graduate.

While the new requirements have yet to be spelled out, Dr. Reynolds has said they would be like those required for a Regents-endorsed high school diploma, which indicates that a graduate has taken college-preparatory classes and passed statewide examinations in them.

The Chancellor's planning committee hopes to raise admissions standards without abandoning the policy that guarantees admission to any city high school graduate. But the effort has raised fears among some university officials that the new standards would end up undoing the original intent of open admissions by discouraging poor and minority students from applying.

At present, only about 20 percent of the graduates of the city's public high schools earn a Regents-endorsed diploma.

Board of Education officials cautioned that not every student who took a Regents course ended up with a Regents diploma. But they agreed that in general, the number of Regents-endorsed diplomas provided a good guideline in determining how many students would be fully prepared to meet CUNY's proposed standards.

Board of Education information about 1989 high school graduates shows that only 6,650 students of the roughly 35,000 earned Regents-endorsed diplomas that year.

Of these, 3,445, or 52 percent, were granted at 10 of the city's 120 high schools. They include academic schools that require entrance examinations, high grade point averages or even auditions: Brooklyn Technical High School, Peter Stuyvesant High School in Manhattan, Bronx High School of Science, Midwood High School at Brooklyn College, Edward R. Murrow High School of Communications in Brooklyn, Townsend Harris High School at Queens College and the Fiorello H. LaGuardia High School of Music and the Arts in Manhattan.

Regents Requirements

The three neighborhood schools in this group were Benjamain N. Cardozo and Forest Hills High Schools in Queens and Tottenville High School in Staten Island.

Another 606 Regents-endorsed diplomas were granted at five more schools: South Shore High School in the Canarsie section of Brooklyn, Susan E. Wagner High School on Staten Island, Francis Lewis High School in Flushing, Queens, Hillcrest High School in Jamaica, Queens, and John Adams High School in Ozone Park, Queens.

Many schools in poor parts of the city produced very few Regents-endorsed diplomas. At Erasmus Hall High School in the Flatbush section of Brooklyn, for example, only 19 of 300 graduates earned them. At Bushwick High School, also in Brooklyn, only one of the 81 graduates did.

To earn a Regents-endorsed diploma, a student must take four years of college-preparatory classes in English, four years in social studies, two years of mathematics, two years of science, one year of art or music, two years of a foreign language, three years of electives and one-half year of health education.

Remedial or modified courses do not count toward such a degree.

Chancellor Reynolds said earlier this week that CUNY was aware how few graduates could meet its proposed new standards and so would phase them in slowly, beginning in 1992.

A high school principal in Brooklyn said yesterday that he thought the new standards were a move in the right direction. "I think they can have a very salutary effect in raising expectations," said Jerry Cioffi, principal of Prospect Heights High School in Brooklyn, where less than 10 percent of graduates earned a Regents-endorsed diploma.

But Mr. Cioffi noted that there were more serious difficulties to address than simply telling students what they need to take.

Noting that half of his students are recent immigrants, he said, "Our first task is to teach them to speak and read English before we teach them Shakespeare and the great novels."

Bound for High School, They Test for College

By ANTHONY DePALMA

Already under pressure from parents, peers and a society that often sees test scores as measures of success, increasing numbers of students as young as 12 years old are taking the difficult, three-hour college entrance examination before entering high school.

Last year, 105,700 seventh and eighth graders took the Scholastic Aptitude Test, a multiple-choice exam intended for high school juniors and seniors. The number of young test takers has been growing for the last 20 years; that age group now makes up 6 percent of the 1.7 million students who take the exam each year.

In a test-conscious society where scores on standardized tests already influence a wide range of endeavors, the growing number of youngsters taking the S.A.T. evokes enthusiasm among some parents and educators and concern among others.

Seeking an Edge

Thousands of youngsters will take the test this Saturday, nearly all of them taking it either to enter special summer programs for the academically gifted or to prepare early for the college application process.

Some believe that tackling such challenges at an early age stimulates learning and gives the young students a leg up on their classmates when they take the test again in high school.

"When they take the test later and it counts, they will already have been through it," said Anne Brightwell McCord of Atlanta, who is sending her 12-year-old son, Hank, a sixth grader at Oak Grove Elementary School, to a center that is helping him prepare to take the S.A.T. next year.

But others believe too much importance is already put on standardized testing. They say giving the S.A.T. to children who have not yet been taught the algebra and geometry that are covered in the test is absurd. And for some, imposing the anxiety and stress of the S.A.T. steals yet another thread of childhood from youngsters who are growing up too fast.

"The whole thing is hideous," said Joan Flynn of Rockaway, Queens, whose 12-year-old son, Huck, a seventh grader at Brooklyn Friends School, was invited to take the S.A.T. as an entrance exam for a summer education program. Ms. Flynn said no. "There's more to life than scores on a test," she said.

Intended as a predictor of a student's ability to do college work, S.A.T. scores, which range from 400 to 1600 for the combined mathematics and verbal sections, have become social brands. Prospective home buyers routinely check the S.A.T. scores in a town's high school before deciding whether to buy. Legislators often use scores to evaluate educational policies and the performance of schools.

Twenty years ago, only a few thousand precocious young students took the test. But with the development and spread of special summer programs for exceptional students run by colleges, the number of early test takers has steadily increased because the programs require high S.A.T scores for admission. Educators concede that there are problems in using the S.A.T. for such young students, but say that they have no better standard measurement of students' abilities.

By 1981 over 40,000 students were taking the test. Of the more than 105,000 seventh and eighth graders who are expected to take the test this year, more than 90 percent will be white and slightly more than half will be girls, based on past samples.

The number of young test takers is expected to continue growing because the potential pool of students eligible for the summer programs is estimated to be 750,000.

The College Board, which administers the S.A.T., does not encourage the use of the test by seventh and eighth graders, but does nothing to restrict this use. The College Board, a nonprofit organization, charges $14.50 per test.

Most Feel Good About Test

To better understand the impact of the early testing experience, the College Board surveyed many of the youngsters who had taken the test in 1984.

The survey, released in 1988, found that the majority of students felt that taking the test had been a positive experience. About 18 percent actually enrolled in summer programs; the rest said they took the test to see what it was like.

Many students take the S.A.T. more than once, but usually not until high school. Some also take a shorter version with questions appropriate for ninth and 10th graders, the Preliminary Scholastic Aptitude Test, or P.S.A.T. Intended for practice, it is not used in college admissions decisions.

Achieving a high S.A.T. score is the immediate goal of young students like 12-year-old Scott Janowitz of Miami. He attends two coaching sessions a week at a program offered by the Ronkin Educational Group, a private company based in Plantation, Fla., that has college preparation centers around the country. Ronkin charges $375 to $550 for a test preparation course that ranges from 10 to 16 two-hour sessions.

Scott, a seventh grader at Southwood Middle School, thinks he can handle the algebra on the test, even though he has never studied it in school, and he figures that he has enough familiarity with geometry to eliminate obviously incorrect answers and take an educated guess on the right ones, a strategy endorsed by coaching centers.

Scott has already taken a few two-hour practice exams, administered by Ronkin. His highest score was a 1240, which would be considered excellent for a high school senior. He expects to get a similar score when he takes the real test later this month,

But many students his age are disappointed when they do take the tests. The average score for pre-teen-agers in 1984, was a combined 753. The national average for high school seniors headed for college in 1984 was 897.

Right now, Scott's biggest worry is keeping his thoughts straight for the three hours of the real test, which he will take with a room full of high school students.

"I'm building endurance now," said the youngster, an eager tennis player who said he does not mind giving up his Saturdays to train for the test by doing math and vocabulary exercises on a computer. "I think I'll be able to survive."

Some educators say Scott is the kind of young student with the confidence to take the S.A.T. without anxiety and get a head start in preparing for college. He already plans to go to Duke University for his undergraduate degree and then to the University of Florida to become a veterinarian.

Scott was invited to take the S.A.T. because he had scored in the top 3 percent of students on nationally standardized tests that are routinely given to fifth- and sixth-grade students.

If he scores at least a combined 1000 on the S.A.T., Scott will be eligible for a summer program for talented youth run by Duke. The three-week course held on campus in the summer costs $1,500.

Eleven-year-old Jimmy Hsu of Laguna Hills, Calif., is also hoping to get into a summer enhancement camp. Although he will not take the qualifying S.A.T. until next year, the sixth grader, who collects Spider Man comic books and likes to draw, is enrolled in the Ronkin program in Mission Viejo for general academic training as well as to study S.A.T. vocabulary words on the center's computer.

"They're asking about these high school words or college words I don't know," Jimmy said. "Sometimes I have to look at the root word and figure out the definition by process of elimination."

Maureen Welsh, associate director of the admissions testing program at the College Board, said it is possible for bright youngsters to look at material they have never seen before and "do some problem solving on the spot."

Better Prepared, Some Say

Ms. Welsh said the student might look at the prefix "in" and understand it represents some kid of negative, then check the suffix "ible," indicating capable of. The student might then check the root word and decide it looks like the word "correct."

Reviewing possible answers, the student would find: a) symmetrical; b)impetuous; c)candid; d)amenable to improvement, and e) incapable of distraction.

"Without doing a lot of ornate analysis," Ms. Welsh said, "the student might think the answer had something to do with improvement."

The correct answer is d.

Leslee J. Scheckman, director of the training center that Jimmy Hsu attends, said that doing well on the S.A.T. might help young students later when they apply for scholarships, because their scores would show how bright they are. She also said such students would be better prepared and less nervous when they took the test again in high school.

The emotional well-being of these young test takers concerns some educators. "I'm not a big fan of this, because I think the kids are just too young for the test," said Robert W. Atkins, a guidance counselor at the Applegarth Middle School in Monroe Township, N.J. Of 400 students at the school, 37 scored in the top 3 percent on their sixth grade basic skills test and were invited to take the S.A.T. for the Johns Hopkins Center for the Advancement of Academically Talented Youth program, the oldest of the more than 35 talent search programs in the nation.

Despite his reservations, Mr. Atkins sent the students letters explaining how to apply for the programs and take the S.A.T. So far, he said, two of the 37 have signed up.

These youngsters are under pressure, but some of it comes from their own egos. Honored to be invited to take the S.A.T., many do so even if they have no intention of spending their summer in a school program.

Judy Hepburn Blank of Brooklyn said her 12-year-old daughter, Sara, "came home flying" after she found out that Johns Hopkins wanted her to take the test. Ms. Blank, who said she believes that standardized tests are overused, said Sara was not interested in attending the summer program but "just wanted to see how well she'd do and get the experience."

But Ms. Blank also wants to be sure that Sara has a chance to enjoy being a child, a concern expressed by others who think that 12-year-olds should not be worrying about S.A.T. scores. John S. Katzman, president of the Princeton Review, one of the largest private test-coaching service, said he turns away most parents who bring in pre-high school test takers for coaching.

"The best that parents can do by starting their kids on the way to college so early is to make them crazy," Mr. Katzman said.

Janet Ronkin, president of the Ronkin Educational Group, said coaching does help. She said she has about 1,000 elementary and junior high school students in college preparatory courses around the country. Some are as young as 10.

"Kids wouldn't want to get up at bat in Little League without taking a few practice swings," Mrs. Ronkin said. "And they wouldn't want to take a test on which so much is riding without knowing what is involved."

Black Culture, the Latin Way

By Edward C. Hoerr

How to infuse a sense of pride and cultural identity in younger minority students admittedly is a tough question, but Beloit College has what we think are some unusual answers to it: Pliny, Cicero, Homer, Euclid.

This different – possibly unique – approach is rooted in the classics and knowledge of ancient civilizations. It is part of a larger, voluntary program called Help Yourself, now in its third year of involving minority children ages nine to 13. Two afternoons a week at the end of their regular public school hours and on Saturday mornings, these youngsters from the city of Beloit gather on campus for a "trip" back in time to the second century and the Egyptian city of Alexandria. They travel with certified passports. And they speak Latin.

"Meet Us in Alexandria" is a curriculum based on the Aristotelian premise that the best learning takes place when all the senses are occupied. Add to this the Greek observation that all knowledge begins in wonder, and you have nearly 70 children whose curiosities are thoroughly aroused in a relaxed and enjoyable context.

No, they're not studying the Three R's (they've spent all day in school doing that) or even African-American history. Instead, they gain a sense of cultural identity and history by:

- Speaking Latin, to learn the fundamentals of language structure and critical thinking.
- Studying the development of philosophies, arts and sciences as these emerged in Alexandria.
- Developing geographic skills through the use of maps, both ancient and modern.
- Conducting scientific experiments derived from Alexandrian technological achievements.
- Learning and practicing basic ethical precepts embodied in four Alexandrian *reguli*, or rules–

Act with a kind heart and love what is good.

Be of help to all.

Learn to love truth.

To do what is right is difficult.

Why does Beloit focus its innovative program on ancient Alexandria, the city of the wondrous lighthouse? In the days of the Roman Empire, all trade between East and West passed through Alexandria, a Greek city governed by the Egyptian Ptolemaic kings. It was the wealthiest, most learned, most diverse city of its time. People from all nations, ethnic groups and religions lived and worked together in Alexandria: Ethiopians, Greeks, Egyptians, Scythians (Slavs), Chinese, Indians and Hebrews. Great thinkers such as Euclid and Philo helped make Alexandria a center of scientific, medical, philosophical and theological learning, drawing on many intellectual, religious, ethnic and political traditions. In short, Alexandria can be seen as a model for the cooperative enterprise of diverse peoples.

To hold the children's interest, Beloit College's John Wyatt, professor of classics, and Elizabeth Tardola, program instructor, have written a continuing narrative about the adventures of a black, second century Ethiopian family. Their life story, which unfolds when an ancient scroll comes to light in modern-day America, is the vehicle that carries all the various elements of this classical curriculum. This story line is the only thing "fictional" about this unusual program, which is firmly based on the principle of historical accuracy.

"What we're doing," says Ms. Tardola, "is presenting a picture not only of black history, but of integrated history, in which the blacks contributed to it on an egalitarian basis."

To have fun while further honing their Latin skills, the children play word games with team competition (for one they operate in the manner of Sherlock Holmes to "crack the code" of the various parts of speech in Latin). They present plays in Latin, and every May at Beloit College's commencement exercises they sing several songs–in Latin, of course–to the delight of the assembled throng.

Beloit's creative program for minority children is producing noticeable results in short order. It quickly awakens a sense of cultural identity, but it also fosters cross-cultural understanding and cooperation. And it doesn't stop there. As the prospectus states: "To get to know Alexandria is to get to know the use of the mind."

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Teaching Students About War

By Edwin J. Delattre

In the days since we went to war in the Persian Gulf, the media—especially television—have featured the reactions of American students and their schools. Many broadcasts emphasize classrooms where teachers invite students to describe their feelings—their fears, confusions, and worries—about war.

Counselors, teachers, psychologists, psychiatrists, and television personalities celebrate these classroom activities. These putative experts subscribe to a model of education as group therapy, the basic goal of which is the disclosure and sharing of feelings for the sake of "coping."

Some schools now offer psychological counseling to students and teach students that expressions of opinion about the war are acceptable and will be tolerated, as one superintendent says, "as long as they respect all points of view."

Television cameras visit other classrooms where regular lessons and studies have been suspended. Students watch television coverage of the war in the Middle East. "The students," commentators say, "can watch history in the making."

These are predictable but dismaying trends. It is certainly true that children should be spared inordinate fear by loving instruction from their parents and teachers. It is similarly true that teachers and parents should seek to know what their charges worry about.

Educationally, these are imperatives because inordinate fear causes unnecessary suffering and obstructs reliable knowledge of reality. And worry and concern are natural springs of the yearning to know and understand—they provide reasons to *study* and motives to *think*.

Preoccupation with feelings alone will bring students no closer to possession of the traditions of civility to which they are rightful heirs. Immersion in sentiment will not engage them in the long, literary history of reflection on the human condition; it will only isolate them in the narrow confines of their own transient psychological states.

As Robert Coles puts the point, "It has been possible in the past for children in the United States to get through wars without the massive intervention of school psychologists and television personalities, and I rather suspect it will be possible in the future if we only give children a chance."

To give students a chance is to take them beyond and behind the unfiltered information of the media to the study of history, literature, geography, cartography, civics, vocabulary, spelling, and the fine arts appropriate to their age. And as they mature, into reflection on moral ideals such as justice, courage, and restraint, and political and military categories, including planning, strategy, and tactics. Such studies give students a chance to form considered opinions about war and peace and do not convey to them the false message that only *this* war, only their own immediate present, makes any difference.

Because they are worried and fearful—and because war is so horrible—students should be learning to ask why Winston Churchill insisted, "War is horrible, but slavery is worse." Why Robert E. Lee reflected, "It is good that war is so horrible, lest we should love it too much." They should be learning to ask why, in its enduring cadences, Ecclesiastes says:

For everything there is a season, and a time for every matter under heaven:

a time to be born, and a time to die.
a time to kill, and a time to heal.
a time to love, and a time to hate;
a time for war, and a time for peace.

Students and their teachers should be achieving the humility that comes with learning how hard it is to tell, sometimes, which time it is.

They should be learning to see into and feel sympathy with the sorrow in the eyes of the women in Anna Lea Merritt's painting, *War*. And to contrast the blithe innocence of the children in Lilly Martin Spencer's painting, *The War Spirit at Home: Celebrating the Victory at Vicksburg*, with the dread of war etched in the grave faces of their mother and her housemaid. They should be learning to enter the feelings of others in the spirit of the Golden Rule.

Where students are old enough, they should be wondering why, in 1960, Martin Luther King Jr. wrote, "During recent months I have come to see more and more the need for the method of nonviolence in international relations." Why did he say that he had previously felt that "war, horrible as it is, might be preferable to surrender to a totalitarian system," and then add that he had come to the conclusion that it was no longer possible for war to serve even "as a negative good"?

Why, by contrast, did Frederick Douglass publish in his Rochester, N.Y., newspaper his own exhortation, "Men of Color, To Arms!" with the insistence, "Words are now useful only as they stimulate to blows. The office of speech now is only to point out when, where, and how to strike to the best advantage.... 'Better even die free, than to live slaves.'... I urge you to fly to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave"? Why did Douglass insist that "dreaming of peace" was infatuation and blindness and that the failure of some black men to answer the call proved only that "there are weak and cowardly men in all nations"?

Students should be learning to see something of the "peace ... everywhere beginning to take shape" that Antoine de Saint-Exupéry saw as he flew to Arras in 1942: "a nameless peace that stands for the end of everything." They should learn why a man of such sensibilities would say, "The peace that is on its way ... spreads apace like gray leprosy."

They should be asking why some ancient civilizations taught the young that it is a sweet and seemly thing to die for one's country. And why thousands of years later Joseph Conrad would lament the fate of people who "go skimming over the years of existence to sink gently into a placid grave, ignorant of life to the last, without ever having been made to see all it may contain of perfidy, of violence, of terror."

They should be learning that they are made of the same flesh and blood as Anne Frank, who, despite her heartache and fear, hiding from Nazis, could write in 1943 that she and her family must not succumb to self-pity. And months later, in the year of her death, "I know that first and foremost I shall require courage and cheerfulness. . . . I am often downcast, but never in despair. . . . Why can't people live peacefully together?" We should be teaching them of the anguish we feel for the death of the young because, unlike Willa Cather's Archbishop Latour, they do not die "of having lived."

