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[*Laughter*] But I was walking on down the street all by myself—the band had turned the corner. [*Laughter*]

Well, again, I know that I'm supposed to move on. We've got this great conference that's waiting, and I think we've been behind schedule for quite some time.

Students. Awwww!

The President. I feel that way, too. [*Laughter*]

Q. I have a present for you. Mr. President, on behalf of Hickman High School, we'd like to make you an honorary Kewpie, which is our school mascot, and present you with this sweatshirt.

The President. Well, thank you. I'll tell you another bad thing about my youth, too. When I was playing football, the cheerleaders were boys. [*Laughter*]

Note: The President spoke at 1:41 p.m. in the school auditorium.

Columbia, Missouri

Remarks During the Opening of the National Governors' Association-Department of Education Conference. March 26, 1987

Bill, could I interject a comment here, because you've talked about something that's very dear to my heart. I think, back in California when I was Governor, that we were sort of in the forefront with regard to bilingual education. But my belief in the definition of that was it meant that—faced as we are there, particularly with the Hispanic group and language talked at home and not at school—that we were to provide, if we could, teachers adept in both languages, so that if a student was not getting what he should get, they could find out whether it was a language difficulty or not.

And I met one young man who had graduated there in East Los Angeles from high school top in his class. He had spent several years in a class for the mentally retarded because teachers had just decided that was what was wrong. And then along came—God bless her—a teacher who went a little deeper and found out it was the language problem.

But I have to say—and I think that the Federal Government has a part that is played in this, and not a good part—that we have come to the point where we're talking about teaching both languages and teaching students in their native language, instead of what the move should be if they're going to be in America: They have to learn our language in order to get along. And I will do anything that I can to help to get rid of any Federal interference that is trying to force local school districts to continue teaching students in their native tongue. Their job is to teach them English.

And could I just say one last thing? I'm taking too much time here. In East Los Angeles I met with a group of parents, Hispanic parents. And I asked them—a group of mothers—I said, well, why couldn't you take turns volunteering to sit in the class where there's a high percentage of these students, and if the teacher is confused, not aware that it's the language problem, you who speak both languages now, you could interject and find out if that is the problem with this student's lack of understanding. And they told me that there were regulations that prevented them from being able to sit in a classroom and do that, because they didn't have certificates to do such a thing.

Well, I think it's time we started looking at the regulations and getting back to the main subject, which is, yes, let's get everybody to talk in our language.

Note: The President spoke at 2:20 p.m. in the auditorium of Hickman High School.

In his opening remarks, the President referred to Secretary of Education William J. Bennett.

Columbia, Missouri

Remarks at the National Governors' Association-Department of Education Conference. March 26, 1987

Governor Ashcroft and Governor Bangerter and Governor Campbell and Governor Sununu, Secretary Bennett, distinguished guests, before I begin my remarks, let me say a word of thanks to our hosts, Principal Kenneth Clark and the staff, the faculty, and students of Hickman High School.

This school, Hickman High, is a special school with a long and proud tradition. The one thing I'm told—and I'm sure it's true—it's the only school in America that has as its team name the "Kewpies." With a name like "Kewpies," you've got to be good, and Hickman is. [*Laughter*]

As you can see just by looking at the trophy cases in the halls, over the years Hickman High has been an all-round champion in basketball, swimming, tennis, and football, as well as in areas like debate, dramatic speaking, music, and mathematics. And Hickman has excelled in one area that I, in particular, know something about. Every year 141 students from throughout the Nation are named Presidential Scholars. This program began in 1964, and since then Hickman High has been home to six winners, putting it at the top 5 percent of all the schools in the Nation. And you can see why Hickman received the Department of Education's Secondary School Recognition Award. Hickman High is one of the best. Now, I'd better stop, or they'll make me an honorary "Kewpie." [*Laughter*]

When we talk about what works in education, we're really talking about preparing for America's future. Last month I said that it was time to begin a great American discussion about our future and how to prepare America for the world of the year 2000 and beyond. What kind of country will we pass on to our children?

That challenge, preparing America for the 21st century, is as great an adventure as the one that faced settlers who, more than a century-and-a-half ago, started a town along the Flat Branch that they called Columbia. It includes being sure that we make the best use of our science and technology, so that when we're first to invent something, we're also first to bring it to market. It includes improving the climate for entrepreneurship and growth, so that the young people here in Columbia and around our nation can live in a world where the only limits on what they achieve are the limits of their own dreams and determination. The key here is lower tax rates and fewer needless regulations, and we've made great progress in both those areas. But the job won't be done until we get control of Federal spending, so that tax rates won't go up again. That's why it's time for Congress to cut the Federal budget and leave the family budget alone.

The challenge of preparing for the 21st century also includes working to build a fair, open, and expanding world economy. This is where the jobs and prosperity of our future will come from.

And finally, it includes making sure our young people are ready for the jobs of the 21st century, making sure they're ready to lead a strong America in a strong and growing world economy. In short, making sure that American education is the best in the world. Yes, it's a challenge for every American, the challenge of preparing America for the next century.

And that reminds me of a story. When you get to be my age, everything reminds you of a story. [*Laughter*] This is the story of the old fella who picked up some creek land, some bottom land and along the creek. And it was rocky, and it was covered with brush. And he started in hauling the rocks away and cleaning out the brush and then harrowing and fertilizing and planting. And he had a truly great garden spot there. And one day, one Sunday morning after church, he said to the minister, when the service was over, he'd kind of like to have him come out. He'd like to have him see what he'd been doing. Well, the minister came out on a Sunday afternoon, and he took him down there and showed him this. Well, the minister was impressed. He said, "I've never seen such melons. God has truly blessed this land." And he said, "Look at this corn; how high it is." He said, "The Lord—well, the Lord has been good." And he went on in that vein, and the old boy was getting more and more nettled about this. And finally he interrupted, and he said, "Preacher, I wish you could have seen this place when the Lord was doing it by himself." [*Laughter*]

This conference today is just one sign that in the area of education America is no

longer just waiting for things to happen. We've come a long way from where we were 4 years ago, when our National Commission on Excellence in Education issued its report card on American schools called "A Nation at Risk." The Commission found that high school students were scoring lower on achievement tests than at any point in the past 25 years—that's 13 percent of all 17-year-olds were functionally illiterate—and the American students ranked last among industrial nations on 7 of 19 academic tests. "A Nation at Risk" galvanized a citizens' movement for educational reform.

This movement has gone ahead at every level, from local communities to statehouses to the Federal Government. And the Governors have been out in front in every State in trying to make the improvements that must be made. Our Governors have been among the most important leaders in this, including those Governors who are here today.

This conference and the Governors' report, "Time for Results," grew out of that movement, a movement that has produced a broad consensus on what needs to be done. And part of that consensus has been that more money is not the key to higher quality. The sixties and seventies were decades of rising spending but falling SAT scores. And then it turned out that a number of States—for example, New Hampshire—spent only modestly on education, but had among the Nation's most effective schools. Another part of the consensus is that wealth and status in a community do not guarantee good schools or their absence means schools will be bad. Inner city schools in poor neighborhoods, like those in East Harlem District 4 in New York City and Charles Rice Elementary in Dallas, stand among America's best.

The secret to educational quality is not in the pocketbook; it's in the heart. It's in the simple dedication of teachers, administrators, parents, and students to the same basic, fundamental values that have always been the wellspring of success, both in education and life in our country. You don't need schools filled with high technology to give children a good education. You need schools that set high standards and pay attention to the basics of reading, math, science, language, and the meaning of our sacred national heritage. You need orderly schools that assign homework. You need schools with strong principals who have a sense of mission. You need committed teachers who lead students to do their best and keep regular tabs on progress. You need schools that teach a sense of right and wrong. And you need parents and communities that care.

Basic skills, standards, discipline, work, family support, ethical principles—this is the new American consensus on the secret to quality education. And forgive me for saying so, but the only surprise here is that it's new. Plato would have recognized such "secrets," so would Confucious, Matthew Arnold, and Benjamin Franklin.

And yet these so-called secrets were new in most places, but not in Columbia. Last week members of my staff came out here for a day. Columbia has a remarkable number of outstanding schools. Again and again, I found out my staff was asking principals and administrators: "Why? What's made the schools here different over the years?" And one frequent answer was that Columbia never accepted the so-called reforms of the sixties and seventies. This system stuck to basics and kept high academic standards when others were turning to fads like minicourses, grade inflation, and abolishing basic requirements. And one of the worst of those so-called reforms was value-neutral instruction.

Yes, too often in the decades of declining achievement, we heard school officials say that teaching right and wrong was none of their business. A story about this appeared in the newspapers some time ago. A guidance counselor asked a class what they should do if they found a purse with $1000 in it. Well, the class decided that returning it with the money would be neither right nor wrong; it would be just dumb. And when they asked the counselor what he thought, he said he wouldn't force his values on them. "If I come from the position of what is right and what is wrong," he told the reporter, "then I'm not their counselor." Well, I'm not sure what he thought he was.

Now, let me say I don't believe the students in that class were typical of America's young people. We have the best young

people today we've ever had. I have a hunch they want more attention given by schools to ethical standards, not less. After all, in an area related to values, drugs, they've been miles ahead of most adults. With many adults saying that taking drugs was a matter of doing your own thing, young people were telling us that drug abuse was the most serious problem facing their schools. A while back, a student in California asked Nancy what to do when drugs were offered, and she answered, "Just say no." Today there are more than 12,000 Just Say No clubs across the country, and there's one here at Hickman High. So, I believe young people do want to hear about values and standards of right and wrong, and they want to hear about them from adults.

Some adults ask: Well, what values would you teach? Well, how about the Judeo-Christian ethic? It's as simple as the Ten Commandments and as enduring as the Scriptures. And here are some samples: "Love thy neighbor as thyself." "Honor thy father and thy mother." And, yes, "Thou shalt not steal."

I've dwelt on values for a reason. Part of it is that standards of right and wrong are essential to any life that is lived well and should be a part of education. It's just this simple: Students with strong values do well in school. But also, a school is a community, and the Judeo-Christian ethic is a prescription for a happy and productive community, city, State, or Nation. Getting back to values is part of getting back to basics. It's part of preparing our country for the 21st century. And it's basic to what every school should do for every child in every classroom in America.

Since "A Nation at Risk" came out 4 years ago, Governors, as I said, have been leaders in the return to the fundamentals of what works in education. Many States have raised education standards. Almost every State has increased either promotion, high school graduation, or college entrance standards, or college exit requirements. Several States have increased them all.

Many States have also worked to improve the quality of their teachers. Missouri has started a career ladder program and gives special scholarships and loans to encourage bright students to become teachers and, together with many other States, has given teachers raises. Utah also has begun a career ladder program, as we were told, and has pioneered the use of computer and satellite technology in teaching.

And States and school districts are experimenting, which is why we came here today: to hear about experiments in the 16 districts in the 8 States that are part of the National Governors' Association program for improving the quality of education. Here in Columbia, one test involves getting parents involved in early education of their preschool children. Oak Ridge, Tennessee, is working to broaden the professional experience of both teachers and administrators. And in the White Mountains Regional District of New Hampshire, they're using computers to analyze student progress as well as the strengths and weaknesses of curricula and textbooks.

Well, let me say a little bit about what we're doing in Washington. We've proposed restructing some of our programs to give States and schools more flexibility and to make the programs more effective. But we know that 93 percent of the money for education comes from States and cities. The Federal Government provides less than 7 percent. So, the most important thing it can do is help the teachers, administrators, and parents. Reports like "What Works" and "Schools Without Drugs" are crucial. Sound information is crucial.

Education suffered when the Federal Government tried to give to much direction to local schools. Yes, the Federal Government tried to buy much to much for its less than 7 percent of funding. Some seem to think that education is best directed by administrators in Washington. Well, I say the American people know better than anyone in Washington how to fix their own schools.

A few themes run through all the many changes and experiments of the last 4 years, and those are the common sense themes of getting good teachers and good principals, working with parents, focusing on the basics, and measuring the results. And these themes all add up to the simple goal of knowing where America wants education to be by the year 2000.

Getting what America wants and needs. It's like the story of the three fellows who went into a restaurant. I wanted to tell you one last story before I finished. [*Laughter*] They were ordering their dinner, and one of them ordered a glass of milk. But he told the waitress that he'd been in there the week before, ordered a glass of milk, and he wanted a clean glass this time. Well, the other two also decided to order milk. When the waitress came back with the three glasses of milk, she said, "Now, which of you wanted the clean glass?" [*Laughter*]

By being clear about what we want and what works, we've stopped the slide in SAT scores. They're on the rise again. By 1990 let's reduce by one-quarter the 40 percent of 13-year-olds reading below skill level. By the year 2000 let's have everyone reading at their skill level. By 1990 let's resolve that SAT scores will have made up half the ground they've lost, and by the year 2000 let's have them exceed their 1963 record high, which still stands. And finally, by the year 2000 let's raise literacy levels so that every American can speak, read, and write English and fully participate in the opportunities of our great country.

I brought Secretary Bennett along with me today. And, Bill, I'm going to give you a little homework assignment. In April 1988 it will be 5 years since we issued "A Nation at Risk," and that's when I'd like you to issue a new report telling us how far we've come and what still needs to be done, what reforms have worked, and what principles should guide us as we move ahead. We need milestones on our road to the 21st century, and in education this report will be the first.

You know, earlier today I visited Fairview Elementary School. It's another of the model schools in this district. I saw what a fine principal, like Fairview's principal Dr. James Wells, and a dedicated and talented staff can mean to children in the early years of learning. I wasn't too surprised that Fairview is a model school. You see, one of the teachers there and I go way back, and I know she's great. Miss Joy Underdown taught my son Ron when he was in nursery school and kindergarten a few years ago. You know, it's a few years ago. [*Laughter*] But I saw how the children at Fairview are learning through the use of computers. I even had a few words to say to a sixth grade civics class. I'm a little better than civics than I am on computers. [*Laughter*] I haven't learned to use a pocket calculator yet. [*Laughter*] Wouldn't do any good with what Congress is doing. [*Laughter*]

Well, today I've talked about preparing America for the 21st century. Well, the kindergarten children I saw today at Fairview will graduate from high school in the year 1999. This year's high school graduates will spend most of their working lives in the 21st century. In the life of a man or a woman, or the life of a nation, the 21st century's but a short, short time away. If we begin to prepare for it now, it can be the beginning of America's greatest century, a time when Americans scale peaks of opportunity and achievement that we didn't dare dream of reaching before. Yes, we can set sail on new oceans of challenge and reach new continents of hope. You are the pathfinders. You are the navigators.

So, today let's set our compasses by the fixed star of basic skills and enduring values, and start out the new century together.

Thank you, and God bless you.

Note: The President spoke at 2:28 p.m. in the auditorium of Hickman High School.

National Drug Policy Board

Executive Order 12590. March 26, 1987

By the authority vested in me as President by the Constitution and the laws of the United States of America, including sections 872, 873, 1111, 1112, 1113, 1114, 1202, and 1203 of title 21 of the United States Code, and in order to coordinate the performance of all drug abuse policy functions of the Federal government, it is hereby ordered as follows:

Section 1. Establishment. (a) There is hereby established the National Drug Policy Board ("the Board").

(b) The Board shall be composed of the following members:

(1) the Attorney General, who shall serve as Chairman;

(2) the Secretary of Health and Human Services, who shall serve as Vice Chairman;

(3) the Secretary of State;

(4) the Secretary of the Treasury;

(5) the Secretary of Defense;

(6) the Secretary of the Interior;

(7) the Secretary of Agriculture;

(8) the Secretary of Labor;

(9) the Secretary of Housing and Urban Development;

(10) the Secretary of Transportation;

(11) the Secretary of Energy;

(12) the Secretary of Education;

(13) the Director of the Office of Management and Budget;

(14) the Assistant to the President for National Security Affairs;

(15) the Director of Central Intelligence;

(16) the Chief of Staff to the Vice President;

(17) the Director of the White House Drug Abuse Policy Office; and

(18) such other members as the President may, from time to time, designate.

Sec. 2. Functions. (a) The Board shall facilitate the development and coordination of national drug policy and shall coordinate activities of Executive departments and agencies to reduce the supply and use of illegal drugs, including international activities, enforcement, prevention and education, treatment and rehabilitation, and research relating to illegal drugs.

(b) In furtherance of its responsibilities, the Board shall:

(1) review, evaluate and develop United States Government policy, strategy and resources with respect to illegal drug law enforcement, prevention and education, treatment and rehabilitation, and research efforts, including budgetary priorities and national plans and strategies;

(2) facilitate coordination of efforts of all Executive departments and agencies to halt national and international trafficking of illegal drugs and to reduce drug abuse;

(3) coordinate the collection and evaluation of information necessary to implement United States policy with respect to illegal drug law enforcement and to the reduction of drug abuse; and

(4) provide policy guidance to the agencies and facilitate resolution of differences in this area concerning interagency activities and other matters affecting two or more agencies.

(c) In order to help coordinate the activities of Executive departments and agencies with responsibility for drug law enforcement and drug abuse reduction, and to supervise implementation of the determinations of the Board, the Chairman shall:

(1) advise the Board in matters concerning its responsibilities;

(2) make recommendations to the Board for the coordination of drug enforcement and drug abuse reduction activities;

(3) correlate and evaluate intelligence and other information to support the activities of the Board;

(4) act as primary advisor to the President and the Congress on national and international programs and policies and the implementation of those policies; and

(5) perform such other duties as the President may direct.

(d) The Board shall carry out all duties and responsibilities of the National Drug Enforcement Policy Board, as set forth in Chapter XIII (The National Narcotics Act) of Title II of Public Law 98–473.

(e) Nothing in this Order shall be deemed to affect the authorities or responsibilities of the Office of Management and Budget, or any Office or official thereof.

Sec. 3. Coordinating Groups. The Board shall establish a Drug Enforcement Coordinating Group and a Drug Abuse Prevention and Health Coordinating Group. The membership and chairman of each Coordinating Group shall be designated by the Chairman of the Board.

Sec. 4. Conforming Amendments. (a) Section 1 of Executive Order No. 12368 is amended to provide as follows:

"The Office of Policy Development has been assigned to assist the President and the National Drug Policy Board in the performance of the drug policy functions contained in Section 201 of Title II of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, as amended (21 U.S.C. 1111). Within the Office of Policy Development, the Director of the Drug Abuse Policy Office shall be primarily responsible for assisting the President and the Board in the performance of those functions."

WASH.TIMES:09-08-89

Education reform 'running out of steam'

By Carol Innerst
THE WASHINGTON TIMES

70 P

President Bush's "education summit" with 50 governors later this month couldn't come at a better time because the education reform movement is fizzling, a prominent educator said yesterday.

"The reform movement is running out of steam . . . we're running out of time," said Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching and U.S. commissioner of education under President Carter.

Test results to be released over the next few months, including the National Assessment of Educational Progress, won't give the public anything to be happy about, according to another educator, who is familiar with the congressionally mandated sampling of what schoolchildren have learned.

The governors don't expect a final solution to the nation's educational problems to come out of the summit, set for Sept. 27-28 on the campus of the University of Virginia at Charlottesville.

"This should not be viewed as a one-shot discussion from which will emerge a recipe for education," said Phil Dunshee, administrative assistant for education to Iowa Gov. Terry Branstad, who became chairman of the National Governors' Association in August. "This will provide a start for that discussion, and additional momentum. It should not be described as the final solution to the nation's education problems."

The governors, many of whom have played leadership roles in the nation's education reform efforts, have spent the past couple of weeks scrambling to put together their piece of the agenda for the meeting with the president.

Many have called upon the Denver-based Education Commission of the States to prepare background papers for them on the issues they think are likely to come up at the summit, said Chris Pipho, director of the ESC Clearinghouse.

Many plan to continue to do their "homework" on education issues right up to the time they leave their state capitals for the Charlottesville campus.

Mr. Branstad will be listening to labor, businesses and educators, including teachers, the week before the summit, Mr. Dunshee said.

Govs. Bill Clinton of Arkansas and Carroll Campbell of South Carolina, co-chairmen of the NGA Task Force on Education, will hold hearings in Washington on Sept. 13 with educators, businessmen and other advocacy groups, said Rae Bond, NGA spokeswoman. The hearings will take place at the Hyatt Regency on Capitol Hill.

"The White House is establishing the agenda; we've been offering input," she said.

Although the agenda has not yet taken shape, the issue of choice in public schools, which Mr. Bush has pushed, is certain to receive attention.

Mr. Branstad and others also want to talk about the roles of the federal and state governments and how federal regulations can be eased so that states and local districts have more flexibility in their use of federal funds for education, Mr. Dunshee said.

The Heritage Foundation and the Free Congress Foundation, in a joint policy paper outlining the conservative position, have urged Mr. Bush to "issue an executive order to free states from cumbersome federal rules that frustrate state education innovation, and challenge states to do the same for their local governments."

Chester R. Finn Jr., professor of education and public policy at Vanderbilt University and a former assistant secretary of education, thinks that "radical" steps, such as a national curriculum and keeping students in school until they have mastered set goals, are what summit participants need to talk about.

A recent Gallup Poll, he said, "signals that the public is ready for much more radical changes in the basic rules of the system than anybody has yet proposed and is ready for more sweeping changes than educators are comfortable with."

"This summit ought to talk about large issues, . . . what we'd like kids to know and be able to do upon emerging from formal schooling," he said.

Reform has "gone about as far as it can go in an ad hoc arrangement," said Mr. Boyer, who also urges national goals and standards.

"Governors need a clear sense of how to work together . . . to start moving toward clearheaded goals where 16,000 school districts can get one act together without destroying local vitality," he said. "The president's genius is that by calling the 50 governors together he is saying it's a state responsibility."