If students, and their minds and hearts, are taken this seriously by their teachers and their parents, they will learn that they are not alone. Their heritage is replete with human beings who have given their best to make sense of the ordeals of judgment and action imposed by circumstance on all conscientious people.

They will learn that history in the making is not so much what they see on television as what they make of *themselves*. History is being made in their classrooms today—by whether they are learning reading, writing, mathematics, and so on, or instead being indulged in persistent ignorance fueled by glorification of passion, emotion, and sentiment. They need to know that if they become a generation of Americans ill-educated in their *own* time, they threaten the world with a bleaker future than does the horror of any current war.

Likewise, if students are exposed to the history of voices that disagree about war—or specific wars—yet remain civil, patient, and willing to listen, they will learn to tell which points of view deserve respect. They will learn that the views of those who take sadistic pleasure in the waging of war and the infliction of suffering deserve no respect. Those who wantonly and remorselessly slaughter the innocent deserve no respect. Those who would condemn as evil everyone who disagrees with them deserve no respect. And those who are indifferent to the sacrifices of their own women and men at arms deserve no respect.

All this, students whose habits of mind and heart are improved by real educational opportunity that springs from the tragedy of war, have a chance to learn. Nothing less—however well-intentioned—is good enough. ■

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The Clean Sea Breeze of the Centuries

Susan Moore

MY title has been taken from a passage in C. S. Lewis's *God in the Dock*:

> "Every age has its own outlook. It is specially good at seeing certain truths and specially liable to make certain mistakes. We all, therefore, need the books that will correct the characteristic mistakes of our own period. And that means the old books...Where modern books are true they will give us truths which we half knew already. Where they are false they will aggravate the error with which we are already dangerously ill. The only palliative is to keep the clean sea breeze of the centuries blowing through our minds, and this can be done only by reading old books."

The importance of Lewis's insight into the dangers inherent in every age struck me forcibly a few weeks ago as I read a new book by a very good Australian writer from Wahroonga named Peter Shrubb. His second novel, *Living Alone*, is set in the present in Sydney. All of his characters, young and old, are confused about where their lives are going. All of them, at crucial points, ask themselves the question posed by the novel's heroine, Anne Waterton: What *was* I made for? Most don't know how to begin to frame an answer. That's because Peter Shrubb is a realist, a close observer of the contemporary scene. He knows that many 20th century lives, perhaps the majority of lives, are clogged by uncertainty about this fundamental matter.

A major reason for C. S. Lewis's insistence that we have got to keep the clean sea breeze of the centuries blowing through our minds is that we can't begin to answer the question "What was I made for?" or the related ones "Why am I here? What am I meant to be and to do?" unless the yardstick against which we measure our individual experience is firmly attached to the civilized past. Not only do the old books help us to see the errors prevalent in our world and in our time; they give meaning to our own individual comings and goings, our ordinary, everyday preoccupations and activities. Through them we acquire a firmer sense of possibility.

An Absence of Heroes

A central problem today —what Lewis might have described as a dangerous illness—is the absence in our world of high models of action for our children to emulate. When I was in America last year, I attended a history class in Providence, Rhode Island in which Year 10 pupils were asked to rate heroes of their own choosing in the order of their importance. Every hero named, except Martin Luther King and Al Capone (!), was an '80s rock star, footballer, basketball player or Olympic runner. Not a single person born

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This is based on a talk delivered on Speech Night at the Queenwood School in Mosman, NSW.

before 1920, and not one person who was not an American citizen, was listed. I have had similar experiences in Australian schools — though, fortunately, not for some time. Today, large numbers of pupils are unacquainted with scores of individuals whose achievements are outstanding and well-known. Their heroes — if that word can be used — are figures from popular culture.

A vision of the heroic and the wise, extending back to ancient Greece and Rome, is no longer a fundamental part of the cultural experience of English-speaking countries. At no stage in their schooling are most Australian pupils required to read biographies or autobiographies. Such history as they experience in watered-down Social Studies courses often introduces them to only the sketchiest accounts of the lives of great men and women. Many don't study European or Ancient History at all. The literature to which more and more of them are exposed is contemporary; and a great deal of it is concerned with human weakness, helplessness and brutality. No wonder fewer than 50 per cent of the American students who were given multiple-choice national tests in History and Literature in 1986 could identify Helen of Troy or Sancho Panza, the Prodigal Son or Dante.

For years, in a Tragedy course which I taught to second-year students at the Sydney Institute of Education, I began by asking everyone in the class to name the elements they would expect to encounter in tragic drama. When they told me there would have to be a tragic hero, I asked them to list the most striking personal qualities found in such a person, male or female. Invariably they responded by *not* answering: that is, by speaking about status (tragic heroes are kings or queens) or personality (they're popular with others). They couldn't name *qualities*, and certainly not moral qualities...until I suggested that they start with 'courage'. Yet even then, and even after I advised them to think about additional qualities of mind and heart, and to consider what besides status gives a heroic person authority, most had trouble.

Authority Undermined

The large question "Which qualities confer upon heroic men and women the authority which all of them must have to act wisely?" not only isn't asked in our schools; it isn't asked in our culture — and I mean not just Australian culture, but the culture of the West. Ours *is* an age of anti-heroes ("I didn't mean it!...I didn't do it!"). Nobody looms high above us, as heroes in our early literature or earlier periods of history do or did. Even the authority parents and teachers had as recently as 30 years ago has been subverted by television, videos and other forms of popular entertainment; and it's very hard for that authority to be appropriately reclaimed. Nobody, any more, wants to be a 'Renaissance man or woman': a person whose broad knowledge and skills issue in a range of superior achievements. The term itself is fast disappearing from our vocabularies.

The thinking that captures our imagination in public life is satirical. We respond at once to brilliant comic creations like Basil Faulty, Yes Minister, Dame Edna or Kylie Mole. But we don't really believe there are people *superior* in thought or feeling to ourselves — as, by definition, heroes are. Why should we believe this? There is no pressure in our world for most of us to be deeply reflective or sensitive. The lively exchange of ideas—notably, ideas generated at other times and in other places—is not a feature of modern life, except in rarefied circles. Everybody, we're convinced, has a right to his opinion; and every opinion is as good (or as worthless) as every other. The fact that our universities are producing more and more specialists whose general knowledge is woeful barely causes us to raise an eyebrow.

A recent editorial in *The Australian* pointed out that more than 1,100 men and women at our universities are so valued for their teaching and research that they have been endowed with the honorific 'professor'. An additional 4,800 are associate professors or leading lecturers in their chosen fields. Yet with a "handful of exceptions", they are silent in public life. Serious debate about major issues affecting all of us — health, international crime, education, pollution, and much else — is left to "small circulation magazines, letter writers and columnists in daily newspapers and to groups on the opposite ends of the political spectrum." Radio talk shows pick up items highlighted in the daily press, and just as quickly drop them.

Very few of us believe that life would be much more interesting if we debated with one another over the kitchen table, as the Mackerras family did, about art and literature, religion and education. It wouldn't enter most of our heads to discuss, socially, the wisdom of the Enlightenment belief that knowledge — not faith, not justice, not courage, not love, but knowledge — can cure our ills. We don't consider it essential to read *Anna Karenina* (it's so long: 900 pages) instead of watching the BBC video or the Garbo film of Tolstoy's novel. Mental activity of this sort strikes us as tiresome or pretentious, not as an essential means of fostering human closeness and combating the isolation and bleakness which result from the increasing absence in our culture of common cultural reference.

Common Ground Needed

Yet because of the enormous changes which have taken place in the last half-century, many of them a threat to stability and security — changes which have separated families from their homelands, children from their parents, friends from one another, us from our deepest selves — our need for common ground, and for ancient wisdom in handling the daily round, is very great indeed. A 20th century cliché is the word 'alienation'. But we *are* alienated — deeply — from the achievements of our own past. The 'deep springs' of life which make humankind whole are for many of us painfully out of reach.

Connections apparent in every major work of English literature produced from the 12th to the 19th century, and every first-rate historical novel written for older children in the past 50 years, no longer strike us as essential. Barbara Willard's *Mantlemass* novels for children, which I've lately been reading, are concerned in a fundamental way with genealogy — not for snobbish reasons, but because of the values transmitted intact from one generation to the next: values like honour and pride of place. In plague-driven 16th century England, a Barbara Willard heroine who is orphaned at 15 derives an essential sense of continuity from her discovery of a locket depicting a lark and a laurel. Until she finds this heirloom, she has no secure sense of her place within her own family, and little understanding of her ties with her mother and grandparents. The locket, in *un*locking her past, releases her present and promises her a future.

The desire for continuity is of course a basic human need. But it can't be fulfilled in a world preoccupied with the present, or with self-interested provision for the future. From Plato onwards, our wisest philosophers have encouraged us to develop the *habit* of seeking long-term happiness rather than instant gratification, knowledge instead of opinion. They have also reminded us that what is pleasurable is very different from what is good. News-stand trivia — what used to be called dime store novels — and even decent but minor contemporary works cannot give us the deep personal sense of our place in history and human society which most of us need. Neither can most of the TV shows or videos which we spend years of our lives watching.

What the classics do — what C. S. Lewis's 'old books' do — is attach us to everyone who has ever lived, to all of the ages of man. They do this by immersing us in worlds which differ markedly from our own, but in which, nevertheless, we feel perfectly at home. A common reaction of students reading Aeschylus or Euripides for the first time in schools, colleges, or universities is, "He's so modern! Did he really write over 2,000 years ago?" Great works of literature, philosophy, history and theology confer upon all readers an unshakeable sense of shared experience. Even on a first meeting, Glaucon and Phoebe, Hector and Antigone, strike us as near-relations. They certainly belong to the same family as Aerin, the red-haired, intrepid, dragon-killing heroine of Robin McKinley's recent prize-winning fantasy for older children, *The Hero and the Crown*. They're not larger than life, but they all possess an Aristotelian largeness of soul.

Great Books

On the same visit to America in which I listened to Year 10 pupils discuss their heroes, I also heard others, at a much better all-black school in West Chicago, talk about *Ferdinand the Bull* (this was in Year 1), a fable about an elephant (in a Year 5 Special Ed class), and *The Book of Revelation* (in two Year 8 classes). All of these children were engaged in Great Book seminars, which they have weekly on Wednesday mornings for anywhere from 20 minutes (in kindergarten) to an hour and a half (in Year 8). In all my life — and I've spent years observing classes in schools — I have never seen as many highly intelligent and enthusiastic pupils as I saw that day. And these were children surrounded in their immediate neighbourhood by crime — children so disadvantaged that many would write them off as 'born losers', incapable of profiting from school.

The essential reason that their performance was so exciting was that their school is one of a few hundred American schools engaged in a program of reform begun by the distinguished philosopher Mortimer Adler. With Robert Hutchins, Adler started the Great Books program at the University of Chicago over 30 years ago. In the early 1980s he moved into schools, helping teachers to learn how to discuss large philosophical issues with young children, using excerpts from Great Books with older pupils and fables, myths, Bible stories, and tales with younger ones. His program has been an outstanding success in the places where it's been fully implemented, chiefly because it has encouraged persons of every age—young children, near-retiring teachers, and lots of people in between—to experience as a matter of course the clean sea breeze of the centuries. ■

Reinventing Local Control

By Chester E. Finn, Jr.

So deeply ingrained in our consciousness is the idea of "local control of education" that few Americans even think about it any more. Like "separation of church and state," "civilian control of the military," and "equality of opportunity," the phrase rolls off the tongue without even engaging the mind. To suggest that it may be obsolete or harmful is like hinting that Mom's apple pie is laced with arsenic.

The time has come, however, to subject "local control" as we know it to closer scrutiny. It is one of those 19th century school-governance and -finance arrangements that may not serve the country well at the dawn of the next millennium. It is enshrined in neither the Ten Commandments nor the Constitution. It could, therefore, be changed. Indeed, it has already been changing in practice even though we have not yet revamped the theory.

The Constitution, of course, is silent about education. By not being assigned to the federal government, this function was left to the states, and state constitutions are where we find spelled out the duty of the commonwealth to furnish education to the citizenry. It is the states that gave themselves this mandate. It is the states that have it today.

Early on, however, all save Hawaii devolved the actual operation of schools to local education agencies. This followed an even older pattern in which towns and villages ran their own schools—or subsidized the work of quasi-private academies serving local children—long before states got into the act. Localities were where most of the public school dollar was raised in those days, too. States set certain rules for schools, to be sure, and as the 20th century unrolled, they also came to provide additional funds, but it was taken for granted that cities, towns, and counties did the heavy lifting in public education. Though local governance structures varied, the usual pattern involved a lay school committee or board of education which hired a professional superintendent to manage the system.

As might be expected of a fairly stable, mostly rural, and heavily agrarian society sprawled across a continental nation, local school systems were numerous and small. In 1931, there were 128,000 of them, with pupil enrollments averaging just 200. Not until the mid-1950's did their number fall below 50,000. Today, almost 16,000 local districts operate some 83,000 public schools. Many of these "systems" are still tiny, however. In 1988, 55 percent of the districts enrolled fewer than 1,000 students each. (At the other end of the spectrum, 4 percent of the districts, with enrollments greater than 10,000, accounted for nearly half of all students.)

These local-system offices are staffed by more than 200,000 people, and the school boards that direct them comprise about 97,000 individuals.

All this is familiar stuff. The interesting question is whether this legacy of our agrarian past makes sense for our high-tech future. From where I sit, it doesn't. Let me suggest four reasons.

First, states have evolved into the senior partners in school finance. Their portion (now 50 percent) crept past the local share (now 44 percent) in the late 1970's. It continues to rise and, as property-tax-limitation referenda and school-finance-equalization lawsuits proliferate, it seems inevitable that fiscal decisions made in state capitals will increasingly be the decisions that matter most in public education.

Second, states are where most of the action has been with respect to policy innovation, too, as the "excellence movement" took shape in the 1980's and shows no sign of abating in the 1990's. One can cite a handful of exceptions (Rochester, Chelsea, Chicago) where the main impetus was local, but these pale alongside such statewide reform efforts as those of Kentucky, South Carolina, California, New Jersey, and a dozen other jurisdictions. Moreover, big revisions in high-school graduation requirements, teacher qualifications, and student assessment have been undertaken by virtually every state. Though one can make a case that state activism has actually boosted the policy significance of local school managers, too, it's hard to claim that decisions made at the municipal level are even half so important today as they were a decade or two ago. (For a provocative discussion, see "Understanding Local Control in the Wake of State Education Reform" by Susan H. Fuhrman and Richard F. Elmore in the Spring 1990 issue of *Educational Evaluation and Policy Analysis.*)

Third, almost a dozen states have enacted "choice" laws, the underlying principle of which is that youngsters may attend

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Ed. note: Thomas Shannon, executive director of the National School Boards Association, responded to this article in the February 13, 1991 *Education Week*, to which Finn's reply is "Q.E.D."

any public school in the state, notwithstanding town or district boundaries, with the state's portion of the money accompanying the pupil in the manner of a virtual public-sector voucher. Several states have also provided for secondary students to take college courses, to re-enter different schools than those from which they dropped out, and so forth. State-arranged pupil mobility between city and suburb is part of the racial-desegregation strategy in several jurisdictions as well. The point in all these instances is that children are not obliged to attend the public school where they reside. That means the school board in their place of domicile no longer controls their education unless they want it to.

Fourth, restructuring, decentralization, and school-site management loom large on the education-reform agenda of the 1990's. Yet these are a far cry from what has traditionally been meant by "local control." Today's goal is to confer authority, accountability, and autonomy on the individual school-building staff (and, sometimes, parents), *not* on a municipal school system. This is the crucial distinction between the sort of reform we see in Chicago today and the kind undertaken in New York City two decades ago. Building-level decisionmaking is a form of local control, of course, but it's not what that term has historically implied.

Similar developments can be spotted across the Atlantic, where British education reformers have conferred sweeping budgetary and personnel authority on individual schools and sharply reduced the powers of local education authorities. (Schools that wish to can even "opt out" of their control altogether and establish a direct relationship with the central government in London.) "The political function of local authorities has become very small," writes the Cambridge education professor David Hargreaves, "especially since schools seem free to ignore local policies if they so wish."

What, besides tradition, does "local control" have going for it in American education today? Not even public approbation, it appears from the Gallup education poll. That survey has several times asked respondents whether they would favor national high-school-graduation examinations. By 1988, the proportion endorsing such a drastic departure from customary practice had risen to 73 percent—up from 50 percent in 1958 and 65 percent as recently as 1984. In 1989, Gallup also asked whether people would favor requiring that schools "conform to national achievement standards and goals," "use a standardized national curriculum," and deploy "standardized national testing programs to measure the academic achievement of students." To these, the responses were overwhelmingly affirmative: 70 percent, 69 percent, and 77 percent, respectively, for the public at large, with parents even more favorably disposed.

How deep-seated could our commitment to "local control" be if two-thirds to three-quarters of the American public are willing to jettison its most important manifestations? Not very, Ernest L. Boyer observed to a newspaper interviewer in early 1990. "I think for the first time America is more preoccupied with national results than local school control," he said. "Today, Hondas and Toyotas and Japanese v.c.r.'s have us really worried about national competitiveness, and that's more important than whether we have local governance. . . . All of this suggests there has been a sea change in the way Americans think about education."

Breathe deeply. What if we were to declare local boards and superintendents to be archaic in the 1990's, living fossils of an earlier age? If one set of important decisions and duties moves up to the state (or even the nation), and another set shifts down to the individual school (and to parents), what is the "local education agency" except another instance of middle management of the sort that most modern organizations are stripping away in the name of efficiency and productivity?

Local school boards are not just superfluous. They are also dysfunctional. They insulate education decisions from voters, taxpayers, and parents. This is ironic, because the theory says they should make schools more responsive to the public. Even though most school boards are elected, however, reality doesn't track theory. The boards have become part of the "establishment." They participate in the peculiar politics of an arena occupied by the suppliers of education services—the employees and managers of the system, the vendors who sell it things, the interest groups that prey upon it—rather than the consumers of those services or the taxpayers who underwrite them. That is why the Boston City Council recently moved to abolish that city's school committee and have the schools run from City Hall. The separate governance system wasn't working; the educational needs of Boston's children were not being met. Why cling to an arrangement that isn't getting the job done?

What is more, at a time when radical alterations are needed throughout elementary-secondary education, school boards have become defenders of the status quo. Their members display the same rosy-tinted complacency as do the administrators they hire. Why make big changes in something you think is working O.K. as it is?

Emily Feistritzer's 1989 survey of school-board presidents tells us that although they, like the general public, gave low marks to American public education as a whole, four out of five of them awarded grades of A or B to the public schools in their own communities, that is, to the schools over which they have policy oversight. This was not quite so high as the marks conferred by principals and superintendents, to be sure, but it was twice as large a proportion of honors grades as the American people were prepared to give their local schools.

We need change agents in charge of those schools, not preservers of entrenched interests and encrusted practices. If the states discharge their part of the job satisfactorily, specifying the "ends" of education, furnishing resources, and managing the information feedback and accountability systems; if responsibility and authority over the "means" are devolved to the school-building level; and if parents are encouraged to pick any school in the state that, in their judgment, will work well for Matt or Jessica, we could readily dispense with the extra layer.