WASH.TIMES:09-08-89

House panel approves tuition payment bill

By J. Jennings Moss
THE WASHINGTON TIMES

13\70P

A House subcommittee yesterday passed a bill to allow federal agencies to pay student loans of selected employees as a way to recruit and retain qualified government workers.

The measure is the first legislation born out of the National Commission on the Public Service's recommendations earlier this year. That group, known as the Volcker Commission, suggested a complete blueprint that included granting an immediate 25 percent pay raise.

The Post Office and Civil Service subcommittee on civil service unanimously passed the student loan bill and a second measure to require that performance review boards have a majority of career federal employees.

Rep. Constance A. Morella, Maryland Republican, said the bill would "encourage new graduates to apply for federal service and make federal service as attractive as private enterprise."

An amendment introduced by subcommittee Chairman Gerry Sikorski, Minnesota Democrat, would let agencies pay up to $6,000 a year or a total of $40,000 for any one employee's student loan.

The original bill was introduced by Rep. William Ford, the Michigan Democrat who heads the full committee, and Rep. Benjamin Gilman, New York Republican.

The legislation also would force an employee who quit or was fired within three years of being hired to repay the government for the student loan.

A similar bill is in the Senate Governmental Affairs Committee but no action has been taken.

The other bill the House subcommittee passed would close a loophole that allows federal agencies to stack performance review boards with non-career employees.

The boards make financial performance awards to Senior Executive Service members, high-level career government employees.

Mr. Sikorski, who introduced the bill with Mrs. Morella, said the scandal-plagued Department of Housing and Urban Development allowed a majority of politcal appointees to sit on the board.

Office of Personnel Management Director Constance B. Newman has opposed the bill, saying it was unecessary because of recent OPM regulations to correct the problem.

"I believe and the subcommittee believes that the issuance of regulations will not provide a permanent solution, which would prohibit future and perhaps less informed OPM directors from revoking those regulations to once again permit agenices to engage in the type of activity we have seen at HUD," Mr. Sikorski said.

The chairman said he expected both bills to be heard either by the full committee or by the House before the end of the session.

CHRIS.SCI.MON.:09-08-89

Education Is Key to National Prosperity

70/161

TO parents, children are starting school these days to get educated.

To economists, the youngsters are building "human capital" – the education, training, and other skills necessary for their later entry in the work force. The prosperity of a nation depends greatly on its human capital, economists say.

Indeed, Richard Freeman, a Harvard University professor of economics, reckons education to be *the* most critical factor leading to high living standards – generally more important than physical factors such as mines, timber, farmland, roads, ports, and so on.

Author George Gilder points out in his new book, "Microcosm: The Quantum Revolution in Economics and Technology," that the Industrial Revolution depended on regimented physical labor, natural resources, crude energy sources, and massive transport facilities.

"Wealth and power," he writes, "came mainly to the possessor of material things or to the ruler of military forces capable of conquering the physical means of production: land, labor, and capital.

"Today, the ascendant nations and corporations are masters not of land and material resources but of ideas and technologies. . . . Today, wealth comes not to the rulers of slave labor but to the liberators of human creativity, not to the conquerors of land but the emancipators of the mind."

History has already proved his basic point. The physical means of production in Japan and Germany were heavily destroyed by World War II. But the people of the two nations were educated, skilled, and willing to work. Japan and West Germany rank today only after the United States in their economic might.

Some observers have given great importance to "industrial policy" in Japan – the government's attempts to steer resources to those modern industries that it expects to grow rapidly.

Sam Nakagama, a Wall Street economist of Japanese origin, comments: "In assessing Japan's postwar economic success, it's hard to ignore the critical role played by the educational system. The continuing competitive success of Japanese industry clearly owes a great deal to its large pool of well educated workers, engineers, and managers. Japan's amazing ability to cope with such economic earthquakes as the energy crisis and the doubling in the value of the yen owes a great deal to a highly trained labor force."

Education and training, he continues, "are clearly more important for economic success than such ephemeral factors as industrial policy."

Switzerland has high living standards, but not because of its scenic beauty. Nepal, one of the poorest nations, also has great mountains. Switzerland is prosperous because its people are highly educated and use that knowledge in their industrial and financial companies – and in their tourist industry.

The United States has many natural resources. So has Brazil, another country with a large territory. About 35 percent of US youths go to college and perhaps 20 percent end up with degrees. Brazil, with barely 50 percent of its youths enrolled in primary and secondary school, needs to educate a broader segment of its population if it is to lift itself fully out of its third-world status.

Within the US, the value of education is proven by interstate comparisons.

DAVID R. FRANCIS



Louisiana, with a low education level, was saved financially for decades by its oil wealth. But now that the value of its oil production has diminished, the underlying poverty of knowledge is being reflected in widespread personal poverty.

By contrast, Massachusetts, lacking in natural resources, has had to live by its wits. The Bay State is special because of its large concentration of private colleges and universities, as contrasted to public-financed institutions. About 60 percent of those students in higher education attend these private institutions, a higher proportion than in any other state.

These private schools are big business. They will probably spend more than $5 billion directly this year, their students and visitors another approximately $1.5 billion on lodging, food, etc. The indirect kick to the economy runs about $2.5 billion.

At least as important, these prestigious schools attract talent to the state. Massachusetts has more people with doctorates in science and engineering, per capita, than any other state. The same is true for scientists and engineers without a PhD.

A Bank of Boston study shows that the entrepreneurial alumni of the Massachusetts Institute of Technology alone have founded 636 companies that have directly and indirectly created 300,000 jobs in the state. Education is the backbone of the state's famous high-tech industry. Massachusetts has the third highest personal-income level among the 50 states.

Education's chief product remains mentally competent and more complete individuals. Its major by-product is wealth.

CHRIS.SCI.MON.:09-08-89

Best-Selling Writer as Back-of-the-Class Scribbler

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By Jim Bencivenga
Staff writer of The Christian Science Monitor

IT didn't take an entire school year for Tracy Kidder to realize that the great American education epic was one teacher in one classroom. In fact, it took less than two weeks for grandiose plans to embrace modest realities. "The search for a grand solution to education is part of the problem," he says.

In a telephone interview, Mr. Kidder emphasized that when discussing education, Americans fail to "deal with the particular." His book does.

He made an effort never to get up on a soapbox. "I wanted the story to stand on its own," he says. "And that's why I spent so much time sitting in a classroom."

How did the students react to the presence of this non-teacher adult, scribbling furiously in the back of the room for a year? "I became a real piece of furniture," he says. The children "were told what I was doing and realized I would not exert any control over them."

Were there any surprises over the course of a school year sitting in a fifth-grade class in an urban school district? "I didn't use as much of what I call the 'exterior stuff,' " says Kidder, though he researched the subject thoroughly. Also, as a nation, "we still go on imagining the schools will transform society," he says. This may be a quaint idea learned in history books, but it still has a very strong pull on the nation's psyche. It comes home when you see a roomful of fifth graders realize what this no-nonsense teacher is all about, that she means it when she says to them, " 'I'm going to do something for you,' " he says. "There has to be hope when you talk about the education of children, and I found this in Mrs. Zajac and in knowing that there are thousands like her."

It is his third book about a not-famous person at work. "There is something biological about education," says Kidder. In any given generation we may not have many great poets or physicists, but we can have many great teachers, certainly good ones, he says. There is a "web of influences that a teacher can have, and I wanted to show how enormous it can be." He makes a point of relating Mrs. Zajac's thoughts about her favorite teacher, to those of some of Mrs. Zajac's earlier students (now college graduates) for whom she was their favorite teacher.

Decades of research and reform have not altered the fundamental facts of teaching. The task of universal, public, elementary education is still usually being conducted by a woman alone in a little room, presiding over a youthful distillate of a town or city. If she is willing, she tries to cultivate the minds of children both in good and desperate shape. Some of them have problems that she hasn't been trained even to identify. She feels her way. She has no choice.

From 'Among Schoolchildren'

CHRIS.SCI.MON.:09-08-89

An Anthem to Teachers

THE 2.5 million American public-school teachers are gathering their books, thoughts, and courage for another year in front of the class. Let's stop for a moment and give thanks for the women and men who will instruct, cajole, worry over, joke with, and help our most precious resource – our children.

In the past five years, there's been more recognition of the importance and value of teachers than in the previous five decades. It's about time. Teaching has been undervalued and ignored.

A teacher with any integrity quickly finds that standing alone every day in front of 25 students of every race, creed, and background – and who arrive already hooked on TV – creates demands and requires patience that people in less children-intensive jobs don't always understand.

Tracy Kidder in his new book, "Among Schoolchildren," writes: "The task of universal, public, elementary education is still usually being conducted by a woman alone in a little room. . . . If she is willing, she tries to cultivate the minds of children both in good and desperate shape. Some of them have problems that she hasn't been trained to identify. She feels her way."

Since 1983, teachers salaries have increased generously. The average salary increased from $17,500 in 1983 to $29,000 in 1988. That's a lot, and it has eased the predicted teacher shortage (though not in math and science).

There's still a struggle over teachers' identity: Are they professionals, such as doctors or lawyers? Or does the nature of their work with young people make them unique public servants? We think they are a little of both.

As professionals, teachers deserve more autonomy and power. They also should be held accountable. Teaching is noble. But the recent trend to romanticize it shouldn't be allowed to sway the public's right to demand better efforts. Many types of work are tough and lonely – not just teaching. And few jobs have a three-month vacation built in. Plus, a husband and wife who teach today make over $60,000.

As public servants, teachers deserve and need moral support from parents and the public. Some of our finest people – our unsung heroes – are teachers.

CHRIS.SCI.MON.:09-08-89

A Year in the Life of a Fifth Grade

Tracy Kidder records one teacher's joys, frustrations, and the day-to-day rhythms of her class

By Gene I. Maeroff

CHRIS ZAJAC is the sort of caring, involved schoolteacher that almost any child would be fortunate to have. She is dedicated to her calling, willing to give inordinate amounts of personal time to her work, and sensitive to the needs of the individual children in her fifth-grade class.

Yet many students in her Holyoke, Mass., classroom end the year without making much progress. Many bear the markings of youngsters who, within a few years, may drop out of school. More than 30 percent of the school's sixth graders failed a basic skills test, and almost all in the failing group were from impoverished families, many of them Puerto Rican.

This is the world Tracy Kidder has chosen to describe in "Among Schoolchildren," a title that shares a certain irony with an identically entitled poem by W. B. Yeats, who at the age of 60 explored his roots in the timeless milieu of a schoolroom. Mrs. Zajac – "Ajax" to some of the wise-guy boys – is the teacher among these 20 schoolchildren, and despite her determination and energy, many will not make it. This is a book for anyone who wants a better feel for the day-to-day rhythm of the classroom.

Readers will arrive at the end of a chronological journey through an entire school year with a greater understanding of the advantages and disadvantages that students bring with them to school from home. There is, for instance, Pedro, who lives with a transvestite uncle and a tiny, 69-year-old grandmother he calls his mother. "I got four stepmothers," Pedro said. "My father never gets married with women."