Local control is dead. Long live local control. ■

For Children at Risk, a Sanctuary

By FRANKLYN G. JENIFER

The time has come for some truly dramatic solutions to the problems plaguing so many of our urban schools.

It is not that the past reforms advocated by educators and educational policy-makers lack merit; it is that far too many of these reforms seem myopic. Their emphasis is on improving individual schools, whether by introducing school-based management principles or outfitting classrooms with computers, to take two examples. But such efforts fail to take into account the crucial role that environment plays in the ability and willingness of students to learn.

There are—and have been—families able to inspire their children to achieve academically even when living under the most dire circumstances. Such families are becomingly increasingly rare.

Today, the home and neighborhood environments of a significant segment of the school populations of our urban centers are clearly antithetical to learning. Too many of our young people are growing up in homes in which disorder, neglect and, often, violence is the norm, or in which parent or parents are so hard-pressed to make ends meet that nurturing a child's intellectual growth has little or no priority. Too many of our young people live in neighborhoods that rank high on every indicator of social ill and where the only dazzle comes from the gold jewelry and flashy new cars of the local drug lords.

Even if schools have fine programs, facilities and equipment, they often cannot reach youngsters growing up in such surroundings. Yet, without quality education, these youngsters appear destined to join what more and more commentators are calling a permanent underclass.

What is to be done?

If we are serious about educating these young people, we must intervene. We must either change their environment or create a sanctuary within it that will allow them to reach their fullest potentials. Past history would seem to indicate that this nation does not have the will or the interest to effectively change detrimental environments. Therefore, I believe, we must begin to explore the sanctuary idea.

What I am proposing, specifically, is the creation of neighborhood-based urban residential schools for youngsters who are at risk.

As I envision it, admission into these schools would be purely voluntary. I doubt that there would be any problem in recruiting students. There are many parents in our urban cores who desperately want to provide their children with positive experiences—educational and otherwise—and would welcome any opportunity that could make that possible. Put more bluntly: They also desperately want to keep their children off the streets.

These residential schools would place a strong emphasis on mastering basic skills and achieving scientific and technological literacy. They would inculcate in their students humanistic values and respect for the individual and the group. They would promote good health through a nutritious diet and exercise, including intramural and extramural sports. They would instill discipline by such means as setting aside designated periods for study. They would teach students at least the rudiments of a trade and would enable them to earn money practicing that trade. Above all, they would instill in their students the expectation that they would succeed.

These schools would not cut students off from their families or from their communities, but would provide them with breathing space to grow and develop within their own environment. In fact, parents and other family members would be required to participate in school functions, and students would be able to return to their homes on weekends and holidays. Moreover, in their home neighborhoods, these students would serve as positive role models for younger children.

A utopian vision? An economically unfeasible pipe dream? Establishing urban residential schools even on the small scale of a pilot project would, indeed, be an ambitious undertaking. I don't think it would be as costly as some people might think. We could, for instance, make use of under-utilized school buildings that already dot the urban landscape. Still, there is no doubt that such a venture would be costly. A less-costly alternative would be to establish extended day schools augmented by summer residential schools. But extended day schools alone would be even less costly and a less "radical" alternative.

I am not suggesting that all or any of these models constitute the only solution to ensuring that all our youth survive and thrive. But what I am suggesting is that future educational reforms must come firmly to grips with the issue of environment.

We could, of course, blithely go about the business of trying to "improve" our schools, totally ignoring the special needs of those young people whose environment puts them at risk. But then we must be willing to accept the consequences of this approach: a tragic waste of potential talent and the assurance that many of these young people will become a burden, if not a bane, on society.

Such an approach, or more accurately, such blindness, also would have tragic reverberations for our nation as a whole. As study after study has pointed out, an educated work force is essential if America is to compete effectively in the global marketplace. Our nation, quite simply, cannot afford to write off a large segment of its youthful population.

In the long run, then, meeting the needs of this population would not be costly, but cost-efficient. And everyone would benefit.

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DOES HOMEWORK HELP?

Herbert J. Walberg

Because surveys show U.S. students near the bottom of rankings of achievement test scores, educators and parents have asked if homework helps. Legislators and business people have also expressed concern. They know today's youth will compete with Asians and Europeans for good jobs that require more skills and knowledge.

Increasing numbers of Americans worry about our youth's future. They believe students can use after-school time to better prepare themselves for college and jobs. Despite such beliefs, teachers may not assign and grade homework, and parents may not insist on it. As a consequence, students may not do much.

How Much Time for Study?

A survey of eighth-grade students in eleven countries showed that countries whose students averaged the most homework, 8 to 9 hours per week, also had the highest average scores on tests. Swedish and U.S. students did the least homework, an average of 4 to 5 hours a week, and had the lowest scores.

Of course, students vary in how much homework they do. For those who only add 2 hours of homework per week to 25 hours of class time, homework increases total study time by 7 percent. But those who do four hours every day more than double their study time to 53 hours per week. This total amount of time is a major cause of how much students learn.

By the standard of total study time, American students suffer another handicap. Not only do they skimp on homework but they go to school fewer days than most other students. Of 27 countries surveyed, only two have shorter school years. U.S. students have a 180-day school year. Japanese students have 243 days; and German students go to school about 230 days.

A survey of... students in eleven countries showed that countries whose students averaged the most homework... also had the highest average scores on the tests.

Japan's education system has attracted the most interest from those trying to improve U.S. education. Among advanced countries, Japan spends the least on education but has the lowest dropout rates and top achievement test rankings. How do the Japanese do it? A long school year and rigorous homework policies help. Measured by the amount of study time, a high school diploma in Japan is equivalent to a college degree in the United States. The knowledge and discipline acquired may be the keys to Japan's industrial might and economic progress.

Teachers in Japan, moreover, encourage students to make use of out-of-school time for study. They visit students' homes to discuss school progress and advise parents how they can foster effective home study. They also encourage parents to observe children perform in class.

In addition, many Japanese students attend evening schools for tutoring and preparing for tests. Others go to the evening schools to pursue such hobbies as piano playing, flower-arrangement, and martial arts.

All this effort doesn't appear to hurt Japanese youth. They have nearly the lowest delinquency rates in the world. Their life expectancy is above that of Europe and the U.S.; and Japanese youth suicide rates are about half the U.S. rates.

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How Much Homework Should Be Done?

Studies of prize-winning American youth in various fields such as art, chess and music show that they put in many hours of well-coached effort. Mastery of academic subjects is no different. Although it is difficult to state exact time requirements, elementary school students may have to study 2 to 3 hours to get the most from school. Junior high school students in grades 7 and 8 may benefit most from 3 to 4 hours. High school students might do best with 4 to 5 hours.

More homework is usually better, though not to the point of exhaustion. Clear school guidelines, moreover, help parents and students set goals.

In deciding the amount of time for homework, we should ask what other activities would be given up. For U.S. students, the biggest block of time is devoted to television—an average of 28 hours per week. In addition, many students work to earn money for cars, dating, and stylish clothes. In the long term, however, they would learn and earn more by investing their time in homework to increase their knowledge and skills.

Homework quality is also important. Unsuitable homework that is too easy, too difficult, or unclear wastes students' time. Teachers, however, can double homework's effects by carefully and promptly correcting it. Writing, for example, is learned by writing, correcting, and re-writing. But teachers might be reluctant to correct a two-page essay, a laboratory report, and other written work that should be assigned each week.

One solution is to employ part-time aides to help teachers. Japan provides a cost-free alternative: Students assigned to small work groups help each other in planning, conducting, and marking individual work. In this way, they not only acquire more knowledge for competitive examinations but learn a valuable skill for the future—cooperation.

Taking homework and school time more seriously calls for big changes in American education. Of course, students' abilities, good teaching, and parental encouragement also make a difference. These may sustain present mediocrity, but world-class learning will require more study time.

A GLIMPSE AT TEACHING CONDITIONS IN TOP PRIVATE SCHOOLS

BY ARTHUR G. POWELL

ONE FEATURE of public school reform is the proposed empowerment of adults who work in schools. Reformers have advocated increasing principals' authority at the school site, while simultaneously increasing the authority and autonomy of classroom teachers. Much of what has been called restructuring refers to decentralizing and dispersing educational authority to the building level. Additional policy emphases flow directly or indirectly from these general themes: small and caring school environments (instead of large and impersonal ones); greater parent involvement; character development as an explicit goal; and an unapologetic emphasis on academic learning, including more homework and higher standards.

It goes without saying that none of these themes is found exclusively in private schools or even in all private schools. And yet these are among the features that many private schools regard as their most distinctive characteristics. In these circumstances it seems useful to explore workplace conditions within private schools as they are experienced by teachers.

We focus here on the type of private schools known as "independent" schools. These schools present two analytic advantages. Relative to most other private schools, they are less suffused with denominational religion and therefore more similar to the legal circumstances of public schools. In addition, independent schools are the most expensive private schools. The median tuition for *all* American private schools in the 1985-86 school year was $1,100 (calculated using each school's highest tuition level). Yet, in the same year, the median twelfth-grade tuition of independent private day schools was $5,338 [National Association of Independent Schools (NAIS), 1985]. Although their high cost makes them inaccessible to most Americans, it also permits an examination of institutions that are chosen by families who can afford any type of schooling. In many areas of American consumer life, what the few possess today is what the many will prefer—and receive—in some form tomorrow.

Independent schools are a small minority within the private school universe—perhaps fifteen hundred schools out of an estimated total of nearly twenty-six thousand private schools. They enroll perhaps 10 percent of the roughly 5.5 million Americans who attend private schools [National Center for Education Statistics (NCES), 1987; NAIS, 1987]. They are managed by independent boards of trustees; they are nonprofit institutions which hardly ever receive funds from external systems such as religious denominations.

What are the conditions of work in these schools? The territory has not been thoroughly explored; thus the map that can be drawn is preliminary and somewhat speculative. The sketch that follows draws on existing data—case studies of individual schools and surveys and large-scale databases whose material touches on working-condition issues.

Three broad themes stand out as capturing many important aspects of teachers' work in independent schools. These are a workplace context of purposeful educational communities; a workplace emphasis on personalizing education; and a workplace conception of teacher authority that attempts to embrace both the idea of teacher empowerment and the idea of strong management at the school site. I will not deal here with the first of these contexts except to say that a purposeful educational community is more easily — and more commonly — achieved in independent schools than in public schools (largely because these schools can choose their staff and students and vice-versa), and the existence of such a common purpose — also known as a school ethos — both eases and strengthens teaching. For a fuller discussion of this issue, see my chapter on this subject in *The Contexts of Teaching in Secondary Schools*. In this article, I will deal only with the second two themes.

Personalization of Education

The educational strategy most characteristic of independent education is to provide personal attention to each student within a small-scale environment. The *personalization* of education is the heart of independent school technology. All schools, of course, profess full allegiance to the ideal of ***individualized*** education. In many public schools, especially secondary schools, individualization means providing greater curricular variety and removing barriers to student choice about classes and programs. Individualization thus means the freedom to do one's own thing. Very often it is a surprisingly anonymous process, carried on without much knowledge of particular individuals. Anonymous individualization is almost the opposite of personalization (Powell et al., 1985).

School professionals often say that the biggest difference between public and private school practice is that private school teachers "are being paid to know your kid." Parents and students tend to agree. A recent summary (Roeser, 1987) of the results of market research on parent and student attitudes toward nineteen independent schools found that a "caring and concerned faculty" ranked first among all the attributes they desired, even above the teaching ability of the faculty.

This parental expectation, and the various ways schools attempt to meet it, constitutes a crucial workplace condition for independent school teachers. Much institutional energy is expended to ensure that all students are known, that no one falls through the cracks and gets lost. Students with special abilities or disabilities are always easy to know and often easy to like. They gravitate to teachers, and teachers to them. But many average, normal, regular students are not distinctive in any way. It is easy for them to become neglected, invisible, unspecial—to pass quietly through school without anyone knowing or caring that they are there. Average students form a sizable part of the independent school constituency, and the schools are expected to treat each one as special (Powell et al., 1985).

How do they go about doing this, and how in particular are conditions of teachers' work affected? First, the schools' small size, small scale, and low student attrition help minimize the distance between teachers and students. Second, teachers interact with students in a wide variety of ways. Third, these interactions, along with parental and school expectations, shape a somewhat distinct conception of the role of the teacher and of the desirable qualities possessed by good teachers. The result is that teachers in independent schools have no more chance of being invisible or anonymous than do students. They cannot easily escape students, any more than students can escape them. Let us now discuss each of these three dimensions of personalization.

Independent schools are typically quite small. Students are known and taught by teachers who know and talk with each other. It is very unlikely that a teacher could bring up a student's name in the presence of other teachers without most of them knowing something of the student. Over 80 percent of independent schools enroll fewer than 400 students. The median school size in the 1987-88 school year was 320 and has remained stable through the 1980s (NAIS, 1988a). But school size is only one measure of environmental scale. Many independent schools span elementary and secondary grades but have separate upper, lower, and middle divisions, sometimes in different geographical locations. The actual unit with which students have contact is often smaller than the size of the school would suggest.

The size of grades can therefore offer a better perspective on the scale of independent school communities. Since these schools tend to build up their enrollments over the K-12 progression, the upper grades are usually the largest. The average number of twelfth-graders in independent schools having a twelfth grade was 65 students in 1987-88. The figures for the third-, sixth-, and ninth grades were 33, 34, and 50, respectively (NAIS, 1988a). An examination of data from 656 independent high schools in 1986-87 indicates that only 17 (fewer than 3 percent) had graduating classes of 200 or more. Most of these were relatively large boarding schools. Eighty-four percent of the senior classes were smaller than 100; 63 percent of all seniors were in graduating classes with fewer than 100 students (Powell, 1988b).

ANOTHER QUITE different indicator of scale is the number of students a teacher actually instructs. Despite research disagreement over how class size and student learning are related, there is very little disagreement (and none in the minds of parents) that personal attention is directly related to how many students a teacher is responsible for. Available secondary school data suggest that student loads significantly smaller than those carried by public school teachers characterize independent schools. In New Jersey, the average load of independent day teachers was 69, compared with 103 students for public high school teachers (Kane, 1986). Many of the recent national high school studies have reported student loads of 125 or even 150 in urban schools, though truancy may reduce the numbers somewhat. A national survey (Powell, 1986) of all independent secondary schools found that the median student load per teacher was 63. Perhaps more important, 88 percent of schools reported that their student loads per teacher were 80:1 or lower, which is the target student load for Theodore Sizer's Coalition of Essential Schools.

A small community and a small student load are typical conditions of teachers' work in independent schools. These conditions make it easier for teachers to know students well and in more ways than they might in large schools with large loads. A related circumstance is the relatively low turnover rate of students from year to year, which, according to the National Association of Independent Schools (NAIS, 1989), is about 12 percent. Since independent schools are rarely "neighborhood" schools to begin with, family residential moves from one part of town to another, or from one town to another nearby do not need to result in a school change. The more students change schools, the less well they will be known by school staff (Grant, 1988).

These conditions are enabling conditions. They permit desired things to happen but do not in themselves guarantee that they will. Do teachers capitalize on these advantages in their actual interactions with students? One tentative answer is that independent school teachers may work longer hours than many other teachers, despite the fact that they have fewer students. They interact with students in more varied ways than many other teachers, and probably know them better. The New Jersey independent teachers who taught one-third fewer students than their public school counterparts nevertheless spent seven hours more on their jobs per week (fifty-five hours vs. forty-eight hours). Thus, the average time spent per teacher per student in the independent schools was forty-eight minutes per week, as compared with twenty-eight minutes per week in the public schools (Kane, 1986).

But the extra hours worked by these independent teachers were not spent on additional classroom instruction. In fact, independent teachers spent slightly less time in classroom teaching (Kane, 1986). The big difference—5.5 hours a week—between the public and private teaching roles was the greater out-of-class time spent by independent school teachers in helping students, in correcting papers, and in preparing for their

classes. Indeed, independent school teachers spent slightly more time on these out-of-class instructional duties than they spent on classroom teaching. Such out-of-class instructional duties should not be confused with all the other out-of-class, extracurricular, athletic coaching, advising, and monitoring activities that all teachers undertake in the ordinary course of a day. These latter responsibilities are a separate item and consumed ten hours of the fifty-five-hour workweek of the independent school teachers, compared with nine hours of the forty-eight-hour workweek of the public school teachers—an equivalent percentage of effort (Kane, 1986).

The significant time spent on out-of-class instructional duties in independent schools confirms evidence from other sources that the personal attention supplied by teachers embraces many more types of teacher/student interaction than that of classroom teaching. Classes themselves, of course, are smaller in the independent schools. But what is the most distinct about the independent teaching role is the variety of ways in which teachers interact with students.

Instruction in independent schools seems considerably less specialized in function than in public schools, where there are far more programs funded from different sources, governed by different rules and agencies, and employing different types of personnel. Regular classroom teachers in independent schools are more likely to coach sports, advise clubs, and work on student publications and drama productions. They are far more likely to spend time preparing written summary evaluations of student performance, a tradition that rarely turns up in public schools. They are also more likely to discuss with other teachers the progress of students who are not in dire academic or personal trouble. Such schools often spend entire faculty meetings reviewing the situation of every student. Just as students must participate more in the varied activities of independent schools simply because there are fewer of them and they are needed, teachers must be generalists, too (Kane, 1986; Powell et al., 1985).

PERHAPS THE best example of the less-specialized nature of the independent school workplace is student advising. In the departmentalized world of high schools, it is very easy for no one to have an across-the-board picture of how a student is progressing. This is understandable in public schools, where responsibility for such in-depth understanding usually rests with specialist guidance counselors, each often burdened with four hundred students. These busy individuals have time to advise only that small minority with distinct problems of one sort or another. For the rest, advising too often consists of signing study cards to ensure that formal requirements have been met.

Independent schools, in contrast, assume that student advising is a proper job for teachers. In New Jersey, nearly half of the independent day teachers had advisees, compared with 14 percent of the public school teachers (Kane, 1986). But the skills of the teacher/advisor are not those of the specialized psychological counselor. Independent schools describe the role as an adult friend who pays particular attention to an individual student, or a ready listener who cares. Advising is one more extension of the task of knowing all students well and taking a genuine interest in their lives.

Over the years the pervasiveness of personalization has helped shape a particular image of the "good" independent school teacher. This emphasizes personal traits and somewhat downplays specialized instructional skills. Kraushaar (1972), who collected some of the first survey data on these teachers for his study of nonpublic schools, concluded that:

> the profile of the independent school teacher ... is that of the dedicated amateur—a man or woman broadly educated in the humanistic liberal arts tradition, not highly specialized, and but lightly burdened, if at all, with the pedagogical formalism of professional education [p. 145].

The same image was nicely captured in 1956 by a former headmaster of the then all-male Phillips Academy. Andover's John Kemper wrote:

> At the heart of secondary education is the relationship of man and boy. . . In his every contact with a boy a great teacher communicates what he is and stands for as a person; his love for things of the mind, his integrity, his moral values. From the example and encouragement of such a man, a boy sets his sights high and grows in self-reliance, self-control, and confidence. In the last analysis he will probably not learn in any other way [quoted in Allis, 1979, p. 644].

Such a sentiment validates personal attention on grounds that go beyond "caring and love." If the good teacher teaches by modeling and exemplifying a total personality, then students are best served when teachers' associations with them are increased and distance is minimized.