This is not to say that the cause is hopeless and schools should not do better despite the socioeconomic backgrounds of their students. Kidder offers no apologia. But so much that happens to the children in Room 205 at Kelly School seems beyond the control of Mrs. Zajac or the school. She tries her best, keeping expectations high and acting humanely:

"You were supposed to raise your hand before you asked or answered a question during one of Mrs. Zajac's lessons.

If you didn't raise your hand, she would probably call on you. You could count on that. But she gave you a lot of time to answer and she wouldn't get angry if you couldn't, unless you hadn't been paying attention, and she wouldn't let your classmates make fun of you."

Perhaps Mrs. Zajac could improve her pedagogy, but Kidder never fully delves into the teaching possibilities that might motivate the students and help them be more effective learners.

The reader is the silent classroom observer who comes to know Mrs. Zajac, a softhearted disciplinarian, who is an intense woman whose life is defined as much by her vocation of teaching as it is by her role as mother and wife. She can no more neglect her household chores at the end of the school day than she can leave behind the themes, reports, and test papers that she lugs home each afternoon.

The children in Mrs. Zajac's class are the dramatis personae in this performance, and like the characters in the old World War II movies, they assume the expected stereotypes – Judith, the bright student Mrs. Zajac cannot help but favor; Clarence, the sometimes lovable troublemaker; Robert, the emotionally disturbed child whose eyes are wild with fiendishness; and Claude, the lonely misfit, unable to gain social acceptance from his peers.

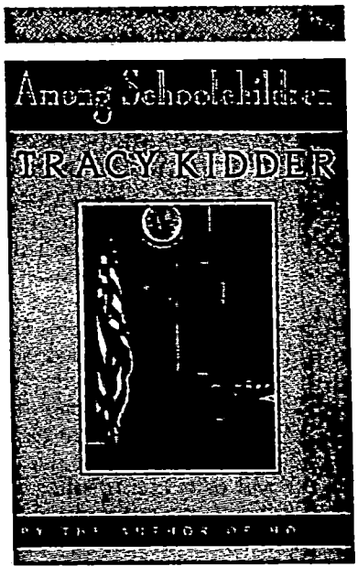
Kidder devotes considerable space to the social history of Holyoke, a working-class town in the western part of the state, where in only 30 years a sizable number of impoverished Puerto Ricans replaced Irish-American families of the sort in which Mrs. Zajac (nee Christine Padden) was raised.

Focusing on a classroom in Holyoke, as Kidder has done, is not like looking at a classroom in affluent Pacific Palisades, Calif., or in the heart of Brooklyn's Bedford-Stuyvesant ghetto. But then no two public-school classrooms – even on opposite sides of a wall – are the same. The author's choice of locale is as good as any if the goal is to help the reader understand the frustrations and joys of teaching in an elementary school and the extent to which home, family, and neighborhood influence the behavior and achievement of students.

One must wonder, though, whether readers will slog through 250 pages to gain a better appreciation of the educational obstacles in the paths of a classroom of students and their teacher. To be sure, Kidder brings alive and personalizes what otherwise are the dreary statistics of social scientists. Yet, how many really want to spend page after page, for instance, watching Mrs. Zajac try to cope with Clarence and agonize about whether she should let him be transferred to a school for troubled children?

While this is a difficulty, "Among Schoolchildren" is an accurate reflection of life in an elementary school, where events tend toward the routine. By the end, which happens to be the conclusion of the school year, the teacher is ready for a break and so is the reader.

■ *Gene I. Maeroff is the author of "The School Smart Parent."*



AMONG SCHOOLCHILDREN
by Tracy Kidder
Boston: Houghton Mifflin
340 pp., $19.95.

L.A.TIMES:09-08-89

High Time for Stringent Standards

At a time when national leaders call upon the poor and struggling to work hard and resist the lure of the easy way out, it is only right that everyone encourage those who are seeking to improve their lot by going to school to study and learn. But some unscrupulous trade schools still peddle dreams and deliver disillusionment and debt to the students who enroll in vocational courses with the hope of a good job and a better life.

A bill by Assemblywoman Maxine Waters (D-Los Angeles) would impose stringent standards on the approximately 3,000 vocational schools in California. The schools teach a wide range of specialties, from lab technology to cosmetology to underwater welding. There is no doubt that many vocational schools provide a needed service to the people who most need job training: the poor, the undereducated and immigrants. But there are several dozen schools that aggressively recruit students and use them just to attract government funds—without giving the students the training they bargained for.

A Times investigation last year by staff writer Henry Weinstein found that although vocational schools derive more than 75% of their income from government money, they are not obligated to demonstrate any record of success. Too often students drop out because of shoddy equipment, lackadaisical instructors or course work that is not applicable to the specialty. And many students have no chance of success because they have language and reading problems.

And when students fail, they fail not only for themselves but for the taxpayer who winds up paying for government-backed loans that usually pay for courses that can cost as much as $6,000 for six months. While vocational students receive less than one-quarter of all federal student loans, they account for 35% of the loan defaults.

Waters' bill would impose several requirements that would expand state authority over vocational schools, guarantee more rights for students and improve the quality of the education they receive. The state could revoke a substandard school's authorization to operate, ensure that a school disclose its success rate for past students, give students more legal rights and expand the minimum education standards, among other things. Increased licensing fees would cover the $6-million enforcement costs. The bill complements another meritorious bill by Sen. Becky Morgan (R-Los Altos Hills) that would overhaul and make consistent the regulation of vocational schools and private postsecondary institutions.

The good schools have nothing to fear. But if the Waters and Morgan bills become law, as they should, time will run out for schools that operate for the sole purpose of fleecing unsuspecting students and taxpayers.

N.Y.TIMES:09-08-89

In Education, Small Is Sensible

By Deborah Meier

I love New York. I love Chicago. I love Beethoven's "Ninth Symphony." It's not an antipathy to bigness that makes me a fervent champion of small schools. Rather it's the conviction that unless we start thinking small, none of the recent consensus that has developed around needed school reforms is remotely feasible.

Small schools are not the answer, but without them none of the proposed answers stand a chance.

What teachers need is a direct voice in the decisions they implement. "Teacher empowerment" is on everyone's list of needed reforms.

But what does this mean in a school with 100 faculty members who rarely see each other work, don't share the same students and differ widely in their pedagogical assumptions?

Deborah Meier is principal of Central Park East, a public high school in Manhattan.

We all agree that a good school can't work without greater trust and support from families. But trust comes from parents, teachers and students knowing each other over a period of time. Parental apathy develops as a rational response to large, anonymous schools.

We agree that students fail to use "higher-order thinking skills" — intellectual reasoning, engagement and curiosity. But we still place these neophyte intellects in schools where they rarely witness strong-minded, articulate adults defending ideas, exchanging views or making reasoned decisions. Hugeness works against lively intellectual intercourse.

No one denies that school reform won't get far until we do something about drugs, violence and vandalism. But the solutions appropriate to a large anonymous school — metal detectors, quasimilitary pass systems — increase the depersonalization that contributes to antisocial behavior.

We claim that young people need settings that help them develop strong values and moral vision. But

Big, anonymous schools are self-defeating.

large schools operate, of necessity, on the basis of bureaucratic values. In a bureaucracy, the worst "crimes" are those that create disorder.

Young people cannot learn democratic values in a setting that does not value individual achievement, that cannot notice triumphs and defeats, has no time to celebrate or mourn, or respond with indignation or recognition as the situation requires.

Small schools offer opportunities to solve every one of these critical issues. School-site empowerment can be tackled efficiently and naturally. Staff can meet to discuss issues and differences without complex governance structures; understanding the budget does not require an advanced degree in accounting. Looking in on colleagues and, sharing ideas, becomes possible.

In small schools, parents hear about the same teachers, students and families year after year in a variety of formal and informal ways. Trust builds and issues that arise get settled handily. Accountability to parents, as well as to the community, is a less knotty problem.

In a small school, strangers and strange behaviors stick out and can be addressed with dispatch. Trouble-making strangers can be identified and peer pressure has an inhibiting effect on violence or other antisocial behavior. It's hardly surprising that private high schools in New York City have always had student bodies of under 500. That's the right size.

Are small schools economically feasible? Huge school buildings may have been pennywise, but they are pound foolish. But just as the Empire State Building houses many companies, large school buildings can house many small schools.

That's happening right now. In New York City's District 4 in East Harlem, there are now 51 small schools in the same 19 buildings that contained 19 schools in 1974. Each cluster of small schools can choose how to share equipment and space, based on the trade-offs they want to make. District 4 schools have become nationally known as schools that are good to teach at and good to attend.

Yes, small schools, like small towns, can be small-minded. But they offer the flexibility and structural simplicity needed to tackle the complexity of learning.

Just as language immersion is the best way to learn a foreign language, immersion in a small, caring school community is the best way to learn what is a foreign language to too many of our young: the language of participation, that difficult public language necessary to becoming a member of a democratic society. □

CHRIS.SCI.MON.:09-07-89

Chicago's Education Revolution

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A BOLD experiment in people power is getting under way this fall in Chicago. The city is inverting its school system's administrative structure. Local school councils, dominated by parents, will decide what is spent and taught. The councils will be able to hire principals for four-year terms, and fire them.

Let's say at the outset this experiment should be supported. Chicago's 410,000 public school students fare about the same as other receivers of that city's services – which is to say, they have one of the worst school environments anywhere. Especially on the city's South Side, where streets often have no pavements, the schools reflect an ethos of abandonment.

Not every school, and not every classroom, is a disaster. Exceptional principals and teachers do make stands in Chicago, as in other educational Beiruts, and establish enclaves of order, progress, and success. But Chicago has so many young people who start off at a disadvantage – blacks and Hispanics are the city's majority – that a heroic attempt to reverse the hopelessness about education there should be tried.

The pitfalls are no less commanding.

In one sense, turning over Chicago's schools to the community is like turning poverty over to the poor. Education is the responsibility of the states. State boards of education set the standards – and indeed, in the new Chicago system, superintendents will be able to close down schools whose councils run them amok. But what will be the Illinois Legislature's accountability for the experiment?

The mayor, Richard Daley *fils*, will have a new political issue. As will the entire city's political colony. Many Hispanics, hitherto not legal voters, will be brought into the political system during the next month's voting for the 6,000 council slots. This is good. But will the schools be made the bush leagues of Chicago empire-building? Politics can exploit the vulnerable even as it claims to rescue them.



A school council will be made up of six parents, two residents without children in school, and two teachers, all serving two-year terms. The principal will sit on the committee but not vote on his tenure, which will be determined by at least a seven-vote majority. The workings of such councils could be fascinating. The principal and teachers will have to educate the parents as to the legal and professional requirements of education. Parent and resident councilors will have to keep the professionals' focus on the needs of children and the community.

What about politicking to replace a principal by a board member's in-law? This goes on already where school boards are responsible for an entire community's schools.