Yet the day-to-day realities of personalization within independent schools are often more problematic than the discussion so far might suggest. The expectation of close faculty/student relations may exhaust teachers, if family expectations for out-of-class help of all kinds become excessive. Conversely, some students may rebel from environments where adults know too much about them.

One study (Cookson & Persell, 1985) has pointed to the "structural discrepancy" between the wealth and privilege of independent students and most of their teachers. Teachers can become frustrated if they are perceived as "akin to the family retainer—unobtrusive, hard-working, and ultimately expendable." The frustration is exacerbated when the expected norm is a close and caring relationship. (Also see Coles, 1977.)

Finally, the varied conditions, practices, and beliefs we have called "personalization" appear to affect life outside classrooms far more than classroom instruction itself. Teachers with very small classes are just as likely to lecture to them as teachers with larger classes, and they are just as likely to confuse Socratic method with a question-and-answer format. The enabling conditions of small scale and commitment to personal attention have not made classroom pedagogy different in independent schools (Powell et al., 1985).

Teacher Authority

By definition, independent school authority is concentrated at the school site. Independent school teachers have not worked under a relentless cloud of public, political, and academic criticism about their work or its results. They are much freer from external mandates set by political authority far from the school. They are also freer from bureaucratic rules, regulations, and procedures established by strangers in distant central offices. Their authority is neither eroded nor enhanced by collective negotiations between organized management and organized teachers. Unions are exceedingly rare in independent schools. In all these ways, the issue of teachers' authority in independent schools is distinctly a within-school issue. At the same time, independent schools characteristically give a great deal of authority to very strong school heads.

How then do these two facts affect teachers' working conditions? Are teachers empowered by virtue of their relative freedom from external requirements? Or is powerlessness a condition of their work lives?

Perhaps the best introduction to these questions is to explore the role of the head of an independent school. School heads (in most cases the word *principal* is actively avoided) are expected by most boards of trustees to be powerful figures. They feel comfortable with business-derived descriptions such as "chief executive officer." Although the typical school size is smaller than most public schools, and the student bodies more homogeneous and less resistant to engagement in the schools' academic agendas, heads often compare themselves to superintendents rather than principals, because the scope of their authority is so wide.

That boards expect heads to exercise wide authority is best seen by examining school salary policies. It is well known that independent school teachers' salaries, on average, are substantially lower than public school salaries. Independent school teachers cite remuneration as the least satisfactory condition of their work (Kane, 1986). In the 1987-88 school year, for example, the average teacher salary in independent day schools was $22,755, compared with an average public school salary of $28,085, a national gap of more than 23 percent (NAIS, 1988b).

But the situation is very different when independent school heads' salaries are compared to those of public high school principals. According to NAIS (1988a) figures, the median cash salary of independent school heads in 1987-88 was $57,000. In addition, nearly 46 percent of these heads had their housing provided fully by their schools, and another 10 percent received partial housing as a benefit. (These statistics include elementary and secondary schools, as well as schools spanning both grade levels.) The mean salary of public school principals for the same year, according to the National Association of Secondary School Principals (NASSP, 1988) was about $47,000. If only public schools with the highest per-pupil expenditure of $5,000 or more are included, the median principals' salary was roughly $53,000 to $54,000. Few of these individuals received any housing benefits.

The general direction of these differences is striking. The comparative disadvantage of independent school teachers does not exist for heads. On average, heads are compensated at least as well as—and, when housing is included, substantially better than—public school principals. Further, the salary gap between teachers and heads in independent schools is much greater than the salary gap between public school teachers and principals. Independent schools make a very significant and unique investment in their heads. They expect them to be powerful leaders and personify school purposes to an extent that is unusual in most public schools. These large expectations for heads inevitably shape important aspects of teachers' work lives. Heads are expected to build competent faculties. Most are centrally involved in faculty appointments, and even those who choose not to be have veto power. Teacher contracts are usually given on an annual basis, and formal tenure is rare. In general, teachers know that reappointment (plus career references) depend on satisfying the head (Baird, 1977).

YET THE substantial authority of the head is typically not exercised in an authoritarian way. The incentives for heads to succeed and hold their jobs, especially since heads lack tenure as well as teachers, usually encourage other administrative styles. Chubb and Moe (1985) argue that private schools tend to operate on a more democratic than authoritarian organizational model. "Relative to public schools," they conclude "private schools appear to delegate significant discretion to their teachers and to involve them sufficiently in school level policy decisions to make them feel efficacious." They attribute administrative trust in teachers mainly to the heads' power over who gets hired and who gets reappointed. "The leaders are able to staff the school the way that they wish. It is safe, therefore, for them to involve teachers integrally in decision-making processes."

Heads tend to support and trust teachers, rather than supervise and evaluate them, for reasons that go beyond their authority over appointments. Their attitude is partly a function of the scale of the schools. In small institutions that are not part of a larger system, bureaucratic regulation and supervision are less necessary to monitor expectations and keep track of what is going on.

Excessive authoritarianism is also held in check by the sometimes overlooked reality that independent school heads need good and satisfied teachers perhaps more than do many public school principals. The faculty is always perceived as one of the most marketable features of the school. Marketing the school well—getting enough students and the right students to attend—is one of the bottom-line ways by which boards judge heads. Supporting a faculty in every possible way—through expressions of personal appreciation, gentle evaluations, involvement in a variety of school duties, providing attractive physical facilities, and improving compensation—is near the top of heads' priorities.

Professional development programs of various types are an increasingly important method of faculty support. Independent schools have little tradition of in-service education, in part because schools are not components of systems and in part because appointment and advancement have not depended on accumulating credits in professional courses. What has evolved is a quite varied notion of what professional development entails.

Nearly 20 percent of the independent schools, for example, support an internship program to help train beginning teachers (Powell, 1986). About 30 percent of independent secondary schools have sabbatical programs in which schools pay for teachers' travel to other countries, graduate study in their fields or in education, short-term workshops, visits to other schools, and solitary independent study (Powell, 1988a). Characteristically, these programs place the burden for designing an appropriate experience on the individual teacher. Teachers are not told what to do.

THOUGH MOST heads have learned that supportive management is in their own best interests, one cannot underestimate the variety of leadership styles or different school traditions in which heads' power is exercised. At one extreme, some independent schools remain a last bastion of paternalistic, patronizing one-person rule. (Many such schools were literally created by their heads, sometimes with their own money.) At times, as Lightfoot (1983) observes, the "unquestionable dominance and benign power" of the head only underscore the faculty's "relative powerlessness and reinforce the childlike impulses." In such schools, the teachers could seem the "least powerful, most disenfranchised group," regardless of the plethora of supportive benefits, such as sabbatical opportunities, open to them. (Also see Cookson & Persell, 1985.)

Yet, in other schools, equally powerful heads treat teachers as adult colleagues. The collegial model makes these schools seem more like serious colleges. Teachers are regarded as akin to professors: They are assumed to be learned women and men, "thinkers." Within one such faculty, Lightfoot (1983) writes, "there are striking differences in teacher style, an unusual concern for the philosophical issues that shape educational matters, and an expressed need for intellectual invigoration." Sometimes a school faculty thinks of itself enough like a college faculty to make many important decisions on its own. Each school, Lightfoot concludes, interprets teacher rewards differently, but all "search for a balance between the expression of teacher autonomy, initiative, and adulthood on the one hand, and the requirements of conformity, discipline, and commitments to school life on the other."

Despite these environmental differences, the authority of independent school teachers seems relatively straightforward. Classroom freedom, for example, is not a major problem; it is a well-established condition of teachers' work. In New Jersey, 70 percent of independent school teachers cited "autonomy" as the single factor they liked best about working in their schools, compared with 34 percent of the public school teachers sampled (Kane, 1986). The former cited the "freedom to choose texts," "freedom to construct curriculum," and "freedom to teach the way I want within the structure" as the chief advantages of working in their schools. Moreover, public school teachers pointed to administrative practices, especially to frustration with principals and supervisors, as the factor they liked least about their schools. Twenty-eight percent mentioned this compared with 19 percent of the independent day school teachers and 10 percent of the boarding school teachers. Eighty-eight percent of the public teachers in that state had to turn in lesson plans for approval, compared with 20 percent of the independent teachers. (Also see Baird, 1977; Chubb & Moe, 1985.) Classroom freedom, of course, is not absolute. Some independent secondary teachers complain, for example, about the subtle curricular power of the Advanced Placement (AP) examinations of the College Board.

Beyond the classroom, independent school teachers often have substantial influence over school educational policies. Trustees and heads often delegate considerable authority over these matters to faculty committees and faculties as a whole. Indeed, faculty meetings occur frequently at independent schools. Policies are often debated and voted on, rather than just announced. Most schools have a senior administrative position for an academic dean, director of studies, or dean of faculty, a position with no ordinary equivalent in most public schools. One important responsibility is to involve teachers in curricular policymaking (Kane, 1986).

These procedures attempt to establish within the faculty a sense of shared authority and responsibility for the school as a community, as distinct from simply a sense of individual authority over each teacher's own classroom. Freedom within the classroom, in these schools, tends to be less a goal to be worked toward than a reality that is somewhat problematic. It is easier for teachers to agree to let each other alone in the classroom than to strive for more cooperative approaches to instruction itself, such as cooperative teaching, team teaching, and joint planning. Although cooperative approaches to schoolwide policy making are common, collaboration in teaching itself is less frequent.

* * *

THIS TENTATIVE mapping of the territory concerning workplace conditions in one type of school may illuminate two policy questions faced by all schools. First, how can teachers' work become more dignified and appealing so that teaching attracts and retains its fair share of able young Americans? Second, what conditions of teachers' work seem most closely associated with the fundamental goal of improving student learning and development? These are classic questions with no ready answers.

Our discussion suggests that working conditions at independent schools have many ingredients that reinforce the notion that teaching is attractive and dignified work. In a market-driven "industry" in which most

schools must constantly sell themselves to potential clients, teachers are a major marketing tool. In many ways, including participation in educational policymaking, they are constantly reminded by their schools how important they are and how good they are. In a society where criticism of teachers is often the norm, such positive market visibility is refreshing. The impact of being advertised as important at the local level should not be underestimated as one source of vocational self-esteem.

Another source of dignity is that the conditions of work in these schools tend to put teaching and learning near the center of institutional concern, rather than on the periphery. One problem with the teaching career in general is not that teaching itself is unappealing or undignified to many young adults, but that teaching is hard to do in many schools. Too many other things, for one reason or another, get in the way. The personalization of education and the increase in school-site and teacher authority give support to the teaching role; they do not detract from it. They are enabling conditions that make it easier to teach, rather than harder. This, of course, is not the same thing as saying that good or imaginative teaching will in fact occur. But if it does not, many traditional culprits cannot be blamed.

A third source of dignity is that affluent and educated independent school families tend to demand conditions of work for their children that spill over into teacher workplace conditions. The schools do not look like or feel like large processing plants. If they did, students would not come. Facilities in general are by no means lavish, but they are maintained and rarely appear shabby and neglected. Bathrooms are usable and generally free from graffiti. Student behavior is relatively civil. Visitors often find such schools inviting rather than impersonal. Such features are not merely the inevitable (and therefore dismissable) results of money and social class. They express a commitment to create a decent living environment for all. They express respect for the students, and for the teachers. To stay afloat these schools must convey such signs of respect.

On some other dimensions, however, independent teachers' workplace conditions do not promote the idea of teaching as dignified and appealing work. In the New Jersey study, for example, a higher fraction of independent day teachers believed teaching to lack prestige as a career than did public school teachers (Kane, 1986). Part of this problem may arise from how prestige is viewed by different populations. Many independent school teachers attended independent schools themselves and attended selective colleges. It is perhaps harder to make a commitment to schoolteaching when one's peers routinely enter such occupations as medicine, law, business administration, and Ph.D. programs in academic disciplines. A more prosaic but still powerful explanation may be teacher compensation policies. Low pay is what independent school teachers like least about their work, and in America low pay is closely associated with low prestige.

How do these conditions of teachers' work affect students? Is there sufficient payoff for *all* schools to emphasize policies that would emphasize more purposeful communities, more personalization, and more teacher authority?

Public schools have tended to respond to the realities of student diversity and the commitment to include and retain all students in school, by offering more educational opportunities (courses, programs, etc.). More recently, proponents of equity have come to realize that providing opportunities is useful but insufficient. The conditions of work we have discussed bear directly on the issue of access. The independent schools have not chosen to expand curricular and other choices from which students may or may not choose; rather, their goal has been to push, press, and otherwise engage students in whatever learning opportunities are available. The central educational strategy is seen as engagement, not the expansion of curricular opportunity.

Purposeful communities, for example, establish deeply imbedded expectations for participation in learning. Engagement at some level becomes a school norm. Personalization undercuts student anonymity and the preferences of many to remain unengaged, to pass quietly through, accumulating credits and not much more. It is harder to negotiate high school this way if one is known.

So these conditions seem to have important benefits for students as well as for teachers. Yet they also contain certain educational limitations. A central one is that they support cautious and traditional conceptions of educational engagement just as much as they do more fundamental "restructuring" of the educational objectives and pedagogies of schools. They are not neutral about the importance of engagement in school, but they are solidly neutral about the forms engagement can take. There is nothing about these conditions, for example, that calls into question engagement defined as memorizing facts in order to do well on tests. There is nothing about them that weighs the practice of lecturing to small groups of students, or that challenges students to think things through more on their own. Consequently, these conditions of work do not exert much specific impact on how teachers teach in classrooms, or on how they work together, or on what conceptions of learning their students take away. Thoughts about restructuring education in these fundamental ways are usually far from the minds of independent school clients.

Arthur G. Powell is a senior research associate at the National Association of Independent Schools. He is the author (with Eleanor Farrar and David K. Cohen) of The Shopping Mall High School: Winners and Losers in the Educational Marketplace. *This article is adapted with permission of Teachers' College Press from* The Contexts of Teaching in Secondary Schools: Teachers' Realities, *edited by Milbrey W. McLaughlin, Joan E. Talbert, and Nina Bascia. ©Teachers College Press, New York, 1990.*

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Detroit May Ask Private Schools To Join System

Legal, Political Hurdles To 'Charter' Plan Seen

By Peter Schmidt

The Detroit Board of Education has agreed to consider a landmark proposal that would allow some private schools in the city to become public schools paid for out of public funds.

The board voted unanimously at its Jan. 22 meeting to begin a series of hearings and debates designed to develop a legal charter that, if adopted this spring, would enable private schools to join the public-school system as early as next fall.

The intent of the charter, board members said last week, would be to bring students and state aid back into the public schools, to help decentralize the system, and to offer public-school students more educational choice.

The charter is still very much in its conceptual stage, and numerous legal, political, and labor-related questions need to be addressed before the first private school can be chartered as public, board members and experts on educational governance stressed last week.

"The first hurdles that they are going to have to cross are the constitutional hurdles," said Robert G. Harris, a spokesman for the Michigan Department of Education, noting that the state Constitution prohibits the use of public funds at private schools except for transportation.

Joe L. Greene, president of the 1,135-member Organization of School Administrators and Supervisors, an affiliate of the A.F.L.-C.I.O., said he would do "everything possible to stop public funds from being spent at a private school."

Noting that parental dissatisfaction with public education is the reason most private schools in the city exist, John M. Elliott, president of the Detroit Federation of Teachers, said he wondered "what makes anybody think a private school wants to join the Detroit public school system."

Nevertheless, April Howard Coleman and David Olmstead, the board members who sponsored the measure, expressed confidence last week that Detroit can become the first district in the nation to have private schools declare themselves public and join the public-school system.

"As far as our school-reform efforts in Detroit, I think this is our whole shooting match," Mr. Olmstead said of the board's chartering and decentralization effort. "There is a pent-up demand in Detroit for radical change."

The board has asked for a task-force report on the plan by Feb. 28.

About 12,900 children are enrolled in Catholic schools in Detroit, 6,700 in other private schools, and 181,100 in the public schools, according to the state education department.

According to the resolution adopted by the board last month, the district is losing about $4,000 in state aid each year for every child who attends a private school. The board estimates that the district stands to gain some $60 million in state aid if it can absorb schools organized outside the public system.

In order to enter the Detroit public-school system, Mr. Olmstead said, private schools almost certainly would be required to show that they will charge no tuition, have equitable admissions policies, and conform to public-school policies regarding the First Amendment to the Constitution and its separation of church and state.

According to the board resolution, staff members of the newly chartered schools would be paid no less than equivalent personnel currently employed by the Detroit public schools. In addition, the chartering of such schools would not result in the reduction of resources available to children in non-chartered public schools.

The board resolution also called for seven existing public schools to be chartered—and thereby given total control over 95 percent of their budgets, with only monitoring and auditing requirements—by the beginning of the 1991-92 school year.

Mr. Olmstead said that other public schools will likely be chartered, and that private schools that entered the system would be afforded at least the same amount of autonomy.

"What we are trying to accomplish," Mr. Olmstead said, "is making the central administration and school board so non-intrusive that even a private school outside the system would be willing to come into the system."

Precedents Cited

Michigan Department of Education officials and several national experts on educational governance interviewed last week said Detroit is the first district they know of to consider giving public status to formerly private schools. But, they cautioned, the Detroit proposal is as yet too ill-defined to determine exactly what its implications might be.

"If you take what they have said so far at face value, then this could be a very radical change in the way public education is conceived," said John E. Chubb, a senior fellow with the Brookings Institution.

However, Mr. Chubb added, "you have to be very careful about debating choice and privatization in the abstract. There are terrific ways to do it, and there are very bad ways to do it. It really depends a lot on the specifics."

Precedents for the Detroit proposal do exist, the experts said. In Vermont and Connecticut, for example, several localities have long-standing contracts with private schools to provide what is essentially a public education to all children in those districts who apply.

And, most recently, the Wisconsin legislature approved a plan under which about 1,000 low-income Milwaukee schoolchildren attend nonsectarian private schools using state-funded vouchers.

Ted Kolderie, a senior associate at the Center for Policy Studies in Minneapolis, noted that, even though public contracts with private entities are increasingly common in education, the private organizations normally remain legally independent.

Moreover, Mr. Kolderie said, the Detroit charter concept differs significantly from most proposed and existing voucher systems, which allow students to attend any schools that meet certain criteria. Under the Detroit model, the school district would have discretion over which schools would be open to its students.

Mr. Olmstead of the Detroit board said he opposes vouchers because they result in public funds being used to give some children a better education than others and stress the differences between private and public schools without doing enough to improve the public system.

The question of whether the courts will allow formerly private schools to become public was regarded by experts interviewed last week as the single biggest obstacle to the Detroit proposal.

An amendment added to Article VIII, Section 2 of the Michigan Constitution in 1970 stipulates that no public money or property can be used "to aid or maintain any private, denominational, or other nonpublic, pre-elementary, elementary, or secondary school," with the exception of money paid for the transportation of students to and from school.

John A. Nevin, a spokesman for Gov. John M. Engler of Michigan, said that the Governor looks favorably on any plan that increases competition and parental choice but that "there are a substantial number of pitfalls and details to be worked out" in the Detroit proposal.

Even if the Detroit board is legally able to grant the charters to formerly private schools, they have few assurances that private schools will be willing to enter such an agreement.

Although most private schools pay staff members much less and make do with much less funding than their public counterparts, several Detroit private-school administrators interviewed last week said they would be unwilling to enter into a charter agreement with the city out of fear of losing their autonomy.