What about censorship efforts by local parents, or attempts by religious and special interest groups to control the curriculum? Last year, some 172 attempts to censor books in the schools were recorded by People for the American Way.

Since Socrates, citizens have tried to control instruction under the guise of protecting the young. Compromising state responsibility for curriculum could put enormous pressures on teachers and department heads from vigilante outsiders.

I once faced such a challenge as a young high school teacher just out of college. A voluntary reading assignment included James Agee's "A Death in the Family." The book made one derogatory reference to a member of the clergy. School officials asked that the book be withdrawn. I said I'd think about it overnight. The next day I told the department head and principal that if the book had to go, I had to go with it: It represented the voice and values that underlay sound writing. The administration stuck with me. Years later I learned it was a local church official, put onto the issue by a parent, who had tried to ban the book.

Where individual schools are successful, parents, administrators, and teachers are usually found working hard together. But on its scale, Chicago is attempting no less than a cultural revolution.

May wisdom, courage, and the utmost of good will be with the city.

■ *Richard J. Cattani is editor of the Monitor.*

N.Y.TIMES:09-07-89

Mississippi Schools Facing Move to Stem Resegregation Tide

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By RONALD SMOTHERS
Special to The New York Times

LAUREL, Miss. — Like tidal ebb and flow, desegregation followed by resegregation has been a seemingly inexorable pattern in some Mississippi school districts.

But as school opens here, local officials are under new pressure from state and Federal officials to stem the resegregation tide by challenging some of the extraordinary efforts made by whites to avoid enrolling in largely black districts.

"We have exposed something here, and now the whole state will have to change," said the Rev. Johnny Anderson, a member of the Laurel school board who is vice president of the local chapter of the National Association for the Advancment of Colored People.

What was exposed, in part by events this summer in this city of 19,000 people in southeastern Mississippi, was essentially an open secret around the state: Whites who could not afford tuition in private schools established to avoid integration would send their children to public schools in other districts that were largely white, a practice referred to as "zone jumping."

Focus on Bogus Guardianships

The state had already begun to crack down on one favorite tool used to establish the residency needed for such switches: a bogus guardianship involving a relative or family friend living in a predominantly white district.

In past years, the guardianships have been drawn up by lawyers and routinely approved by state courts by the hundreds or even thousands in the weeks before school opens. More often than not, such guardianships were readily accepted by school officials.

The situation in Laurel was brought to light when whites blew the whistle on other whites in a court fight over consolidating the mostly black Laurel School District with the mostly white Jones County School District, which surrounds the city district. Laurel's schools went from 46 percent black in the 1970's to 75 percent black this year, while those in Jones County are 81 percent white.

Evidence submitted in the case false addresses or obtained guardianships solely to avoid enrolling their children in schools with large numbers of black children. And a Federal judge has already mandated specific steps that the Laurel and the Jones County systems must take to investigate and verify guardianships and transfers.

Practice Seen as Widespread

No one, including state and Federal officials and civil rights groups, has put together data on the extent of zone jumping through the use of phony guardianships. But the evidence can be found in the files of hundreds of principals and superintendents who have routinely winked at the influx of white students with such documents.

Jesse High, regional director of the Department of Education's office of civil rights, in Atlanta, said the practice took place largely in Mississippi and to a lesser extent in Georgia and Alabama.

The practice of using false addresses or other deceptions to put children in what their parents consider more disireable schools is not confined to the South. Parents in Northern states have also been known to try to enroll their children outside their neighborhood or district schools to avoid attending predominantly black schools. But in Mississippi the practice seems to be more widespread.

Mr. Anderson, the N.A.A.C.P. official, said: "It's something that occurs among white parents, white lawyers, white judges, white school administrators and in a white system. We don't know the extent, but we know it goes on a lot."

Legislative Action Taken

Mississippi had already acted in the last legislative session, tightening the law on guardianships by allowing districts to disregard them if they determined that they were obtained only for school attendance purposes.

And in August the State Attorney General, Mike Moore, took the additional step of asking the state's 82 chancery court judges, who grant the guardianships, to warn those seeking them that they might be disregarded.

In a letter to state education officials in July, Justice Department officials in Washington said the "problem has become so widespread that virtually every area in Mississippi is affected by the transfers that often impede desegregation." The Federal officials urged the state to adopt stricter policies for guardianships and transfers.

"We want them to put in place a more structured program for verification," said Nathaniel Douglas, chief of the educational opportunities litigation section of the Justice Department's civil rights division. "We think it is a state responsibility, and doing this is going to be cheaper than litigating in all the school districts affected."

Strict Guidelines Planned

Arthur Peyton, the chairman of the Mississippi Board of Education, said the board would introduce strict guidelines for the state's 152 school districts when it meets Sept. 15. The guidelines could include hiring people to monitor and report regularly on transfers and guardianships among Mississippi's 503,000 public school students.

Mr. Peyton and other state education officials said they had not taken more action because most desegregation issues were already addressed by nearly 70 Federal court orders and an equal number of voluntary desegregation agreements.

"It is a problem and we are anxious to do something about it," Mr. Peyton said. "But we don't understand the Justice Department's suggestion that we have been derelict in our duty."

Advocates of school desegregation applauded the Federal and state actions. Phyllis McClure, an N.A.A.C.P. lawyer, said the moves would deal with a "big, big problem which has been with us for a long time."

School Consolidation Sought

The people who blew the whistle on the situation in Laurel, members of a largely white group called the Laurel-Jones County Association for Excellence in Education, were pressing to consolidate the Laurel School District, which has a stronger commercial and industrial tax base, sound buildings and broad course offerings, with the Jones County School District.

In doing so, the association presented evidence that more than 50 white students living in Laurel gave false addresses or obtained guardianships so that they could attend schools in Jones County.

"I knew five or six myself who were doing it," said Joe Frank Sanderson, a white who is vice president of the Laurel-Jones County group and who testified in the court case.

"The guardianships were racially motivated and it was common knowledge," he said in an interview. "We brought it up because it was always suspected but just unproven."

The Laurel case took another odd turn when the city's N.A.A.C.P. chapter opposed the consolidation proposed by the white parents and the Justice Department.

Mr. Anderson and the local chapter's president, Manuel Jones, called the consolidation plan a political move by wealthy whites to undermine growing black influence in the increasingly black district.

'Subjective Opinion' Cited

Mr. Anderson said blacks, who make up about 58 percent of Laurel's population, had won two of the five school board seats in recent years. He said the school system was "hospitable" to black students and did not make them feel alienated.

"We didn't control the system, but we had some input and it was educating black students," he said.

A Federal magistrate at first approved the consolidation, but a Federal District judge reversed that ruling earlier this summer. The judge, Thomas S. Lee, said the Justice Department and the Laurel-Jones County group had, "perhaps unfortunately," failed to show that the transfer ruses had "a significant cumulative impact" in resegregating schools in Laurel and Jones County.

Judge Lee said he held "the subjective opinion that there does exist a greater incidence of improper interdistrict transfers, racially motivated transfers, than were actually proven" but added that there was no objective proof that would support a merger.

But the strength of the judge's subjective opinion could be seen on Aug. 24, when he added to his original ruling a set of specific steps that each district must take to investigate and verify guardianships and transfers. Included in these steps were semiannual reports to the court on the number of guardianships and transfers sought.

"That's going to make everybody accountable," Mr. Anderson said. "And I think that will be the model for what the State Department of Education requires around the state."

N.Y.TIMES:09-07-89

A Nationwide Move to Teach the Integrity of Clear Writing

By KATHERINE BISHOP
Special to The New York Times

SAN FRANCISCO, Sept. 6 — After 15 years, the instructors in the Bay Area Writing Project, which recently completed its summer session, have reason to believe that the rest of the country is catching up to their concern for the importance of teaching writing.

Their optimism lies in that last spring the Association of American Medical Colleges announced plans to include in its medical school admission exam a test of writing skills.

"There's an increasing call for whole faculties — not just English teachers, but also science and math teachers — to use writing as a way for kids to not just retain material, but to understand it and make it their own," said Mary Ann Smith, a junior high school English teacher who for five years has worked full time as the director of the writing project.

The Bay Area Writing Project, which is run from the University of California's Berkeley campus, was begun in the 1973-74 school year with a $13,000 grant from the university in response to the weak composition skills of entering freshmen. Founded to teach teachers to teach writing, it has became the model for the National Writing Project, also based at the Berkeley campus, which was begun with a grant from the National Endowment for the Humanities. The National Writing Project now has a network of 165 sites training more than 80,000 teachers yearly.

Creative immersion in a topic helps to clarify themes.

Explaining to Novices

Ms. Smith, who was one of the original 25 teachers in the project's first summer session, recalls a typical day of work: A physics teacher picked a topic most of the nonscience teachers did not really understand, like how people see color, and had them discuss it in small groups and then write a paper about it as though they were explaining it to someone else who did not understand.

In another session, a social science teacher demonstrated how students could gain a deeper understanding of a broad topic by writing about one moment in its history as though they had been there. Instead of trying to encapsulate the entire civil rights movement, one participating teacher wrote about the Rev. Martin Luther King Jr.'s "I Have a Dream" speech, interspersing portions of the speech in the essay's text, thereby learning about the event as well as the actual words of the speech.

Other Model Programs

While the Bay Area Writing Project is widely replicated throughout the nation, it is not the only model for improving writing skills. In New York City, the Teachers & Writers Collaborative has been bringing professional writers into the classroom since 1967 to work directly with students assisted by teachers.

"Some kids are more inspired meeting a writer," said Nancy Shapiro, director of the program. "That may be a catalyst for some students more than a teacher who's interested in writing."

Financed by state, Federal and corporate grants and school fees, the collaborative employs about 50 writers and serves approximately 8,000 children, from kindergarten through eighth grade, each year.

Ms. Smith said the teachers of the Bay Area Writing Project rejected the notion that they should not require their students to read difficult works. Susan Reed, a teacher at De Anza High School in nearby Richmond, whose students are predominantly from low-income and minority families, has her pupils keep logs of questions and observations as they read "Macbeth" and then write essays on topics suggested by those logs. The result is writing on themes like the pitfalls of ambition and about things they were ashamed of having done.

Ms. Smith said a recent evaluation demonstrated that the program is working. At Bret Harte Junior High School in Oakland, participating teachers had students write on one topic early in the fall and then write again on a similar topic in the spring. They found that the second group of papers showed substantial improvement in organization, fluency, specificity and grammar.

WASH.TIMES:09-07-89

Jesse Jackson's latest revolution 201\70P

Jesse Jackson, the unrivaled master of the apt symbol, wants parents to get involved in elementary and secondary schools. He's urging them to go to school with their kids and meet the teachers, attend parent-teacher meetings and pick up the report cards at the end of each grading period. He's asking them to leave daytime phone numbers, so school authorities can determine whether absent students are sick or playing hooky. And he wants families to switch off their television sets for at least two hours each night while students pound the books.

Unfortunately, most area parents stayed away from school this week, thus demonstrating that it will take much more than a pep talk to get them involved in education again. Some have become sick of institutions that promote bad teachers and give diplomas to unqualified students. Some have lost touch because their children are bused to schools far away from home. Others have lost hope because they believe that outside forces, such as racism, make it impossible for kids to get the breaks they deserve.

If Mr. Jackson is serious about parental involvement, which is the only thing that consistently improves student achievement, he ought to advocate reforms that give parents greater control over what goes on in schools. Polls indicate that 85 percent of the nation's low-income parents favor education vouchers, which would permit them to choose which schools their children attend. Jesse Jackson, who has chosen schools for some of his own kids, certainly understands this. Too, parents of all races have had it with busing, which has severed ties between neighborhoods and schools. And voters are making it clear that they have lost patience with bad teachers and the local unions that defend them.

Education reforms instituted over the past 20 years have stripped parents of authority over schools. We can restore parental faith in schools only by dismantling many of those reforms and challenging an educational establishment that has prospered at the expense of parental discretion. Jesse Jackson may not have realized it, but in urging parents back to school, he could set off a long-overdue revolution in American education. If so, every parent and student in the country will owe him thanks.

WASH.TIMES:09-07-89

Classroom acts and anxieties

SUZANNE FIELDS

It's back-to-school time, but a lot of us wouldn't know where we were if we landed in one.

Educationists can't decide whether they ought to provide day care for teen-age mothers, install metal detectors to prevent students from carrying weapons into school, or hire armed guards — or a reinforced Marine rifle company — to keep out the drug dealers.

Teachers haven't figured out why American students can't compete internationally in math and science. Is it their fault that many teen-agers think the Gettysburg Address refers to someone's street and zip code, that Afghanistan is a fru-fru breed of dog, or that Voyager 2 is a Star Trek sequel?

Two-thirds of our teen-agers watch more than three hours of television daily and most of them still couldn't come up with the name of the secretary of state (or of their own congressman), describe Soviet President Mikhail Gorbachev's problem in the Baltic states, or explain what the noise over Gen. Manuel Noriega of Panama is all about.

So it's all but incomprehensible that many teachers and administrators are outraged at the notion that their classrooms should be exposed to television news because (gasp!) the news will be interrupted by two minutes of commercials. They're not even sure the schools should allow any television news, with or without commercials, because it offers only "passive" learning.

Well, the teachers (not all of whom could answer a current-events quiz, either) are missing a rare opportunity. They can have their cable and learn from it, too, if only they allow their classes to watch one of the daily current affairs television shows now offered to public schools.

One is "Channel One," produced by Christopher Whittle, which carries 10 minutes of news and two minutes of advertising. It made its controversial debut last year in six schools. "CNN Newsroom," introduced last month, offers a similar format with 15 minutes of news and no commercials. Ted Turner obviously believes he can whet appetites to be satisfied on other CNN channels.

These shows are not perfect. They come with glitz and glamour, short segments on serious subjects, but they can wake kids up to the world around them and spark discussions. What kids won't get there, many won't get at all.

Think of the questions a class could discuss. How do the news shows encourage a limited attention span? What is the impact of advertising on the news? How does television influence perceptions of events?

Or consider what an imaginative teacher could develop for homework assignments. How do these shows differ from network news? How do the news items compare with newspaper coverage of the same events? Is there slant or bias in the stories? Does the medium affect the message?

Like it or not, we live in a television age, and educators can either harness the medium to offer information, or ignore it and watch others use it for something less important than feeding a young mind. Critics of education frequently note that high school students lack "problem-solving" and "decision-making" skills. What better way to develop these faculties than by criticizing television news — style and content?

By the time a student is a senior in high school, he has spent about 11,000 hours in the classroom and studied more than 13,000 lessons. He has spent 22,000 hours before the television set and probably watched as many as 750,000 advertisements.

Television encourages a short attention span, which teachers will deal with, like it or not. One critic of television measured 39 attention shifts, including the commercial breaks, in a single 30-minute television show. Yet few students associate their restlessness in class to television. They don't know why they want the teacher to take a commercial break, but they do.

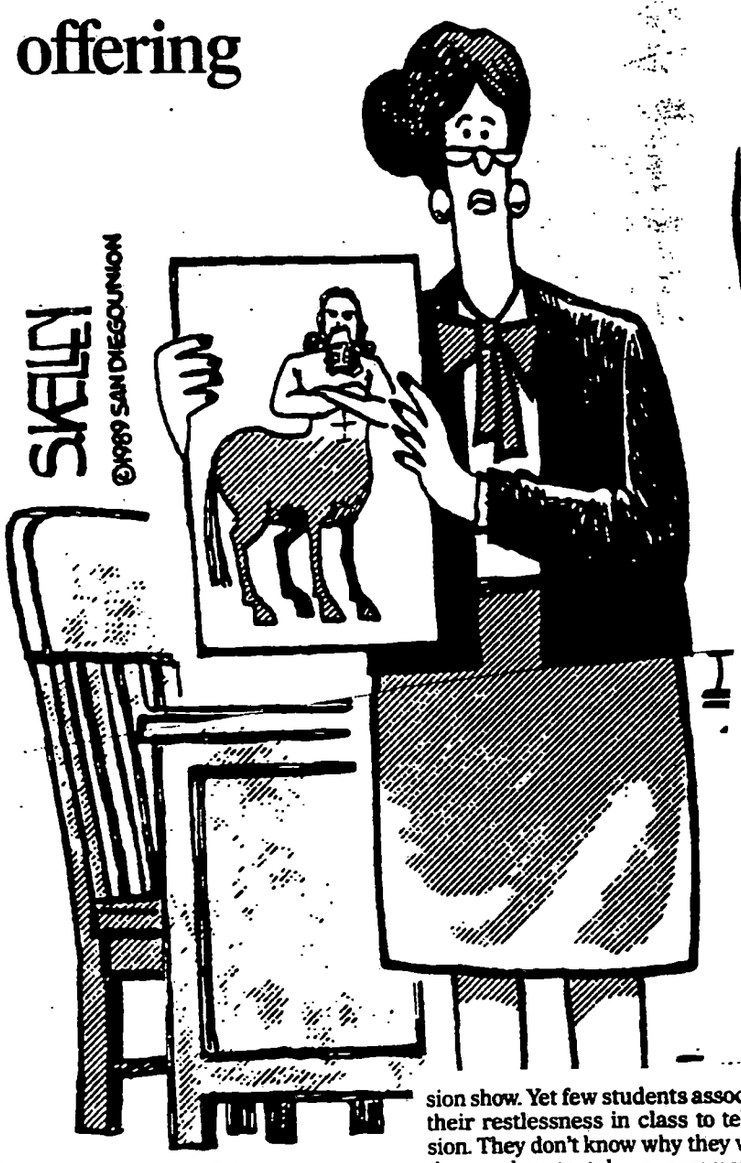
Classroom news shows could teach them more about the world than simply news and information. Chris Whittle is offering $50,000 of electronic technology — television monitors, videocasette recorders, a satellite dish — to the schools that take "Channel One." With a little imagination, teachers could put that technology to other uses, too.

The American Association of School Administrators, the National Association of Secondary School Principals, the National Parent-Teachers Association want to reject "Channel One," news, technology, imagination and all. They say advertising makes students a "captive audience." Captive to whom, besides the advertisers the kids will watch as soon as they get home fom school?

Americans may watch more TV and TV news than any other nation, but few of us understand how television manipulates the way we think about what we see. If Chris Whittle's advertisers pay for that kind of education, that's the kind of bargain we won't often get.

Suzanne Fields, a columnist for The Washington Times, is nationally syndicated.

Cable TV's educational offering



N.Y.TIMES:09-06-89

Help for Workers in a Complex World

By KATHLEEN TELTSCH

Because millions of American workers cannot read, write or reason well enough to do their jobs, demand is growing for programs to teach adults literacy and technical skills.

The programs, often taken to people where they work, can be as basic as English for recent immigrants or as sophisticated as helping employees in high-technology industries master complex documents.

In a Long Island City warehouse, a teacher gives English lessons to Hispanic, Italian and Slavic employees at a Ronzoni pasta factory so they can learn to operate new automated equipment. In northeastern Mississippi, the state is using a tractor-trailer outfitted as a mobile learning laboratory, complete with computers, to give lessons in job-related reading and mathematics to 14 potential recruits for a new plant that makes rocket motors for the National Aeronautics and Space Administration.

A Widely Scattered Effort

"Most jobs today need basic skills approaching 12th-grade levels," said Harold W. McGraw Jr., president of the Business Council for Effective Literacy, a national clearinghouse for data on adult literacy. But he added, "Seventy-five percent of the adults in today's labor force will be there for the next two or three decades, and one in five reads below the eighth-grade level."

It is hard to assess the results of literacy programs, partly because there has been little effort to coordinate them. Federal efforts are scattered among 79 agencies; at least half the states have some sort of literacy initiative, but the goals and budgets vary widely.

Even the definition of literacy is disputed. Last year Congress asked the Department of Education to define the term and then to estimate how many Americans are illiterate. But that survey, involving thousands of interviews, will take four years, said Andrew Kolstad, project officer at the Government's National Center for Educational Statistics.

While the study will assess the dimensions of the problem, no one disputes that a problem exists and that it becomes more urgent as businesses try to keep up with foreign competition.

"Twenty to thirty million adult Americans lack basic literacy skills, and that makes adult literacy a life-and-death economic and social issue for this country," said Forrest P. Chisman, director of the Southport Institute, a research group in Washington that completed an analysis of adult literacy this year.

A 'Jump Start' for Nonreaders

The study, "Jump Start," was published by the institute and financed by companies and foundations. It urged the Government to create a national center for research and technical help in training a corps of thousands of adult literacy instructors. Senator Paul Simon of Illinois and Representative Thomas C. Sawyer of Ohio recently introduced bills that would advance those objectives.

Although President Bush has vowed to be the "education President," Mr. Chisman said, "the Administration clearly does not yet have a literacy agenda." The First Lady is honorary chairwoman of the Barbara Bush Foundation for Family Literacy, which focuses on encouraging parents and children to learn reading together. The foundation, financed by private donations, is operated by volunteers.

But in a time of big Federal deficits, action on literacy is most likely to come from state and local governments, private companies and foundations. Among government programs, experts say a number hold promise, including these:

¶In Illinois, a statewide effort has been organized to pull together civic groups, educators, volunteers, employers and labor representatives to support 250 tutoring programs at colleges, libraries and even firehouses. The state has spent $19 million in the past four years to educate 36,000 adults in reading and mathematics, and has helped businesses and unions operate basic-skills programs for workers in factories and union halls.

¶In Massachusetts, a team of literacy experts, government officials and labor and business leaders developed a work-force literacy program that is expected to grow from 45,000 to 100,000 participants a year by 1991. It is one of the first state efforts shaped around specific needs in the job market, reflecting the shift from manufacturing toward service industries.