Mr. Chubb of the Brookings Institution predicted that the same unions and special-interest groups that seek to impose regulations on existing public schools are likely to want to impose regulations on former private schools that might become chartered.

Joyce G. McCray, executive director of the Council for American Private Education, which represents 70 percent of the nation's private schools, praised the Detroit plan as bold, but predicted that many private schools would be hesitant to relinquish selective admissions policies that reflect their specialized missions.

Mr. Olmstead conceded that private schools probably will not want to join the public system "the way it is run now," but added that strong sentiment on the school board in favor of deregulation and other reforms could make joining the system more appealing to a number of private schools, including Afro-centric programs and schools run by community groups, service organizations, universities, and businesses.

"If we take private schools and turn them into public schools, we're bringing a whole class of people back into the system," said Ms. Coleman, who asserted that the chartered schools are likely to appeal to middle-class Detroit residents who benefited from public education but who now send their children to private schools.

Mr. Olmstead said the board may also be interested in drawing into the public system two nondenominational, values-oriented private schools that Catholic Archbishop Adam J. Maida has proposed establishing with the assistance of local Episcopal and Lutheran church leaders.

A spokesman for the archbishop declined last week to comment on the likelihood of such an agreement, saying their plans are still preliminary.

New York Archdiocese Begins Campaign To Save 140 Catholic Schools in City

By GARY PUTKA
Staff Reporter of THE WALL STREET JOURNAL

The Archdiocese of New York is casting some light on what it says are the failures of public education, in hopes of saving 140 inner-city Catholic schools.

Backed by a group of top businessmen, the archdiocese yesterday unveiled a three-year drive to raise $100 million for the schools, which are in desperate financial straits. A major pitch is the extent to which students at the schools exceed public-school students' performance in academic testing, graduation rates and college-entrance rates.

Fund-raisers say the drive is the most ambitious campaign on behalf of private schools with kindergarten through 12th grade curriculum, topping recent or current Catholic-school drives in such cities as Chicago, Philadelphia and Omaha, Neb. Even more so than these campaigns, education and marketing experts say, the New York drive reflects a newfound willingness by the U.S. Catholic hierarchy to take advantage of indicators that show low public-school performance.

The 140 Catholic schools, many of which are in Harlem, the South Bronx and other depressed New York areas, have an enrollment of 51,428 students, 85% of whom are black, Hispanic or Asian. Frederic Salerno, the president of New York Telephone Co., and chairman of the fund-raising drive, contends that the students are getting a better education in Catholic schools than they could in public schools, which is driving many non-Catholic students to these schools. About 25% of the students at the 140 schools are non-Catholic.

News releases for the campaign stressed that the 140 schools have a 1% high-school dropout rate, send 90% of their graduates to college, and spend only $1,900 per year to educate each student. New York City's public schools, Mr. Salerno said, have a dropout rate of 30% and spend over $7,000 per student.

A spokesman for the New York city public schools declined comment on Mr. Salerno's assertion that Catholic schools were doing a better job with inner-city students. The spokesman confirmed the public-school expenditure figures, and said the latest dropout rate figures showed that about 21% of freshmen don't graduate, although the dropout rate is about 30% if measured according to the number of 14-year-olds who leave school before graduation. The public schools don't keep track of college-entrance rates, but in the latest school-district survey, 78% of recent high-school graduates surveyed said they intend to go on to college.

John Chubb, an education analyst at the the Brookings Institution, says Catholic schools have "always been careful" about comparing themselves with public schools in the past "because they haven't wanted to provoke a backlash from politicians and others who would say they serve an elite population." But as inner-city Catholic school populations have changed, Mr. Chubb says, "it's become clear they don't serve an elite, and they're more willing to take their chances with asserting they have an advantage. I think the results are on their side."

The campaign was announced at Cardinal Hayes High School, in the South Bronx. Present were several students, including Agustin Guzman, a Hispanic senior at Cardinal Hayes, who said he lives in a drug- and crime-ridden area and described himself as "probably the type of teen-ager the streets should have snagged long ago." Mr. Guzman said he is an honor student and all-city basketball player, vying for a scholarship to Boston College.

The archdiocese and the Partnership for Quality Education, the business group formed to manage the fund drive, said the 140 schools operated with a combined deficit averaging $14 million a year between 1986 and 1989, with a 1988-89 deficit of $16 million. Mr. Salerno and Catholic-school officials said there would be a "major consolidation" of the 140 schools without added funds, but declined to give a specific number.

Catholic-school officials add the fund-raising drive already has secured pledges of about $15 million.

Neil Meitler, a financial consultant who has worked with many Catholic schools, says in their marketing efforts they are responding to changing public demands. At one time, the primary reason students attended Catholic school was the parents' desire for their children to have religious education, "our surveys show the principal reason is now academic," Mr. Meitler said.

Mr. Meitler added Catholic schools are also more willing to discuss academic comparisons because of their desperation to shore up finances and attract students. National Catholic-school enrollment is about 2.5 million students, down 55% since its high in 1964.

THE WALL STREET JOURNAL

WEDNESDAY, JANUARY 30, 1991

Cheering On Motorola U.

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

I've long been an admirer of Motorola Corporation. Many of the Macintosh computer's unique capabilities hinge on Motorola's ingeniously powerful microprocessors. And now I have another reason to applaud the company. Over the last several years, Motorola has developed a state-of-the-art product so advanced and so responsive to changing market conditions that it should hold them in good stead well into the next century. It's Motorola University!

I was fascinated by an account of Motorola U.—its origins and its mission—in a recent issue of Harvard Business Review (July-August 1990). William Wiggenhorn, the company's VP for training and education, recounts how, in the early eighties, Motorola came to grips with the disturbing fact that much of its work force couldn't read or do simple arithmetic. Nearly two out of three workers at one of its more productive plants failed a test containing questions as simple as: "10 is what percentage of 100?" And very few new hires could meet a seventh-grade standard in reading or math.

Motorola was certainly not alone. It has been estimated that American businesses will have to hire a million new workers a year who can't manage the three R's. Teaching them, and absorbing lost productivity while they're learning, will cost industry $25 billion a year for the foreseeable future.

Motorola has been unique, however, in the scope of its response. Decision makers at the top realized that to survive in the face of stiff global competition, the company would have to marshal all of the resources and creativity it has always devoted to product design, using them to create a new model of corporate training and education.

Like many other American companies, Motorola has brought more and more employees into contact with keyboards and screens. In the last decade, the number of computer terminals at its facilities jumped from 5,000 to 55,000. And like many other companies, Motorola found that it does little good for computers to be "up" if the people who work with them are "down."

And many of its employees were demoralized—hard-working, dedicated, but barely coping. On factory floors in various corners of America, workers were relying on middle managers to read aloud from computer screens, or to translate instructions displayed on those screens into their native languages.

But as Motorola changed its written instructions more rapidly to keep pace with new technologies, and thinned out layers of middle managers (those invaluable readers and translators), more and more workers responded to bright screens with blank looks. Decision makers realized that they had to do something.

"We had never wanted to be in the grade school business," writes Wiggenhorn, but Motorola bit the bullet and made a huge investment in education—$120 million a year. Building partnerships with educational institutions was central to this effort. "We realized that remedial elementary education was not something we could do well ourselves, so we turned for help to community colleges and other local institutions."

When they found that these colleges had fallen behind—that their theories, labs, and techniques were not up to modern industrial standards—Motorola's top managers made a hard-nosed business decision. They got into the education business—making a commitment to "improve the supply lines that run from elementary schools, high schools, and colleges to Motorola."

The result is a full-scale educational enterprise that encompasses not only remedial and business courses, but also curriculum development, teacher training, a university press, and coursework that runs the gamut from math-and-science institutes for middle school children to MBA-level instruction.

Motorola U. has no campus. Its scope is defined by a network of partnerships with schools, colleges, and universities. These institutions provide expertise in the classroom. In return, Motorola gives them not only thousands of dollars in tuition and technology, but also insights into the kind of preparation people need to work in today's global environment, as well as feedback on their curriculum and faculty.

Ten years ago, Motorola envisioned a stopgap educational program that would get everyone up to speed and then self-destruct. Now there is recognition that learning is continuous. Wiggenhorn puts it beautifully: "We now know there is no real distinction between corporate education and every other kind. Education is a strenuous, universal, unending human activity that neither business nor society can live without."

Motorola has moved beyond "training." Its leaders had no choice: They had learned, painfully, that without committing themselves to building an educational system—creating an environment for learning, for openness to new ideas—they could not improve output and quality. That, of course, is their measure of success. As Wiggenhorn says, his mission was not so much to educate people as to be an agent of change within the organization.

But in the process, Motorola has become part of what I call the Learning Society: a model of society in which learning is freed from the confines of the schoolroom or the school day. It is a model in which people of all ages seize opportunities to learn about any topic, in any sequence, whenever and wherever they can.

So as we look ahead this winter to the Orange Bowl, the Rose Bowl, and the Sugar Bowl, I'm imagining a Silicon Bowl. You'll find me in the stands, cheering on Motorola U.

The two articles below from the February 18, 1991, *New Republic* were part of a larger special section in that publication on the subject of multi-culturalism in the university. We commend the entire issue to readers interested in this matter.

TR

THE DERISORY TOWER

Scarcely a generation goes by without a "crisis" in the universities. From Gibbon to Bloom the lamentation has become almost a literary genre. It is tempting to believe that if these crises did not exist, it would be necessary for social critics to invent them. Still, they have been real often enough. In our century they have ranged from the malignity of totalitarianism in the 1930s to the insipid demand for skills—of law, business, medicine, even politics—in the 1970s and '80s. Each has warped the integrity of university life, distracted the university from its central task of open-ended, disinterested inquiry. More recently, higher learning has been burdened by the weight of its own growth, by the preference for publishing over teaching, by the logic of bureaucracy.

The most common cause of these recurrent crises has been the demand that the university conform to one orthodoxy or another. Among the roster of opponents of free, subversive thought have been the usual suspects: religion, patriotism, Marxism, materialism, bourgeois propriety. These critiques of the old ideal of free academic inquiry have usually succeeded in making people forget that such freedom is one of the higher and most powerful forms of subversion. And (happily) they have tended to elicit a spirited response in defense of heterodoxy at the heart of university life.

We have devoted so much of this issue of THE NEW REPUBLIC to the subject of race on campus, however, not simply because the newest attack on the idea of a heterodox university is based on a familiar rejection of genuinely pluralist thought, but because it wishes to replace that thought with one of the most destructive and demeaning orthodoxies of our time. This orthodoxy, to summarize the core of the "multiculturalists' " argument, is that race is the determinant of a human being's mind, that the mind cannot, and should not, try to wrest itself from its biological or sociological origins. There are accounts in these pages both of the curriculum's transformation to conform to the dogma of race and of a revolution in admissions, faculty hiring, lecturing, writing, speaking, and thinking to reflect this assumption.

This is not merely a philosophical quarrel. On America's campuses today the issue of race is unavoidable. The impact of affirmative action upon the tenor of even the simplest class discussion is profound. Resentful whites jostle uncomfortably with suspicious minority students, struggling with situations they find personally overwhelming. Well-qualified blacks and Hispanics feel the need to prove their worth, or are wracked with the suspicion that they may not owe their place to merit. Hour upon hour of precious faculty time is spent soothing racial sensitivities or deconstructing the canon on ethnic lines. Deep-rooted racism—which still undoubtedly and regrettably exists on campus—blurs with legitimate reactions to the imposition of "political correctness." Our universities, which should strive for an identity in contradistinction to the world at large, have become distillations of our bitterest social divisions.

At the bottom of this dispute is an idea that is worth tackling at its roots. In its most popular form, "multiculturalism" holds that the traditional idea of free thought is an illusion propagated by the spoilers of freedom, by the relations of power that obtain in any given society. It holds, more specifically, that the old liberal notion of freedom is only a sentimental mask of a power structure that is definitionally oppressive of those who are not white Western males. And this ideological and methodological principle is not merely a cautionary note to be taken into account when studying the established texts of Western civilization; it is, in the hands of the "multiculturalists," the very meaning of—the deepest truth about—those texts. (Sometimes their argument is further complicated by the notion that no stable meaning at all can be attributed to texts, but we leave that issue to the junior faculty.) The university should therefore be devoted to blowing the whistle on those texts, to replacing them with those that identify and transcend this white male oppression, and indeed go beyond mere study to the actual defeat of the racial and sexual structure of society at large.

"Multiculturalism" turns out, then, to be neither multi nor cultural. In practice, its objective is a unanimity of thought on campus that, if successful, would effectively end open exchange—exchange that would have to include the alleged representatives of patriarchy—and reduce the nuances of culture to the determinants of race. True multiculturalism, which we applaud and hope to see flourish, would, in contrast, set no borders to texts and ideas, histories and cultures, lives and images, from worlds alien to our own. It would attempt to account for the social and political context in *all* texts, as rigorous criticism must do. (Which texts, in what language, from which society, do not come to us from the midst of terrible relations of power? Certainly not the texts of the East.) It would assume, as a matter of philosophical principle, that at least inner independence, freedom of thought and imagination, may be attributed to great writers and artists in *all* societies, however repressive.

We are opposed to the current "multiculturalist" trend, then, not because we believe that accounting for sexual, racial, and political bias in text is not a worthwhile (though limited) intellectual exercise, but because we believe that it is not the *only* worthwhile intellectual exercise. What the "multiculturalist" criticism of the canon fails to grasp is that the canon is itself a cacophony, that it teaches not certainty but doubt, that it presents not a single Western doctrine about the true or the good or the beautiful, but an internecine Western war between different accounts of those values, which will rattle the student more than it

will ever reassure her. The idea that Plato and Heidegger, Proust and Thucydides, Hegel and Freud are somehow intellectual equivalents because of their sex, race, and class is absurd, and evaporates upon inspection. Indeed, many of the fathers of the "multiculturalist" church—Derrida, Foucault, Nietzsche, Gramsci—are themselves white males. How did they get away unscathed? Or does their work, too, express, however unwittingly, nothing but the social and sexual biases of their time and place?

The university that we defend is a truly subversive institution. It is devoted to the pursuit of inquiry, with no end in sight, and with no justification except its own curiosity. It is dedicated to the life of the mind as a radically undetermined adventure, a ship on an endless and bottomless sea, open to all breezes (even multiculturalist breezes), deft in all currents, with no particular destination, and no harbor in sight. Soon, we hope, those who share this vision—the real subversives in our universities—will emerge to defend it against the racial dogmatists. We have confidence that they will prevail, not least because students get impatient with the platitudes of political orthodoxy, but also because they will provide the proper context for the genuine insights of multiculturalism to be appreciated. We have no doubt that Foucault, Derrida, et al. are worthy of study. Their ideas are not contemptible, and they have the old virtue of being dangerous.

Our quarrel with today's "multiculturalism," however, is based not only on a concern for thinking and teaching in the university, but also on a concern for tackling the real issue of race relations in our country. To be blunt, we do not believe that racism will ever finally be defeated by a sophisticated version of its own logic. An orthodoxy that prefers those texts that are racially pure, and advances those students whose race—and race alone—entitles them to study them, is one that will never free people from the iniquities of racial prejudice. It may even serve to entrench these habits of thought (or non-thought), as angry whites and angry blacks battle each other over the remnants of each other's pride.

The furor over affirmative action in admissions and hiring in our universities and over a "multicultural" curriculum is, in fact, a bitterly ironic distraction from the battle against racial injustice in our society at large. While students and academics squabble over whether to include Alice Walker in a freshman reading list, a whole generation of black and Hispanic children is mired in a culture of poverty, dependency, and crime, which our government has neither the honesty nor the will to address appropriately. High school education for many inner-city blacks and Hispanics is affected by this culture as well. Without confronting this issue baldly, and taking the uncomfortable measures to tackle it, the "multicultural" posturings in our colleges are at best the indulgence of an elite, at worst cynically destructive.

The real danger is that the "multicultural" orthodoxy is itself a disguise for an indifference, or a particular political attitude, to this greater issue. It whispers in our ears that the barriers of race are unbridgeable; that thought cannot undo them; that education cannot mitigate them; that a liberal government in a liberal society cannot do anything to achieve a more colorblind society; that racism is, indeed, ineradicable. It is the inheritance of liberals to resist this seduction, not only because it is a temptation to intellectual orthodoxy, but also because it is a temptation to political despair.

A Campus Report: Oberlin

THIN SKINS

By Jacob Weisberg

OBERLIN, OHIO

Oberlin's student groups undergo a perpetual process akin to what biologists call mitosis. They keep dividing themselves into separate units. Amid charges of racism and sexism, the Lesbian, Gay, and Bisexual Union recently splintered into four narrow factions: Gay Men of Color, Zani (lesbians of color), Lesbians Be Loud (white lesbians), and the Gay Men's Rap Group (gay white men). A similar thing happened to the Asian-American Alliance. East Asians decided that the umbrella organization was too dominated by American-born South Asians and founded their own splinter association. Korean and Muslim students did the same thing. Jewish students are split between Hillel and a smaller, radical sect, one of whose members wrote an essay in the student newspaper this fall titled "Hillel, fuck your Jewish Community." Amid a welter of other charges, Michael Hutchens, a senior, asserted that Hillel had no place for him as a Jewish bisexual.

An ill-mannered, tribal politics based on ever narrower conceptions of collective identity seems to have replaced every other kind of politics at Oberlin. Though students overwhelmingly oppose the Gulf war, the college's peace efforts have been undermined by the same balkanization that brought down its student government and the elected board of its student cooperative association. "My reason for not wanting a war is different from somebody with middle-class privilege," one of the leaders of Abusua, the principal black student group, told me. So far blacks have not joined the opposition. Some Jewish students have become involved, but many are upset at the anti-Zionist tenor of the move-

ment. And because of a recognized need for consensus-based "feminist process," organizational meetings have organized next to nothing. Marc Blecher, a government professor, calls Oberlin's political culture "a marriage of '60s radicalism and '80s narcissism—a toxic combination."

Increasingly Oberlin students think, act, study, and live apart. The college's residential and social life are dominated by co-ops, and what are called "program houses." Originally intended as residences for upper-class majors in some departments, they have evolved as if dictated by a voluntary equivalent of South Africa's Group Areas Act. About a third of Asians live in Asia House, many Jews sleep and eat in "J" House, Latinos in Spanish House, blacks in the African-Heritage House, foreign students in Third World House next door. Many freshmen pass directly into these ghettos without ever living in an integrated dormitory; many of them go on to major in the corresponding academic programs: Judaic and Near Eastern Studies, Women's Studies, Black Studies, Latin American Studies, and East Asian Studies. The result is separate worlds. "I have no black friends," one Jewish senior told me. "My entire social circle is Jewish and WASP. That was never true before."

To see how obsessed the campus is, one only has to pick up an issue of *The Oberlin Review.* The news, letters, and editorial columns of every issue are full of accusations of racism, sexism, heterosexism, homophobia, "ableism," and a host of other insensitivities abhorrent to the disciples of what might be called Oberlinism. The student finance committee is racist for not having enough blacks; a Puerto Rican play is homophobic; the reviewer of the play is racist against Latinos; ads for a disco belittle Christians; Pete Seeger objectifies women; a postage stamp commemorating *Gone with the Wind* represents "obscene nostalgia for the old slave south and KKK terror."

Oberlin has a long liberal pedigree. The college, which first enrolled blacks in 1835, was a stop on the underground railroad. Today it brags of its achievements in recruiting and retaining minority students and faculty. With the exception of the odd bit of bathroom graffiti, there is little of what anyone outside of a college campus would call racism. But in a perverse equation, perceived racism at Oberlin is inversely proportional to actual racism: the less students see, the harder they look. For this reason, real racism seems to come as something of a relief. "I believe that overt racism is to some extent a good thing," Abusua leader Gregory Hampton told me. "Once we deal with that, we can get together and change things." In 1988, after the appearance on campus of an anonymous "White Supremacy Rules" banner, classes were canceled for the day, and 1,000 people marched. One professor told me it was the only unifying event he could remember.

Oberlin students are exquisitely sensitive to the subtlest forms of bias—embedded in language, glances, gestures, and, of course, in institutions. Black students say white professors treat them like children, and that their white classmates patronize them. "Racism is a confusing word to many students," said Hampton. "It's not a color thing, it's about a mentality." It is important to recognize how scholastic and self-serving the definition of racism that holds sway at Oberlin is: "people of color" cannot be racist because they lack power. Because they do have power, whites are intrinsically racist. Most whites I spoke to accepted this definition. At a brown rice and beans dinner to discuss the college's policy on hate crimes, I asked a group of white students whether they were racists. All acknowledged that they were, because of their "white skin privilege." One said that those of his peers who couldn't admit their racism were "in denial."

Last spring two black women were asked to leave an outdoor table at a local bakery because they were eating food bought at a rival restaurant. They initiated a boycott, vowing to make life hell for the racist establishment. "The ignorance, the audacity, the arrogance, and the racist attitude to do such a thing is what is horrifying to us," one said in the letter to the *Review.* "We have got to realize that it is not just the administration and all of the other top brass practicing bigotry. It's the everyday person perpetuating it." The store's owner apologized to the women, but the protest continued. "We'll stand out here every day until a public apology is made to Oberlin's entire black community," said Carolyn Cunningham, a junior at the time.

The same issue of the paper included an essay titled "Racist women deny right to lower blinds," by an Asian student who had an altercation with two librarians in the art museum. "These two white women blatantly and unnecessarily attempted to deny an Asian student access to a hallway inside the art building, refused her right to lower blinds to enable her vision, defied common courtesy, adult respect, and most of all, silenced her freedom to express herself," wrote Ching Ching Ni.

Black-Jewish relations are especially troubled. The bad blood dates from an appearance on campus by Kwame Toure, the former Stokely Carmichael, who gave a speech in which he called Zionists racists and pigs. This led to an outpouring of rage and hurt on all sides. Despite some fence-mending since, the ill-will persists, and both blacks and Jews express a fear that the incident could repeat itself. It seems likely, given a steady stream of provocation. Several Jewish students told me about Adrienne Jones, a Black Studies professor, who teaches that Jews only help blacks because of a fear that as potential victims, "they would be next." The most recent issue of *The Collective,* the magazine of "people of color," features an interview with Dhoruba Bin Wahad, a former Black Panther, who says American Jews are socialized into racism. "The first group they learned to be better than was Negroes. The first word they learned was nigger."

Jewish students are divided into two groups: those who feel that they too deserve victim status—and that black anti-Semitism is part of their oppression—and

those who buy into the notion of themselves as white oppressors. The latter publishes a Jewish magazine, *Tiferet* (a term borrowed from Jewish mysticism, which means "grandeur" in Hebrew). The most recent issue includes, with approving commentary, more rantings from Bin Wahad, who says that if Hitler hadn't happened to have an anti-Semitic program, "it's very easy for me to imagine Jews singing Deutschland Uber Alles and fighting in behalf of European racist domination of people of color."

The college administration has played an auxiliary role in heightening racial sensitivities. While on campus, I participated in an anti-racism seminar required for the fifty or so upperclassmen who serve as counselors in dorms. The session, called "Fighting Oppression and Celebrating Diversity," was sponsored by the dean's office and led by Bill Shipton, a dean of diversity education at Indiana University. Through films, discussion, and role-playing games, Shipton reiterated the litany I heard constantly while I was at Oberlin: all whites are racist, and only they can be racist. Shipton instructs participants to "unlearn" racism not through efforts at colorblindness, but through heightened consciousness of race. To admit one's racism is a sign of strength and growth; according to Shipton's "onion theory," whites must continue to strip off layers of inherited racism through their whole lives.

Throughout the three-and-a-half-hour session, no participant raised an objection, yet I subsequently heard that many were dismayed. Why had they not spoken out? "It's not worth it," one senior told me. "You just get attacked." The truth is that all Oberlin students are not brainwashed. The most popular magazine on campus is *Below the Belt*, which pokes fun at the politically correct reflex. But the magazine is published anonymously, without bylines or a staff box. Most of those who aren't brainwashed are well cowed. With rare exceptions, the faculty hasn't been much braver.

"I think the tendency to find ever more rarefied units of racism might have peaked a year or two ago," President S. Frederick Starr told me. That might be the case, but I didn't find much evidence of it in three days at Oberlin. It's true that the faculty hasn't yet passed a proposal for a diversity course requirement sponsored by the faculty Minority Concerns Subcommittee—but that's because it votes by secret ballot. Few want to go on record as opponents of the multicultural agenda. Dogmatism and hypersensitivity have made Oberlin such an unpleasant place that it's hard to imagine things not taking a turn for the better before long. But before the situation at Oberlin can improve, the silent majority of students and faculty who are true liberals will have to reassert themselves, and not worry too much about the names they get called. ●

Politically correct incorrect

BEN WATTENBERG

Put a duncecap on me. When "Politically Correct" and "PC" made the cover of Newsweek, I thought the current arguments about academia must be exaggerations. I mean, really: Cleansing the curricula of "Dweems" (Dead White Males, like Shakespeare)? Censorship of non-left views? I am now in re-education camp.

I spoke recently to students from Hobart and William Smith Colleges. I am a Hobart graduate. It's a fine liberal arts college.

I explained my hawkish views on the Gulf and my expansive view of America's global role. Students disagreed. They said America was imperialist. America wouldn't obey the World Court, and supported the United Fruit Co. in Central America, not democracy. What right had America to choose which governments to dump?

Later, I said I wanted to learn as well as lecture. I asked: Was there PC at Hobart?

Hands shot up all over the room. It was the turn of the silent majority. One student said conservative views were never presented. Another said conservative views were penalized on grades. A school newspaper editor said student PC leaders stopped the paper from presenting a full range of views. A course in research methods became a course on gender studies. It was said that only liberal professors get tenure.

A few left-liberal students said this PC stuff was untrue. But even more left-liberals said it was so, and unfortunate.

I asked my host, Associate Professor Craig Rimmerman, what he thought. He is an articulate political scientist. I summarize his views as stated at the meeting and confirmed later:

He said professors were not denied tenure on political criteria; he doesn't believe non-PC students are penalized in the grading system.

It was was good for the students to hear this discussion; a college's duty was to air opposing views.

Of course, he said, there was no such thing as value-free teaching. He himself was of the left. Although he assigned works from across the spectrum, his courses yielded a leftish view. After all, students had earlier been exposed to America's conservative politics and media. For example, the media wasn't giving a full explanation of Saddam Hussein's position.

Liberally oriented teaching balanced all that, he said. He said that my bringing up the PC topic was dangerous because the left viewpoint has typically been threatened by the establishment.

I later spoke to Sheila Bennett, the provost. She says there's not much PC there. She believes that because faculties everywhere are somewhat more liberal and students are more conservative, the gap is wider than ever. That yields the perception of indoctrination.

My friend Roy Dexheimer is a

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member of the board of trustees. He says the statement about tenure is bunk. PC is overstated, he says, but reform can only come from the faculty. Trustees may raise an issue, but the faculty makes academic decisions. That's the way it has to be.

I lean toward the student view. PC is present and harmful. It's probably worse at other schools. The problem in American colleges is not that the students are brainwashed. Brains don't wash easily. The potential tragedy is that students will believe there is not much to learn from their teachers.

What's the remedy? In the '60s, activist students said don't trust anyone over 30, and we'll decide what's relevant because we are the brightest generation ever. Too many fearful faculty members said yes boss, and changed the course of study.

Now those activists are faculty. They have every reason to think no one will stand up to them.

The next logical lines of defense are college administrations. What about college presidents and boards of trustees? What are they in trust of? Might it not be academic freedom, for students as well as faculty?

But administrators are behaving like the intimidated teachers of the '60s. They have bought the idea that academic freedom protects an attack on academic freedom.

They ought to deal with the issue, moderately and gently. Because the next stop is parents, alumni, voters and politicians. That can get mean.

Annals of Political Correctness

On campus, flying the flag is a provocation.

Charles Krauthammer

Annals of Political Correctness, Chapter 73.

Previous chapters, elaborated elsewhere, have illuminated the lunacies of the Political Correctness regime now dominating American universities. Starting with the premise that white male America—racist, sexist, militarist and colonialist—is the enemy, the PC movement propagates and enforces the left's current ("politically correct") line on the issues of the day, issues such as racial preferences, gay pride and peace (good) and Western civilization, the merit system and "Eurocentrism" (bad).

Enforcement begins with limits on legitimate, constitutionally protected speech. The University of Michigan, for example, made it punishable to "stigmatize" someone "on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap or Vietnam-era veteran status." (The courts had to step in and put an end to the nonsense.)

Enforcement of political correctness then extends to "sensitivity" sessions in which students are encouraged to confess publicly their racism. This middle-class take on the Chinese reeducation camp, like the other forms of psychological coercion on campus, serves a specific agenda: to identify nonconforming ideas as illegitimate and, by doing so, banish them. Opposing racial preferences is racism. Defending the Western cultural canon is colonialism. Advocating a pedagogical preference for heterosexuality is homophobia. Transgressors beware.

Now this week, for one brief shining moment, another offense was added to the annals of political correctness: displaying the American flag in wartime.

Not a year after the Supreme Court reaffirmed that burning the flag is a protected form of speech, officials at the (publicly funded) University of Maryland asked students hanging American flags and pro-war banners from their dorm windows to take them down. "[T]his is a very diverse community, and what may be innocent to one person may be insulting to another," said university official Jan Davidson.

"We have a big population to be sensitive to," said Julie Field, director of one group of dormitories. "The [university] does not want our public spaces to show people's opinion." Curbing speech for fear of giving offense: It is hard to imagine a more parodic interpretation of the mission of the university.

This travesty on the idea of the university is done in the name of "diversity" and "sensitivity," the twin moral pillars of political correctness. Of course, repression in the name of some higher value is nothing new. In the '50s, the higher value was national security. Repression then went by the name McCarthyism.

What is new, and perhaps even more disturbing, is a second explanation that university officials offered for asking that flags and banners be taken down. "We don't want to get drawn into a situation where we are making decisions based on content," explained Davidson.

Decoded, this means that the university is not particularly, perhaps not at all, opposed to flags and pro-war banners. The worry is that if the university permits one expressed opinion, that might encourage others! What then is a university to do? Some of these other opinions might—goodness—be anti-patriotic, even offensive. What if someone puts up an obscene antiwar banner? What if someone puts up a poster insulting to our troops? The university might have to get into the business of "making decisions based on content."

This horror at having to make some substantive judgment shows just how much the academy has lost its nerve. What exactly is the content problem? As a society, we have well-developed constitutional rules on the subject. Apply them. Obscenity is not protected under the Constitution. Everything else short of libel, slander and "fighting words" is.

If some students are offended by what flows from constitutional free speech, too bad. As part of their training for adulthood in an open society, offended students might actually be encouraged to learn to respond and debate, rather than sulk and sue, as the offended are now encouraged to do on campuses throughout the country.

Back at the University of Maryland, the administration has beat a hasty retreat. It now "supports strongly such [flag] displays as expressions of freedom of speech." This discovery of the First Amendment occurred exactly one day after the student newspaper broke the story on its front page ("Students Forced to Remove American Flags From Dorms") and hours after a similar report appeared in The Post.

No doubt, University of Maryland officials are even now penning letters to the editor explaining that there was never any "policy" against flags, and that this was all just a terrible misunderstanding blown out of proportion by journalists. But that University officials asked students to take down their flags is an incontrovertible fact. Their rationale—fear at giving offense—is a matter of record. The fact that the university switched gears when the story became public shows only that it does not even have the courage of its own illiberal convictions.

THE WASHINGTON POST FRIDAY, FEBRUARY 8, 1991

Speaker calls for Afrocentric beliefs

By Nekesa Moody

Speaking to a predominantly black audience of about 200 people, Minister Dr. Khallid Abdul Muhammad called for blacks to center their lives around "Afrocentric" beliefs Friday night in the International Affairs Building.

"What is your center? Is your center Eurocentric, or is your center Afrocentric? Is your center white, or is your center black," Muhammad asked. "If you're off center, then everything else is off...and the only way to find the center is to tell the truth."

The speech, which was entitled "Afrocentricity" was sponsored by the Black Students' Organization (BSO).

Muhammad, a member of the Nation of Islam, has taught at numerous universities, and was a recipient of the Ford Foundation Fellowship to study at Columbia, Harvard, and Yale.

"I am honored to say that although I am not officially representing the Nation of Islam and the honorable Louis Farrakhan here tonight, I was more or less invited as a scholar...[but] my leader, my teacher my guide is the honorable Louis Farrakhan. I thought that should be said at Columbia Jewniversity [sic]," he said in his opening statement.

He later defended his use of the term "Columbia Jewniversity," asserting that he is not anti-Semitic.

"I don't know a Jew on campus that should be angry with me," he said. "You are intelligent, you are wise to set up colleges and universities and schools that will look out for the best interests of your people. There's nothing wrong with that. Here in Jew York City [sic]! That's a compliment, fool!"

Although he said that he respected Judaism and the suffering of the Jewish people, he lambasted Israel for being South Africa's top supporter and said that Jews play a role in the oppression of blacks.

Muhammad said that his focus on Afrocentric thought was not racist.

The black people are trained to think "white," and are lied to about their culture and history, Muhammad said. Because blacks are rooted in a white culture, they are unable to be true to themselves, he said.

"Now don't get me wrong. There is nothing wrong with Eurocentric thought, nothing wrong with thinking white--if you're white," he said.

The Nation of Islam and its late founder and prophet Honorable Elijah Muhammad root the black person in an Afrocentric culture through their religion and teachings, he said.

He noted the influence the Nation had on black leaders and black culture, including Muhammed Ali, Malcolm X, Amiri Baraki, Sonya X. Sanchez, the Black Panthers, and others.

Muhammad chastised blacks who believe or practice things that are not rooted in Afrocentric culture. One such activity, according to Muhammad, is interracial dating.

"I heard about you, silly black man, here at Columbia Jewniverity! . . . 'Heather's my girlfriend.' You're just the white man's nigger in 1990, ready to be his nigger in 1991! Go back to your black women, black man!," he said.

"And sisters, you leave Bob and Bill and Larry alone!," he added.

"Now don't get me wrong. I'm not against the white girl in that sense. I think the white woman is fine...for the white man," he said.

Muhammad criticized the use of the term African-American and stated that blacks cannot consider themselves American because they have never reaped the benefits of being American.

"African-American. You want to fight it in any way you can, you just don't want to be black," he said. "Black is the beginning of it all....Don't you know that before there was ever a place called Africa, you were black?"

"Who was Africanus? You can't name yourself after some Johnny-come lately cracker or peckerwood explorer or conqueror," he said. "That's a slave name on the continent."

America was created for the white man and not the black person, Muhammad said, adding that the founding fathers considered blacks three-fifths of a person in the Constitution.

Addressing the role of whites in the persecution of blacks throughout history, Muhammad said to the three or four whites in the audience, "you had nothing to do with that. You were not around. I'm not charging you with what your father did.

"But the question is, are you any better than your father? Are you any better than your mother? Are you any better than your forbearers that came before you and left you with this negative, damnable legacy and history? Are you any better than that?" he said.

Muhammad said that whites, however, "had changed. They've gotten worse! They lie more now than they ever lie. But now they lie better than they ever lied."

Muhammad also lambasted the belief that European thought is the father of all civilization, saying to the audience, "You are the father of it all."

Speaking of whites, he said, "You didn't father nothing but murder, bloodshed, destruction, misery, slavery, colonialism, racism, sexism, Zionism, and all forms of madness that is now reeking throughout the very fiber of...the planet earth, just like Professor Griff said."

Muhammad said he supported statements made last February when Public Enemy's Richard Griffin, known as "Professor Griff," spoke on campus.

"You think Professor Griff was something--I'm Professor Griff's professor!"

Muhammad also defended the remarks of community activist Lisa Williamson, who spoke on campus earlier this semester, saying that the black boycott of a Korean grocery in Brooklyn is justified because store owners routinely mistreat black customers.

"Every time we hear something, we hear something negative from the Asian community," he said.

Racism by Asians is not limited to the Korean market incident, he said, citing recent remarks made by a high-level Japanese government official who said that blacks bring down the intelligence level of the American community as a whole.

Muhammad also pointed to derogatory black images that Japanese businessmen often use to sell products, and to the Chinese government's attack last summer on African exchange students dating Chinese women.

Like Williamson, he also attacked the case of the Central Park jogger against the young black men charged with rape and assault. He cited the inability of the police to match the DNA of the semen and blood found on the jogger with that of the boys', adding that the semen actually matched her boyfriend's.

The defendants are in jail or are on their way to jail "because of a cracker white woman. That's what I said. A no-good, low-down, nasty white woman," he said. He said that he was so "hard" on this case because when Tawana Brawley was raped, no one believed her story. Even though one person who supposedly raped Brawley killed himself, and there was evidence of the rape, the media and the justice system rejected her claim, because according to whites "niggers can't be raped," he said.

Muhammad also blasted rumors that the Nation of Islam ordered the death of Malcolm X, saying no one from the Nation was involved in his assassination in 1965.

He said that Malcolm X knew that attempts made on his life in Paris and Cairo and other places were not the work of members of the Nation. According to Muhammad, Malcolm X retracted statements that he had made saying he thought the Nation wanted him dead.

"The Honorable Elijah Muhammed did not order the murder of Malcolm X. The Honorable Minister Louis Farrakhan had nothing to do with the murder of Malcolm X," he said. "The government killed Malcolm. The government killed Dr. King. The government killed John F. Kennedy, and the other no-good Kennedy boy, Bobby Kennedy, the attorney general."

He advised the audience to read research done on Malcolm X's murder and press reports at the time, saying that research will reveal that the government is responsible for his death.

Malcolm X can not be separated from the Nation of Islam, Muhammad said, since he came from the same school of thought and was taught by Elijah Mohammed.

Throughout his speech, Muhammad challenged the audience to dispute his statements with evidence, saying he would be happy to debate them since he felt no one could say he was not speaking truthfully.

After the speech, which was well received by the majority of the audience, Muhammad attended a reception with students in the Malcolm X lounge.

"The lecture was thought-provoking, controversial, scholarly, and above all true," said Cassandra Smith, BC '91. "It compelled students of African descent to examine their Afrocentricity, their black consciousness and their black commitment in this Eurocentric society. Dr. Minister Khallid Abdul Muhammad's beliefs are very enlightening and clarifies many questions that black students and future scholars we need to address and define in order to fully 'know thyself.' "

One student at the reception said he did not understand why Muhammad felt the need to attack other people to strengthen black awareness.