¶Virginia has begun a 10-year program centered on the Virginia Literacy Foundation, which has raised $3 million from 230 businesses and provides support for private literacy groups. A state Adult Literacy Committee promotes collaboration between public and private literacy groups.

> 'Most jobs today need basic skills approaching 12th-grade levels.'

¶Mississippi has become the first state to offer a tax credit to corporations training or retraining workers.

¶New York City provided more than $40 million over last four years for adult literacy, far more than any major city, according to the Business Council for Effective Literacy. It budgeted $15.2 million this year for programs at 300 places, including schools, colleges, libraries and factories like the Ronzoni warehouse, where 75 workers were tutored.

City officials estimate that New York has at least 1.5 million adults who cannot fill out a job application, understand instructions on a medicine bottle or write a simple letter. Yet literacy programs reach just 47,000 New Yorkers, and 13,000 are waiting for placement.

'Diverse as the City Itself'

"Our classes are as diverse as the city itself," said John Casey, acting director of the Mayor's office of adult literacy. New York's programs provide basic education in reading and writing, but also in skills like interviewing for a job.

At the Mid-Manhattan Adult Learning Center on West 120th Street, 700 adults take remedial instruction or train for new careers. Though classes have ended for the summer, one instructor, Anne Goodwin, gave up her vacation and devoted another two weeks without pay to tutoring 15 students facing high school equivalency tests.

Outside government, some of the most aggressive drives for worker literacy come from the trade unions, which are pressing for education benefits for members.

In New York City, the Consortium for Worker Education links 10 unions around the issue of literacy. It has helped 17,000 members, preparing most for entry-level jobs and providing others with college training. Financed by Federal, state and city grants, it is now negotiating to extend literacy training to the 200 unions affiliated with the Central Labor Council, which represents 1.2 million workers.

"By 1994, the consortium should be training 30,000 workers," said Joe McDermott, the executive director, "and employers who want qualified workers will have to come to us."

'Good Work and We Can Prove It'

Until recently, literacy attracted limited support from private sources. Substantial grants came mainly from a few companies, including the Gannett Company and B. Dalton Bookseller, and the MacArthur, Ford and Hewlett Foundations.

Another philanthropy, the UPS Foundation, based in Greenwich, Conn., is providing $2.2 million over three years for a literacy program. Part of the money will help teen-age mothers learn basic skills through the New Chance Program of the Manpower Demonstration Research Corporation, a national research organization that develops programs for the needy. It will also equip 20 centers, operated by U.S. Basics, a nonprofit educational institute, for teaching English to immigrants. And it will help United Way promote six programs with a goal of developing a model for a nationwide effort.

Some smaller businesses are setting up their own programs with government help.

Champ Industries, a metal works in Lake Ronkonkoma, L.I., began losing contracts because workers could not keep pace with new marketplace technology. "Our products must meet precision standards," said Stephen Shuster, the president, "and some workers could not use a ruler." Champ secured help from the Long Island Regional Education Center, which brought in experts from local schools to instruct workers in reading blueprints, basic mathematics and reading and writing English.

Now new orders are coming in, and the workers attest to the change, showing off the statistical process control charts they are trained to keep.

"Before, we argued who made the mistakes," said Michelle Cuesta, a 24-year-old machinist, as she sliced metal tubes with a pipe saw. "Now we turn out good work and we can prove it."

WALL ST.J.:09-06-89

Where Liberal Arts Starve Amid Federal Plenty

By Charles J. Sykes

As it opens its doors for the new academic year, Johns Hopkins University has no faculty member in its classics department who teaches Greek literature or philosophy; none who can lecture on Plato's "Republic," Sophocles' "Oedipus Rex" or Homer's "Odyssey." But this is not just another Stanford-like setback for the Great Books.

In its small way, the fate of the classics at one of the nation's most lavishly funded universities casts a revealing light on both the fragility of the liberal arts and the mysteries of academic finance. Above all, however, it is a commentary on the paradoxical role of the federal government in the modern mega-university.

Johns Hopkins receives more federal research support than any other university in the country. In 1987, federal research and development grants totaled $476.3 million. In addition, the school has raised more than $512 million from private donors in the past five years. Even so, the administration revealed last year that the School of Arts and Sciences—the liberal-arts core of the university—had run up a deficit of $4 million and projected a shortfall of $7 million this year.

Draconian Financial Plan

The financial crunch led to the resignation of Johns Hopkins's president (who earlier had been stripped of his budgetary authority) and the imposition of a draconian five-year financial plan that includes steep increases in tuition, a 10% cutback in liberal-arts faculty costs and the elimination of several academic programs.

As Prof. Jerrold Cooper, chairman of the Near Eastern studies department, remarked with a trace of academic understatement: "When a university cuts its faculty after raising half a billion dollars, it's a very, very bad situation."

This might be written off as an aberration except for the distinctive role that Johns Hopkins has played as the prototypical American research university. With its emphasis on research and graduate education, Johns Hopkins did more to shape the new academic culture of the American university in the late 19th and early 20th centuries than did any other institution. Keeping up with Hopkins has been a national academic obsession since the day it opened in 1876.

In recent years, that hasn't been easy to do. Johns Hopkins has been one of higher education's most successful growth industries. Its operating budget increased from $88.5 million in 1972 to $557 million last year—a healthy 529% increase. The largest single factor has been the increasing benevolence of Uncle Sam. In 1967, Hopkins ranked 15th among leading universities in its share of federal research money—a respectable, if somewhat modest, showing. By the early 1980s, it had leaped into the top position.

This growth paralleled the increasing role of the federal government in American higher education in the years after World War II. While the federal government created vast new research centers, laboratories and federally endowed institutes, it also provided a case study in the law of unintended consequences, especially for the liberal arts. By shifting the focus of higher education from undergraduate to graduate education and from teaching to research, especially scientific research, the new federal money radically reshaped the priorities and prestige hierarchies of academia.

Then-Education Secretary William Bennett described the curious interplay of cash and scholarship: "X dollars buys the student one professor; 2X dollars buys him two. But 3X and 4X and 5X dollars gradually remove the professor from the student, and 6X dollars may replace all the classroom professors with graduate students."

At Johns Hopkins the operation of Bennett's Law is writ large. The money was not going primarily for classroom teachers; nor was it going for the liberal arts. This is not altogether surprising given Johns Hopkins's historic focus on graduate research and the sciences. Unlike most large universities, Hopkins has a tiny undergraduate population—only about 2,000 students. But the federal money grossly magnified those tendencies.

Of the $476.3 million the university received in federal research and development grants in 1987, the amount allocated to the School of Arts and Sciences was a mere 3.7%. Nor did the liberal arts fare much better in the university's extraordinarily successful capital campaign, where only 8% of the more than $512 million raised over five years will go for Arts and Sciences. In the absence of an institutional commitment to compensate for the imbalance, the liberal arts inevitably became the raggedy stepchildren of the university.

By shifting the focus of higher education from undergraduate to graduate education and from teaching to research, federal money reshaped academic priorities.

The situation was exacerbated by Johns Hopkins's policy of financial decentralization, under which each school was expected to go it alone. The result was that even as Johns Hopkins prospered and swelled, while the medical school built an $85 million research facility and the administration dreamed of a new space telescope, the School of Arts and Sciences withered like an etiolated limb. But the news is not all bad.

When the inevitable crunch came, Johns Hopkins adopted a plan to bail out Arts and Sciences and share revenue among the various schools. Hopkins's new administration is far more realistic about the limits of academic growth; it now recognizes that the university can no longer pursue every frontier of knowledge.

But the omens for the liberal arts are still troubling. On the heels of the cutbacks, two of the four professors in the tiny and beleaguered classics department quit; today the department has only a single tenured faculty member (Georg Luck, a Latin specialist) and must import guest lecturers for Greek literature. Other departments await the effects of attrition. Ironically, Johns Hopkins continues to have a relatively well-funded Humanities Center. But it too reflects the new academic culture. Prof. Luck calls it "a fortress of trendiness," with a special emphasis on deconstructionism, post-structuralism and other forms of fashionable jargoned academic nihilism. The "Iliad" and Aeschylus may be out; but Hopkins has

Derrida and de Man well covered.

Prof. Luck has watched the changing culture of the university. "This was a fantastic place 20 years ago," he says. "But it's become more commercialized. Hopkins has become more like a business." Not quite. Entrepreneurs don't have tenure.

Bureaucrats do. An eloquent tribute to the transfusion of the federal government's mindset into the universities is the fact that university administrative costs nationally have grown at twice the rate of instructional costs over the past decade. A notable legacy of the federalization of the universities has been the bureaucratization of the soul of higher education.

It's unclear whether the turmoil at Johns Hopkins, so often a trendsetter, is also a harbinger of more crises to come. Federal support for academic science and engineering nationwide topped $8.5 billion in 1987, up from less than $5 billion in 1980. Private money also continues to flow into the universities, usually in the form of restricted grants. As many as 60 universities and colleges are conducting fund drives with goals of more than $100 million each. Three schools are seeking $1 billion.

And yet, the signs of poverty amid plenty are becoming more widespread. Princeton and Cornell, no financial pikers themselves, are also wrestling with red ink. Mighty Stanford projects an $11 million budget deficit this school year, despite a $1.1 billion fund-raising campaign.

Not Money, but Values

As Robert Maynard Hutchins of the University of Chicago remarked in the late 1940s in a different context, lavishing more money on the modern university "is a little like telling a drowning man that he can improve his position by drinking a good deal of water." The problem is not money, but values.

There is more than enough blame to go around: academic bureaucrats who imagine they are entrepreneurs; absentee trustees; professors in full-cry after consulting contracts; a society that has lost sight of the value of the humanities. But a special place in this rogues' gallery must be reserved for the jolly gnomes of official Washington, oblivious, as ever, to the consequences of their actions.

Mr. Sykes is the author of "ProfScam: Professors and the Demise of Higher Education" (Regnery Gateway, 1988).

WASH.TIMES:09-06-89

Race relations first lesson for many college freshmen

By Carol Innerst
THE WASHINGTON TIMES 122/70

The first lesson many college freshmen are getting this school year is in race relations.

Hood College in Frederick for the first time this year is offering a five-hour workshop on multiculturalism this Saturday to the entire freshman class of 200, 10 percent of whom are minorities.

In a session titled "Vive la Difference," freshmen learned last week how to interrupt incidents of verbal behavior likely to spark resentment, such as an ethnic joke.

And at Smith College in Northhampton, Mass., "attitudes assessment" is "part of an orientation discussion of racial attitudes," said spokeswoman M. Janet McNeill.

"Orientation is required," she said. "There is no way that a freshman could escape discussion of the subject."

A plan called the "Smith Design" spells out the college's commitment to affirmative action and to the "importance of embracing diversity as an educational as well as a life goal," she said.

Twenty percent of this year's freshman class of 615 are ethnic minorities, she said.

As summer reading, all members of Bowdoin College's freshman class were assigned Richard Rodriguez's autobiography, "Hunger of Memory," recounting his struggles in the classroom and in white society.