In response, Muhammad said in order to uncover the lies that his people believe, he must attack those beliefs that oppress his people.

Doubts Are Raised About U.S. Inquiry on Harvard Policies

More scrutiny of admission process needed, Asian-American critics say

By SCOTT JASCHIK

WASHINGTON

Papers obtained by *The Chronicle* show that the Education Department chose not to challenge Harvard University's practice of giving admissions preference to the children of alumni—even though Harvard admitted to government investigators that it had no studies to demonstrate the need for the policy and had not considered alternatives to it.

Harvard conceded that the preference resulted in Asian-Americans' being accepted at a lower rate than applicants from other backgrounds. But it said the preference was essential to maintaining good relations with alumni.

Questions About 'Legacies'

Asian-American activists to whom the Education Department documents were described said the information was important because it showed that the Education Department was pursuing a line of inquiry that could have led it to question the legality of the programs for alumni children, who are known as "legacies." When Harvard failed to provide evidence justifying the program's existence, the activists say, the department should have subjected the university to much more scrutiny.

"I think O.C.R. cleared Harvard on the basis of inadequate information," said Ling-chi Wang, chairman of the ethnic-studies department at the University of California at Berkeley and one of the first people to study allegations of discrimination against Asian Americans in college admissions. "I'm very disappointed that O.C.R. did not pursue those leads," he added.

Education Department officials said that their inquiry at Harvard had been thorough and that the information the department had received was sufficient for it to clear the university. Harvard officials have repeatedly denied that the university has ever discriminated against Asian-American applicants.

The two-year-long Harvard investigation was watched closely by higher-education officials. Many thought it would shed light on Asian Americans' claims that the nation's elite universities have used quotas or other admissions policies that limited the enrollment of Asian Americans.

In Harvard's case, the civil-rights office found that the university had admitted 17.4 per cent of the white applicants and 13.2 per cent of the Asian-American applicants in the previous decade, even though the two groups were "similarly qualified." The department attributed the difference in admission rates to shortages of Asian Americans in two groups that get special admissions treatment from the university: recruited athletes and children of alumni.

When the Education Department announced that it was clearing Harvard, some Asian-American activists criticized the agency for accepting the admissions policy. But O.C.R. officials said they accepted Harvard's contention that no alternative to a legacy-admissions program would meet Harvard's goals of encouraging volunteer activity and financial contributions from alumni and maintaining good community relations.

Papers Relate to Questions

The documents obtained by *The Chronicle*, which were released in response to a request submitted under the Freedom of Information Act, deal with the way the Education Department questioned Harvard about the policies, and with Harvard's responses. The Education Department's requests for information were outlined in a May 2, 1990 letter from Thomas J. Hibino of the O.C.R. Boston office to William R. Fitzsimmons, Harvard's dean of admissions and financial aid. In the letter, Mr. Hibino asked Harvard to explain the "institutional goal and legitimate educational purpose achieved by giving positive weight to legacies." In addition, Mr. Hibino asked for "supporting evidence or documentation between the goal or purpose and the positive weight."

Mr. Hibino also asked what alternatives Harvard had considered in light of evidence that the policy "has an adverse impact on Asian-American admit rates."

Harvard's response stated that the university had never studied the effect of admitting or rejecting

alumni children and that such a question was "not something that would lend itself to statistical analysis."

Mr. Fitzsimmons's letter defended Harvard's practice by citing conversations with alumni whose children had applied to the university. Mr. Fitzsimmons writes: "Often the correlation is a negative one: after berating the admissions office for its stupidity, alumni whose children have been rejected may sever all connections with the university. While Harvard attempts to maintain contact with its alumni and to involve them in its communities through a wide range of methods, there are few ways to cement a relationship between an alumnus and the college like admitting his or her child."

No Specific Evidence

Asian-American activists said the department should not have accepted such contentions. They said the department's action was particularly troubling in light of O.C.R.'s having asked for specific evidence to justify the policy—evidence that Harvard did not have.

Paul Igasaki, who has monitored the issue for the Japanese American Citizens League, said the department had shown "a lack of diligence." He said he was pleased that it had asked Harvard to justify the alumni-admissions program, but was angry that the department "didn't follow up on it."

Berkeley's Mr. Wang said: "O.C.R. has accepted very general explanations without actually making a link between the admissions policy and alumni giving."

'Scientific' Study Not Needed

Richard D. Komer, Deputy Assistant Secretary of Education for civil-rights policy, said that Harvard had provided "reasonable, defensible justification" for its policy and that a "scientific" study was not needed. He said O.C.R. had asked Harvard for information to "support the assertions" Harvard officials had made in meeting with department officials. Mr. Komer said Harvard's failure to provide evidence did not mean the university was violating the rights of Asian Americans.

Mr. Komer said that when a university has a policy, such as the admission of legacies, that may have an adverse effect on a particular ethnic group, it must show both that it is not deliberately using the policy to limit the enrollment of the group's members and that there is "some sort of linkage" between the policy and an educational goal.

He added that O.C.R.'s review of the legacy policy had not just been based on a little anecdotal evidence, because the agency studied "an institution that has been around for several hundred years and a practice that is widespread."

Mr. Komer also said that "it's not our intention to set the world on its ear" by declaring that widespread policies "are going to be treated all of the sudden as violations." ■

Scholars Decry Campus Hostility to Western Culture at a Time When More Nations Embrace Its Values

Madison Center meeting brings 'traditionalist' and 'politically incorrect' scholars together

By CAROLYN J. MOONEY

ARLINGTON, VA.

As more nations embrace democratic ideas and institutions, why, some scholars are asking, are American academics increasingly hostile to those ideas?

"There's always an extreme right and left" in the professoriate, William Ratliff, a senior research fellow at the Hoover Institution at Stanford University, said at a meeting here sponsored by the Madison Center for Educational Affairs. The political equilibrium on campus, Mr. Ratliff argued, must be maintained by the majority of scholars who fall in the center of the political spectrum.

"The center right and center left totally abdicates its responsibility," he concluded. "The majority is silent, and the minority gains the upper hand."

The theme of the conference was reflected in a title that seemed both to ask and to answer the question at hand: "Alone, All Alone? The American Campus in a World of Western Resurgence."

Speakers decried what they said was a radical anti-Americanism among a small—albeit loud—core of academics who had allowed their political agenda to taint their scholarship and teaching. The speakers accused those academics of refusing to question assumptions they held, even when it became apparent that those assumptions were no longer valid. Among the examples they cited were scholars who have continued to advocate Marxist economic models even as Eastern European nations are quickly shedding them; scholars who overestimated the strength of Nicaragua's defeated Sandinista government; and scholars who, before the Tiananmen Square massacre, focused on the strengths of Chinese society while ignoring its problems.

'An Inescapable Irony'

Some participants also said they found it ironic that U.S. academics increasingly face restraints upon free speech—restraints aimed at curbing language found offensive by some colleagues and students—as Eastern Europeans try to promote free speech and inquiry for the first time in decades.

In her keynote speech, Lynne V. Cheney, chairman of the National Endowment for the Humanities, described a recent visit to the Soviet Union. "There was an inescapable irony about hearing again and again about the importance of depoliticizing and deideologizing the study of culture when so often in the United States I hear about the importance of using the arts and the humanities as instruments of politics," she said.

The conference reflected the polarization of the academy in recent years into opposing camps that often talk about—but seldom with—each other. The polarization is most intense in the humanities and social sciences: On one side are scholars who have made issues of race, gender, and class central to their teaching and scholarship. They have been labeled "politically correct" by critics who, like many of the participants in last week's conference, advocate the study of Western culture and an "objective" approach to scholarship.

In her speech, Mrs. Cheney, a strong

ally of the traditionalists, said it was "a pleasure to be with people who have resisted intellectual trendiness, to be with people who—dare I say it?—have been willing to be 'politically incorrect.' ".

'Profound Relativism'

Another speaker, John R. Silber, Boston University's sharp-tongued president, suggested that higher education was suffering not so much from ideological influence as from "a profound relativism." He called upon participants to discredit scholars whose work they considered politicized or shoddy. "Why be so civil? Why be so cordial?" he said, adding that such scholars could be discredited "if they were subjected to the ridicule they so richly deserve."

Mr. Silber said he did exactly that when he repeatedly challenged the scholarly views of Howard Zinn, a historian now retired from B.U. The two men are long-time enemies, and one of the issues over which they have clashed is the Rev. Martin Luther King, Jr.'s ethical position toward obeying the law. (Mr. Zinn, reached at his home outside Boston, dismissed Mr. Silber's comments. "If he tried to discredit me, he did not succeed, because the number of students in my classes kept growing larger and larger," he said.)

Other speakers agreed it was important to "name names." Among them were the Hoover Institution's Mr. Ratliff; Hilton Kramer, editor of *The New Criterion;* and Steven Mosher, director of the Claremont Institute's Asian Studies Center. Each cited scholars whose work they considered to be influenced by political motivations.

Mr. Mosher was dismissed in 1983 from Stanford's graduate program in anthropology amid controversy over his behavior in China, especially during an investigation of China's policy of forced abortions. Some China scholars at the time were concerned that the case would lead to restrictions against U.S. scholars working in China, but others accused Stanford of caving in to pressure from the Chinese to punish Mr. Mosher. Few if any scholars questioned the accuracy of Mr. Mosher's work.

'Cave-In' on Reagan Library

"It wasn't through the efforts of China watchers that we saw China for what it was," Mr. Mosher said.

Mr. Ratliff cited as a casualty of political interference Stanford's loss of the Ronald Reagan Presidential Library. Stanford initially was chosen as the library site, but was dropped in 1987 after a lengthy dispute over operational control. Mr. Ratliff suggested that the entire faculty had caved in to faculty opponents of the project.

In an interview later, he acknowledged that scholars who accuse others of failing to be objective are often accused by those subjects of having their own political agenda. In his case, he said, the subjects of his criticism probably view him—wrongly—as "a conservative mouthpiece."

"If you're a good scholar, you'll allow the evidence to convince you you're wrong," he said.

The conference was the second held by the Madison Center, founded by former Education Secretary William J. Bennett and the University of Chicago's Allan Bloom to promote traditional values in the humanities. Plagued by high turnover in its early days, the center is back on its feet, said its president, Chester E. Finn, a professor of education and public policy at Vanderbilt University. Its next project is an academic guide to colleges. The center also operates a network for student newspapers founded to provide an alternative—more conservative—voice to mainstream student publications. ■

Stupid, uneducated and doing quite well

Pick up a sports page or turn on the TV news any time near New Year's, or in March during the NCAA basketball tournament, and the story will be there: An athlete has been exploited by a college.

Often, but not always, he is a black man. He went to a poor secondary school, never learned to read very well and don't know much about geography. In his prime he could fly-slamma-jamma or bench-press three times the IQ of a Stanford quarterback. But now he's down and out and can't even hold a job swabbing floors. And it's all the fault of a corrupt university administration, a win-at-all-costs Neanderthal of a coach, and alumni boosters who would sooner spend their money recruiting a point guard for the alma mater's basketball team than get their kid the bone-marrow transplant he needs.

Everybody knows the story because it is a canon in the media's vision of American social pathology. It fairly reeks with innuendoes of racism, greed and that most devious of all our national neuroses — that crass inversion of right principles and honor — which Los Angeles Raiders owner Al Davis has aptly summed up with his famous motto: Just win, baby.

The story is also a lie.

Clifford Adelman, an analyst with the U.S. Department of Education, put it to the test of reality and it has failed. Mr. Adelman did not go out and interview some bum. He went instead to the National Longitudinal Study of the High School Class of 1972, an Education Department program that has collected the academic transcripts and tracked the lives of 12,599 Americans who departed high school the year Richard Nixon was making mincemeat out of George McGovern. Of this group, Mr. Adelman isolated 8,000 students who went to college, and divided them into six general categories, including varsity football and basketball players, varsity athletes in other sports, performing arts students, intramural sports participants, non-athletes (those whose transcripts and survey responses show no interest in sports whatsoever) and everybody else (that is, students who showed only a marginal interest in sports).

So by the age of 32, where were the football and basketball players? In a drug rehabilitation clinic? Doing 5-to-10 for a gas-station stickup? Studying remedial reading at a federally subsidized self-help clinic? Nope. To paraphrase President Bush, they were out kicking a little financial fanny. Their classmates couldn't hold a wallet to them.

WASHINGTON TIMES, Jan. 15, 1991

The most startling material difference between former college jocks and the shallow-lunged nerds, who spent their collegiate afternoons sucking air-conditioning dust in the recesses of the library, is that the jocks now own more real property. By the age of 32, Mr. Adelman found, 77.1 percent of the former varsity football and basketball players owned homes; 77.0 percent of the varsity athletes in other sports also owned homes. But of the "non-athlete" group, only 59.1 percent owned homes by age 32. But they were coming up hard on the former "performing arts" aficionados, 60.9 of whom had purchased homes.

Those who have worried that college athletic programs especially exploit blacks should be pleased by this. Blacks were more highly represented in the group of former football and basketball players than in any other group. In fact, 18 percent of this group is black, while 8.7 percent of the total sample is black. Blacks who played varsity sports in college also earned bachelor degrees far more often than blacks who did not. "Non-athlete" blacks graduated from college only 26.3 percent of the time, but 50.2 percent of black football and basketball players graduated, and 51.7 of blacks who played other varsity sports graduated.

Still, Mr. Adelman's report raises at least one disturbing question about the education of college athletes. They tend, he says, to dedicate much of their academic energies to the study of non-traditional subjects like "physical education" and "recreation." But this may be evidence of a deficiency in our culture that transcends sports. Anyone who spends much time in the familiar gathering places of our national elite knows that few professionals in any trade — including sports, politics and big business — have what one would consider a "classical" education. If varsity athletes are learning the virtues of hard work and long-suffering dedication in their college years, they are learning a lesson lost on many of their peers.

Why Gauge Students on a Global Scale?

By Archie E. Lapointe

Dateline: Moscow, Philadelphia, Beijing, and Budapest—In these cities and across 20 countries, 13-year-olds will sit down next month to take an assessment of mathematics and science. Roughly 110,000 of them will participate in the Second International Assessment of Educational Progress, or I.A.E.P. II. Reports on their performance will be issued worldwide and will furnish new perspectives, in the form of multicultural benchmarks, for all who work to stimulate academic achievement or contemplate standards-setting.

School leaders have always needed reliable information on the status of student academic achievement. Information on a *global* scale is ever more pertinent today, because the school-improvement movement—and its attendant economic implications—are without borders.

Educators also must have public support. Regardless of ideology or instructional philosophy, there is virtual unanimity in the United States for the proposition that our education system needs strong backing in every community.

If information is inspiration, some of this support could come because of I.A.E.P. II.

The purpose of the 1991 international assessment, then, is to produce, one year later in March of 1992, a set of reports that will detail each country's achievement results, catalog home and classroom factors that affect student learning in the various countries, and describe other relevant behaviors, such as how much homework students do and how much television they watch.

Why bother? Can any assessment account for the differences between a rural classroom in Korea and one in France, or Taiwanese textbooks compared to the learning resources available in a Russian school? Why invest student time, teacher energy, and school cooperation in an international assessment?

Because these 13-year-olds share a planet whose ozone layer is fraying. Theirs will be a world grappling with complex technological issues, acid rain, radioactive waste, untreatable illness, hunger. In 10 years, when they are 23 years old, these youths will be shaping our global environment.

Today, the mathematical and scientific knowledge accumulated by the 105 million 13-year-olds on the earth is a nest egg for the planet.

The project that begins in March will rely on a careful structure and proven techniques. It employs the same sampling procedures in each country. It will present the same test, following the same standardized procedures, and ask the same background and attitude questions. Reports will carefully note the proportion of each country's 13-year-olds who, for one reason or another, are not represented in the national sample. Each country will develop and follow a quality-control plan approved by Educational Testing Service, the project administrator, to ensure the validity and reliability of the findings. Schools will be randomly visited during the assessment.

Based on samples that represent more than one-fourth of the world's 13-year-old population and building on tested procedures, I.A.E.P. II will generate a status report rich in information on a range of educational activities and outcomes.

In 1987, I.A.E.P. I, funded by the National Center for Education Statistics and the National Science Foundation, demonstrated that some of the content and procedures developed for the National Assessment of Educational Progress could be used to improve the efficiency of an international comparative study. With hundreds of mathematics- and science-test questions and a large investment in the methodology of assessment, NAEP was an appealing model for application in this wider sphere.

Data from I.A.E.P. I, reported in 1989 in *A World of Differences*, suggest a number of benefits from this kind of study:

- To those setting standards for student achievement, it is instructive to observe what 13-year-olds in various countries can achieve. Those with the responsibility for setting achievement goals in the United States, for example, should know that in

the Canadian province of Quebec and in Korea, more than 70 percent of 13-year-olds have success solving two-step mathematics problems, compared with 40 percent of our students.

- To those recommending school policies and practices, it is helpful to identify factors that correlate positively with school success or failure. In 10 of the 12 populations compared, for instance, 13-year-olds who did more mathematics homework achieved higher math scores on the I.A.E.P. test.
- To those concerned with long-range planning, either on a state or national level, it is informative to learn how successfully human resources are being developed in other countries. A case in point: Nearly 82 percent of Korean 13-year-olds agreed with the statement, "Much of what you learn in science classes is useful." Only 30 percent of American students had that opinion. Why?
- To business and labor leaders girding for the coming expansion of global economic competition, it is essential to keep abreast of our partners' and competitors' projected workforce characteristics. Five out of every 100 Korean 13-year-olds are able to "understand and apply more advanced mathematical concepts," while only 1 out of every 100 of their U.S. counterparts can perform at this level.
- To political and community leaders, competitive information can inspire support for upgrading learning conditions and justifies, for parents and students alike, the concentrated efforts needed to improve performance. Such a spur was the knowledge, in the last test, that in both mathematics and science, U.S. 13-year-olds performed at or near the bottom, compared with 13-year-olds of 11 other population groups from six countries.

These examples suggest how comparative findings can be worthwhile—if the data are valid and reliable and the results can be produced quickly and efficiently.

Thanks to NAEP's tested procedures, along with a fair amount of discipline, I.A.E.P. I yielded a thought-provoking report in less than three years, compared with previous experiences requiring six or more years. That test also indicated that while many of NAEP's data-analysis techniques and reporting procedures "travel well," the journey for test content, even in mathematics and science, requires extraordinary care.

Comparative statistics, whether economic, medical, or educational, always face legitimate challenges:

- *Are the samples truly comparable?* They must be independently and rigorously drawn. Each report must clearly identify the ranges of sampling error that influence the reliability of reported statistics, as well as the percentage and the characteristics of each country's student population that is represented.
- *Do school programs (opportunities to learn) differ?* A difficult question to address accurately, but school curricula and teacher practice reflect a country's educational priorities and must be described to account for variance in performance.
- *Does the United States share a common definition of what excellence in math or science represents?* Do we want to excel in what others define as science (that is, an accumulation of facts) or in what our experts might define as a "way of thinking"?
- *What effects do cultural differences have on student learning?* Nonschool factors, often described as motivation, or the "desire to learn," are increasingly recognized as key elements in the equation.

Education policymakers as well as teachers from around the world are searching for tools to help them identify and set reasonable standards. They are seeking with even greater interest to identify the factors that seem to improve the learning environment. Information from a variety of foreign countries, some with environments that closely parallel our own (Canada) and some that differ greatly (China) can yield clues of what is possible, and of strategies that may be helpful.

Inevitably, these data will cause us to reflect upon a range of generally accepted assumptions about the preparation of teachers, the type of learning materials available, the student-teacher ratio, the length of school days and the school year, as well as many societies' values and attitudes about the importance and role of education.

But this kind of information can only be as helpful as its quality will allow. How can we assure that it will be as valid and reliable as possible? How can we be confident that its dissemination will be as accurate and as responsible as we can make it?

In the planning for I.A.E.P. II, and as the project has been implemented with the guidance of the National Academy of Sciences' board on international comparative studies in education, the multinational project team has addressed these questions systematically and conscientiously. The great motivator has been the self-interest of each participating country. The expenditure of this much energy, effort, and money would be pointless if the yield were unreliable data.

The results of I.A.E.P. II will be as good as current technology allows. Like all survey research, the findings will have limitations. Nonetheless, with reasonable interpretation, they will constitute useful tools for the many professionals charged with the responsibility for finding ways to improve learning.

In the short term, the reports from the test will provide insights into possible achievement targets and how we might improve academic achievement in the United States. They will be useful in spurring greater efforts to support our schools.

In the long run, the assessment techniques polished through projects like I.A.E.P. will be repeatedly refined, to the benefit of educators in all nations.

They, in turn, will advance from asking "why on earth" about the testing process itself to understanding "how on earth" each distinctive society prepares its children for their successful contribution to a shared future. That is, educators will learn from each other.

That's the bottom line.

Opt-out trend begins to gather pace

Applications from schools seeking to opt out of local authority control are accelerating, but not at a pace that would enable the Government to achieve its aim of seeing most secondary schools in the grant-maintained sector before the next general election.

This term there are likely to be at least 37 ballots of parents, of which between eight and ten will involve small schools previously barred from opting out by the 300-pupil limit.

Fifty schools have become grant-maintained in the 16 months since the legislation came into force and they will be joined by another six in April.

But while the numbers are low, they could double by September. As well as the pending ballots, 30 schools have voted in favour of opting out and are either still drawing up proposals or waiting for a decision from the Education Secretary.

Many of the schools in the process of opting out are affected by local education re-organisation schemes. The two hardest-hit areas are Kent and the London borough of Hillingdon, two councils that have embarked on large-scale rationalisation of schools in order to remove surplus places.

Conservative-controlled Kent could lose 10 schools, though not all those considering opting out are affected by reorganisation. In Hillingdon, where the Conservatives have a majority of one, four schools are planning to ballot and one school has already opted out.

The majority of the first 50 GM schools were either affected by closure or reorganisation or eager to retain their grammar school status, and that balance has only changed slightly in favour of schools that want to opt out in order to achieve greater independence.

The authority with the largest number of opted-out schools remains for the moment Lincolnshire, which encourages schools to consider becoming grant-maintained.

Although the Government's stated aim was to provide a means for schools to escape the control of left-wing Labour councils, only Birmingham, a traditional Labour council, has lost schools that are not faced with reorganisation or closure. Two of the city's comprehensives opted out by the first available date and Great Barr, the country's second largest school, has won approval to go grant-maintained.

Local authorities are currently incensed by the Government's proposals to change the rules for financing opted-out schools. The Government is suggesting that schools get the same budget as a school with local management, plus 16 per cent of the central services provided by the authority.

According to Andrew Collier, president of the Society of Education Officers, the changes would mean some local authorities would be financing grant-maintained schools at a higher level than their own schools.

"What concerns us is that the grant-maintained schools system should provide fair competition," he said.

The DES is expected to announce the capital grants awarded to opted-out schools in the next few weeks. The first grants announced last January generated protests that £6.6 million was given to 25 schools.

Geraldine Hackett

THE TIMES EDUCATIONAL SUPPLEMENT
18 1 91

Honesty is still the best policy

"But about her reading? . . . and her writing looks so untidy?"

"Oh, her reading's coming on well. She's doing better than she was last year. Don't worry!"

Not all parents are happy about this kind of encounter.

"Parents' evenings are a waste of time," one told me. "I get told vague platitudes and I come away no wiser about my child's abilities than I was before."

You do not have to look hard to see why parents get confused messages. It is within the nature of being a teacher to encourage children and give them space to develop. The pedagogic vocabulary of the primary school is rich in phrases like "Well done!" "Good try!" "That's much better!".

Teachers often feel, too, that there is more to life than narrow academic achievement, and are aware that some parents will react to bad news by putting extreme pressure on their children. A head told me of a mother who reacted to news of her son's reading difficulties by saying: "Right, he won't go out to play anymore. He can stop in and read."

Too much reticence, however, can lead to a chain of events which ends with a secondary school blaming earlier stages of education for not tackling the problem.

"It's a tightrope we walk," said one head. "We want to be fair to the child, to the parent and to later teachers. Frankly I don't know what the answer is."

All of which, of course, is one reason why we now have a national curriculum with a set of objective measures.

Assessment does not, however, make the problem go away. Rather, it places even more responsibility on the teacher to ensure that the raw figures do not come as an unwelcome shock.

There is no doubt that parents – once they are over any initial trauma – welcome frankness from teachers. One junior teacher, who has over five years developed a policy of no-holds-barred honesty, said to me.

"I'm a parent myself, and I wanted honesty about my son's learning difficulties. If a child comes up from the infants struggling to read and can't write coherently, then in my view it's time to look parents in the eye and tell them there's a problem. Often, in the early years at school, teachers have deliberately not been honest enough."

How did she do this, I wondered? And did she use test results?

"It's usually on parents' evening. You can sometimes use test results, but most teachers know perfectly well how a child is doing without them. If he's still on book four of the reading scheme, for example, when most of the others are two stages further on, it's a clear enough pointer for the parents."

The important thing, as this teacher pointed out, is that you do not just leave it there.

"You talk about how you can work together to improve things, with home-school reading programmes for example. I don't see how you can expect full co-operation, though, if you haven't been honest in the first place."

All parents would, I think, welcome frankness from teachers. The important thing is to keep in touch with parents, and to give them, as well as encouragement, statements like: "She is about two years behind the national average with her reading", followed up by a description of what the school is proposing to do about it. Early honesty, and a programme which involves parents in providing support, will fend off later grief.

Gerald Haigh

THE TIMES EDUCATIONAL SUPPLEMENT
18 1 91

THE PLANETARY PERSPECTIVE

The expedient art of forgetting the past

Passau is a picturesque place. Nestling in wooded hills at the confluence of the Danube and the River Inn, this small Bavarian town on the Austrian border presents to the world a facade of idyllic timelessness almost too good to be true.

It is too good to be true, as cinemagoers can see in Michael Verhoeven's award-winning film *Das schreckliche Mädchen*, now showing in Britain as *The Nasty Girl*. The film is the fictionalised story of Anja Rosmus, who became *schrecklich* in the eyes of the stolid burghers of Passau, when as a sixth-former she began researching into the Nazi past of her home town.

What began as an entry for an essay competition developed into a 10-year quest for facts which most of Passau's citizenry would prefer to forget – like the town's three concentration camps, like a history of rabid anti-Semitism pre-dating the Nazi era, and like a pervasive impenitence which, according to Frau Rosmus, still allows Passau to be the stamping ground of neo-Nazis.

"If Passau were just one crazy town," says Anja Rosmus, "it wouldn't be worth writing about." Instead, she claims, her own experience of official obstacles put in her way, of abuse, threats and actual physical violence, and of widespread fear of the truth could be found "in varying degrees of intensity" almost anywhere in Germany.

Her conviction is echoed by Michael Verhoeven's reported comment: "Passau is just another German town." So many young people today, he says, are not interested in what was. His aim in making the film was simply to combat the desire to forget.

About 140 miles north-west of Passau is Nuremberg, a city with its own problems in coming to terms with its Nazi associations. Fifteen years ago, it was hard to get directions in the street to the outlying site of the Nazi Party's former rally grounds; monumental remains in brick and stone were no obstacle to the desire to forget. In 1985, however, Nuremberg's Pedagogical Institute opened an exhibition at the site documenting two sides of the Nazi phenomenon: the fascination exerted by the regime and the brutal reality for its victims.

Dr Eckart Dietzfelbinger, one of the exhibition's organisers, says the majority of visiting school classes from all over Germany are interested in learning about the Nazi past, as long as its relevance to their own lives is made clear. He quotes the example of a lecture he gave to a group of 16 to 25-year-old apprentices in a local firm, which developed into a lively discussion once he commented on the neo-Nazi graffiti in their own works entrance.

Resurgent anti-Semitism in Germany must be taken "very seriously", according to Dr Dietzfelbinger. He believes a denial or suppression of the Nazi past is "structurally anchored" in German society and that the "massive pressure" brought to bear on Anja Rosmus would be repeated whenever the country's structures – be they political, religious, judicial or educational – felt themselves attacked. When she delivered a lecture at the Nuremberg institute in 1987, Frau Rosmus was given police protection.

Fascism as an idea, he says, will continue to gain in attractiveness for young people – not only in Germany – as growing numbers see themselves as victims of radical upheavals in western civilisation.

Because extreme right-wing ideologies tend to equip themselves with "a mythical basis in history", Dr Dietzfelbinger believes the role of history teaching in schools is very important in countering the rise of neo-fascism.

Frau Rosmus says that her history teacher devoted just one lesson to the Nazi era and refused to discuss anything other than Germany's changing borders during the period.

Ten years on, the Third Reich is a required part of history syllabuses in all Germany's federal states, but its effectiveness, according to Dr Dietzfelbinger, depends very much on the personal commitment of the individual teacher.

Another 140 miles north-west, this time to Frankfurt, where Herr Benjamin Ortmeyer teaches history and music in the Holbein Realschule – an intermediate school with as many immigrant pupils as Germans.

When Herr Ortmeyer tried to introduce Jewish songs in his lessons, (Frankfurt has Germany's second largest Jewish community) parents protested that he should be teaching traditional German songs instead.

But the real test of Herr Ortmeyer's personal commitment came in spring 1988, when he wanted to use the school's own history during the Nazi period as teaching material.

He was denied access to the school chronicles – compulsory annual records of significant events in the school year – and to the minutes of staffroom conferences.

This was the beginning, Herr Ortmeyer says, of a "never-ending story" of official obstruction and evasion, as well as personal abuse and threatening letters.

Far from giving up, Herr Ortmeyer is currently organising a competition for research into school archives elsewhere and cites a successful project along similar lines in Hamburg, which gained both official and parental backing. In addition, he is conducting a campaign to have plaques erected in all Frankfurt schools commemorating the children who were hounded out by the Nazis.

THE TIMES EDUCATIONAL SUPPLEMENT 25 1 91

"We must have a coordinated position toward Western help. We all have the same problems."

That is how Wiktor Kulerski, first deputy minister of education in Poland, explains the thinking behind the creation of an "International Commission" by his agency and its counterparts in Czechoslovakia and Hungary.

Top officials of the three education ministries met in Vienna this month under the auspices of a private Austrian organization, the Institute for Human Sciences.

The officials agreed that their countries' education ministers would meet twice a year to coordinate university reforms and requests for Western financial assistance. The move is part of a growing trend toward regional cooperation in central Europe since the demise of Communism there.

Participants in the meeting said one of their universities' biggest problems was inadequate teacher education, especially for public schools. Another issue was universities' desire to recapture at least part of the big research programs that have long been reserved for national science academies.

The meeting also took up concerns in Eastern Europe that many of its universities are still burdened by huge administrative staffs that were assigned to them by former Communist governments.

An official of the Czech Ministry of Education, Vladimir Roskovec, says the three countries represented in Vienna have strikingly similar needs.

"The papers that we delivered at the meeting were prepared separately," he said. "We were amazed to see that they were almost identical."

THE CHRONICLE OF HIGHER EDUCATION January 30, 1991

NOT ALL NEWS IS GOOD NEWS

In Budget Crisis, Minnesota's Teacher of the Year Loses Job

By WILLIAM CELIS 3d

Cathy Nelson has been a teacher for 15 years, the last 13 of them teaching social studies at Fridley High School, in Fridley, Minn., near Minneapolis. She has found innovative ways to interest students in history, and has found time to earn a doctoral degree from the University of Minnesota.

Along with the admiration of her students, Ms. Nelson has won a number of awards. Last October she was named Minnesota's Teacher of the Year.

The only trouble was, she had just been laid off.

The 37-year-old teacher, the third generation in her family to teach, was a victim of budget cuts, a declining student enrollment and the seniority system at the Fridley Independent School District.

"What happened is obvious," said Donald A. Meyers, principal at Fridley High School. "Last hired is the first fired."

Laid Off, Again

Unfortunately for Ms. Nelson, this is the fourth time that has happened. With 13 years at Fridley, she had the shortest length of service among the school's five social studies teachers.

"It was real hard for me to accept the fact that I'd been laid off when I work so hard," said Ms. Nelson, who will learn next month if the district has enough students and money to hire her a fifth time next fall. "But in truth, many good teachers are laid off."

Indeed, teachers lacking seniority have long been vulnerable when schools hit hard times. But many experts in education policy find an unpleasant irony in laying off a widely respected teacher at a time when the quality of teaching is under assault by public opinion.

"I think this is an outrage," said Joe Nathan, a senior fellow at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota who is studying ways to improve schooling. Despite economic ills, "school districts need to think about priorities," he said, "and I would like to think that districts could find ways to keep good teachers."

No More 'Yo-Yo' Treatment

The Fridley district did try to keep Ms. Nelson, offering her a part-time job in teaching combined with another part-time job in staff development. But she declined, saying she was weary of the "yo-yo" treatment.

Since the latest layoff, Ms. Nelson said, she has been working as a curriculum consultant, helping local schools design and submit state-mandated plans showing how these school systems plan to make their curriculums more culturally diverse.

She has also tackled the job of representing the state's teachers with zest. As Teacher of the Year, she has addressed about 30 educational, civic and business groups since October, stressing the importance of good teachers.

"I'd go back to the classroom in a minute," said Ms. Nelson, who comes from a family of educators. Her mother, Norma, teaches second grade in Lake Park, Minn., and encouraged her children to pursue education careers. Ms. Nelson's sister, Terri, is a school psychologist, and a brother, Bruce, coaches a high school girls' basketball team. Ms. Nelson's grandmother also taught school.

Teachers Don't Often Leave

Norma Nelson maintains that "teaching is a good job," despite what has happened to her daughter. She pointed out that part of her daughter's problem is that teachers with seniority rarely leave their jobs, especially in good school systems like Fridley's.

In each of the last two years, for example, two of the district's four schools have received national citations of excellence from the Federal Department of Education; the awards are based on student test scores, class size, dropout rates and graduation rates.

But Fridley, like many areas, has been hit by shrinking enrollment — to about 2,500 students now, from about 6,000 in the early 1970's — and by tough economic times. The recession has forced Fridley for the second straight year to cut $250,000 from its annual budget of about $12 million.

Losing her job for the fourth time "has taken a little of the luster off the plaque," acknowledged Ms. Nelson, who also received $1,000 for winning the state honor.

"I used to say it's unbelievable," she said of her layoffs. "Now I say it's all too believable."

THE NEW YORK TIMES, SUNDAY, JANUARY 27, 1991

Teachers flunk letter-writing

JEFFERSON CITY, Mo. (AP) — A group of schoolteachers learned an important lesson from a letter-writing campaign seeking more state money for education: Always check your work.

Gov. John Ashcroft's office received more than 90 letters 2½ weeks ago in which St. Joseph teachers called for more money for local schools and changes in the formula used to fund districts.

Most of the letters reviewed by the Associated Press contained no spelling or grammatical errors but about 10 did.

A few writers addressed their letters to "Govenor [sic] John Ashcroft."

Other errors included confusing "they're" with "their," and using the possessive "teacher's" when a plural was necessary.

"We made errors and we have learned from our mistakes," said Kate Weston, a first-grade teacher at Noyes Elementary School. She is president of the St. Joseph Community Teachers Association, which organized the letter-writing campaign.

"The democratic process is not only for the powerful, the polished and the perfect," she said in a telephone interview Monday.

The grammatical errors were disclosed last weekend in the St. Joseph News-Press-Gazette. Ms. Weston said the publicity had clouded the more important issue of education spending, and she blamed Mr. Ashcroft's office for allowing reporters to read the letters.

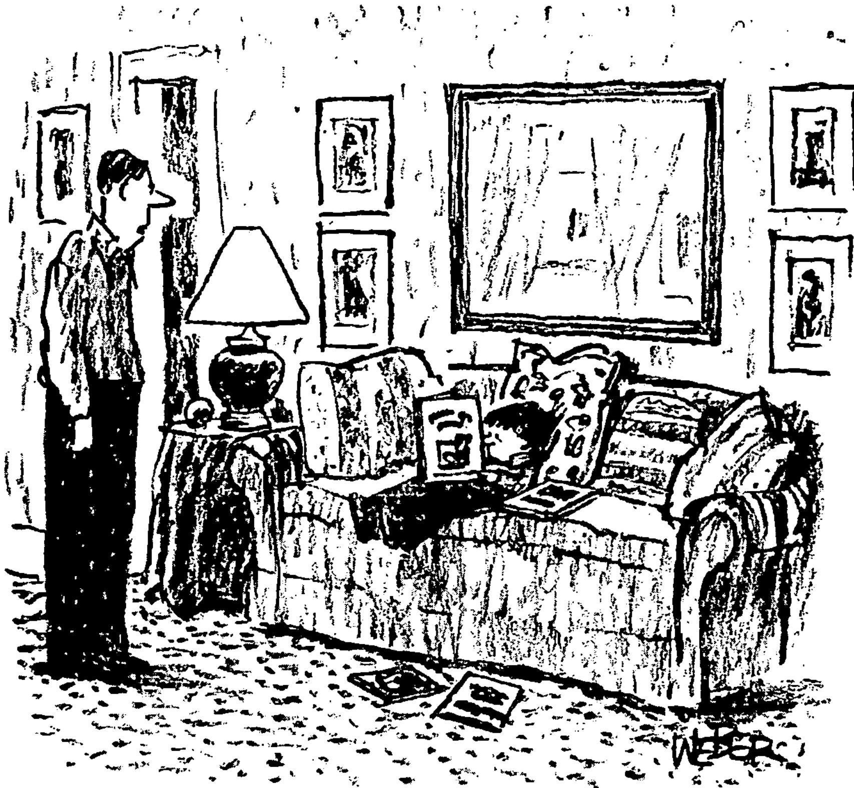
But Mr. Ashcroft's spokesman, Bob Ferguson, said, "I'm not pushing these letters on anybody."

The 93 letters sent to the governor were stamped by a school postage meter. Ms. Weston said her association reimbursed the district for the postage.

Ms. Weston said the campaign was started "out of deep frustration with the crisis of the funding of education in our state."

As one teacher wrote to the governor: "Don't leave us with a legacy of mediocricy [sic] in education."

WEDNESDAY, JANUARY 30, 1991 ★ The Washington Times



"Timothy, if you never watch TV you'll never know what's going on in the world."

THE NEW YORKER FEBRUARY 18, 1991

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