A workshop Tuesday at University of Maryland, College Park, which has seen clashes between black and Jewish students, is titled "Broadening Your Horizons: How to Benefit from Campus Cultural Diversity."

On the academic front, visiting professor Jerome Taylor, director of the Institute for the Black Family at the University of Pittsburgh, will teach a class on "Race, Culture and Consciousness" in the Afro-American Studies Program at Maryland this semester.

Such programs are rapidly becoming commonplace at American colleges and universities.

The rapidly changing nature of the student bodies has exacerbated tensions and made it imperative for institutions to see that their "experiment" in multicultural living works, said Ray Colvig, spokesman for the University of California at Berkeley.

"It's no longer an experiment for us," he said. "We're doing something few institutions have done.

"Only the military is comparable for having such a diverse population living in such close proximity. It's impossible to prevent some things from happening in a community of 30,000 living in close proximity. But you could turn the issue over and see that for a group as diverse as ours, there's probably a relatively low number of incidents."

The Berkeley campus this year has no ethnic majority. The 3,500 new freshmen are 11.4 percent black, 1.8 percent American Indian, 21.8 percent Hispanic — for a total of 34.9 percent affirmative action students — and 27.8 percent Asian-American and 32 percent white. Another 5.3 percent refused to state ethnic background, he said.

Berkeley freshmen got their first dose of sensitivity training over the summer, but more is coming in the residence halls, Mr. Colvig said.

"The groundwork for good [race] relations must be laid in the residence halls," he said.

Berkeley also plans to address the issue of multiculturalism through the curriculum. All students starting in 1991 will have to complete a course in American cultures, selecting three from five offerings that will call attention to the interplay and contributions of the five principal ethnic groups in contemporary society — Americans of European descent, blacks, Hispanics, Orientals and American Indians.

Stanford University takes a similar step this fall.

PHIL. INQ.: 09-06-89

One in three can't read this column

By CLAUDE LEWIS 70P

Several years ago I served as co-chairman, with David Horowitz, of the Mayor's Commission on Literacy in Philadelphia. However, I had to resign from the post because my position at The Inquirer posed a possible conflict of interest. But my interest in the problem of illiteracy has remained strong and I am encouraged that Thelma Reese, who heads the program, is doing as much as possible, considering her budget and the extent of the problem, to increase the reading ability of thousands.

The problem is more widespread than most people understand. Many take reading for granted, not realizing that many read at only a fourth grade level, if at all.

There are many reasons for illiteracy in a nation crowded with free public schools. Not the least of them is embarrassment. Many have convinced themselves they can get through life, living in the dark country of ignorance.

The battle against illiteracy is a continuing struggle.

But we live in complex times today, times that demand increased literacy and comprehension. Even the military is plagued by the problem.

Philadelphia is doing as much or more than any other city in the nation to increase reading skills, but so far has been able to reach no more than 25,000 people in the last five years, according to Reese.

"It's scary that we can't do more," she said in a recent interview. "What we've accomplished is terrific, but we have another 300,000 to 400,000 to reach. It's frightening to think about the total number of nonreaders who may be out there. Some of them will never be reached because they have discovered ways of hiding the fact that they can't read.

"People who have never worn glasses often claim to have left them at home," Reese said. "To mask their inability to read, some fake other injuries, others listen to friends ordering in restaurants and ask for the same meal. They don't use menus."

The problem is going to get far worse, Reese insists, though she says in Philadelphia there may soon be a breakthrough that will significantly advance the city's reading programs. She's reluctant to reveal all of the details, but some of the efforts have to do with massive support and funding by an outside company, others have to do with new teaching techniques. Reese encourages those needing help or those who want to volunteer to call 686-8652.

"I don't think lumping everybody at particular grade levels is the right way to go. I think collaborative learning groups are more effective. People motivate one another when they have common goals. If five adults want to be able to read the Bible, I'd like to get them together. They'd support each other. Put them with a good facilitator, they'll do much better.

"It's a wonderful thing to see someone get his GED [general equivalency diploma] right where they work," Reese said. "But we need more companies willing to establish learning centers right on the job."

Philadelphia is a leader in the battle against illiteracy with some 240 agencies involved and 560 learning sites in the city. But even illiteracy can be political. Some companies don't want it known they have workers with reading difficulties. They're not sure what the public reaction might be.

Reese's daughter, who lives in San Francisco, volunteered as a reading teacher in that city. Her name was placed on a waiting list for six months because "training takes place twice a year there, and in one place, the library," Reese said, her voice tinged with distress.

"Approximately 35 percent of Philadelphians are unable to read at the junior high level. How can the schools make up for all of that?"

Reese is angered that some Washington officials are trying to recruit foreigners to do jobs that should be done by Americans, because many Americans lack reading skills.

"That boggles my mind," she says. "If we can't marshal our resources to train our own people to do the jobs needed here, where are we headed? Our country has a pool of untapped labor unable to meet the demands of the workplace. As a nation, we've got to solve this problem."

The demand for increased skills is going to become even more acute in the 21st century, which is just over a decade away.

Illiteracy is responsible for far more than ignorance. In some, it is the root cause of hostility, violence, a lack of self esteem, a lowering of self-confidence, a diminution of goals and a lifestyle built on poverty and despair. Illiteracy often keeps families at or below the poverty line and hurts the entire nation.

What Thomas Jefferson wrote in 1816 is still true today: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Claude Lewis' column appears Mondays and Wednesdays.

WALL ST.J.:09-05-89
1&2

Educated Moves

Elite Private Colleges Routinely Share Plans For Raising Tuition

Saying It's Done Openly, They Decry Price-Fixing Probe; Critics Charge 'Arrogance'

Wesleyan's Accurate Forecast

10

By GARY PUTKA
Staff Reporter of THE WALL STREET JOURNAL

Wesleyan University was agitated early in 1988 over a recurring issue: money.

Angered by a proposed 7.5% increase in student charges, activists at the Middletown, Conn., school were pushing a letter-writing campaign to mobilize parental pressure against further big increases. Administrators countered with some data that in virtually any other industry would have set off alarm bells.

A March 4, 1988, document, labeled "confidential" and drafted by the Wesleyan treasurer's office, stated that in September 1988, Harvard University charges would go up 6%, Yale's 6.2%, and Dartmouth's 6.3%. At the other end of the spectrum, Wellesley College planned a 7.9% increase, Amherst College 8.5%, and Williams 10.6%. Thus, the Wesleyan administration argued that its increase was only matching the competition.

Uncanny Accuracy

Exactly right or within a half-percentage point of each school's actual increases, Wesleyan's figures were good—too good, perhaps. Most of the group of elite colleges still hadn't announced their 1988-89 charges. How did Wesleyan know? It won't say.

Questions over tuition-setting practices have become more than academic. They are one aspect of a broad Justice Department investigation of possible collusion to rig prices and salaries in higher education. The department says it has made sweeping civil-investigative demands of about 20 schools for records relating to how they determine student charges, faculty pay and financial aid. The colleges have begun complying with the demand.

The earlier-reported practice of 23 Ivy League and other Northeastern schools of fixing student financial aid (see page A6 is also under government scrutiny. At an annual spring meeting, these colleges compare proposed financial-aid packages for more than 10,000 common admittees and in most cases eliminate variances so that a family's expenses will be identical no matter where a student goes. According to people familiar with the investigation, however, the Justice Department's main concern is tuition and faculty salaries.

Mainly Private Schools

The investigation has stunned many educators, especially at the prestigious private schools on which it seems to be focused. Public-college tuitions and salaries, largely fixed by state legislative and policy decisions, apparently aren't under study. So far, 13 private schools acknowledge getting the civil-investigative demands; they include the University of Chicago; Wesleyan, Connecticut and Trinity colleges in Connecticut; Amherst, Harvard, Williams and Tufts in Massachusetts; Bates, Bowdoin and Colby colleges in Maine; Hamilton College, New York state; and Middlebury College, Vermont.

Several of these schools have contended that they are doing nothing unlawful. But the case is more than a legal battle. To many educators, it's a climactic attack after years of smoldering public resentment of rising tuitions and selective admissions practices in which parents and students have felt impotent.

Ivy League Costs

1989-90 tuition, fees, room and board

Brown	$19,510
Harvard	19,395
U. of Pennsylvania	19,350
Dartmouth	19,335
Columbia	19,320
Yale	19,310
Princeton	19,207
Cornell	18,670

Source: College Board

The Bush administration's interest in the issue was foreshadowed last December, at a meeting between Mr. Bush and 10 college presidents. To the educators' surprise, the session included a lecture from White House Chief of Staff John Sununu—two of whose eight children are in college—about tuition increases that he deemed excessive. Attorney General Dick Thornburgh has also commented privately about "waste" he has seen on campus; his last job, before joining the administration, was at Harvard's Kennedy School of Government.

Generating Discontent

Critics say the Ivy League and other top colleges have laid the political groundwork for federal investigators by projecting an image of wealth and indifference to parental fears about affordability as they raised tuitions in the 1980s at a pace well above historical rates.

"This is the arrogance of an elite which is absolutely certain it knows what is best for everybody," says Chester E. Finn Jr., a former Education Department aide who often complains about college charges. "Colleges feel folks shouldn't be making price decisions when it comes to deciding where to go to college. And even if they want to, [the colleges] won't let them."

Suspicions of a rigged market "are consistent with what I would characterize as a paternalistic approach to tuition setting," says Arnold Weber, the president of Northwestern University. Many colleges, he adds, think that "we know what's best for you because we aspire to something called excellence in higher education. We don't want to cloud the student's mind by putting him in a position where he'd have to make trade-offs between different prices and quality." Mr. Weber says he has put "our tuition where my mouth is" by keeping Northwestern's increases over the past four years below the average at comparable institutions.

Anyone now shopping among the eight Ivy League schools would find little choice on price. Except for Cornell, which may enjoy economies of scale as the largest of the eight, charges for tuition, fees, and room and board for the coming school year range from a low of $19,207 at Princeton to a high of $19,510 at Brown. That's a difference of 1.5%, less than might be expected in shopping for a car or even a television set.

Of course, many colleges do charge less. In-state students will pay $4,733 at the average four-year public school this year. Private schools will average $12,635.

Critics complain that the pricier schools exploit their cachet, and the lifetime career advantages, imagined or real, that a diploma from a "better school" confers. In fact, colleges often raise charges to avoid being the least expensive among their peers, says Jan Krukowski, an education consultant. They're afraid of raising "suspicion about why they're so low," says Mr. Krukowski, who doesn't view this as evidence of collusion. Whereas businesses hold down prices to compete, Northwestern's Mr. Weber adds, many schools "raise prices to meet the competition."

Some colleges acknowledge that the similar charges among similar schools is no accident but see nothing illegal about it. Many college costs, including faculty and other salaries, campus upkeep and the like, are broadly the same. And, much like retailers, schools scrutinize competitors' pricetags closely. They often defend greater-than-average tuition increases by citing higher charges or a bigger increase the year before at a similar school.

People familiar with the Justice Department's investigation say the agency suspects that the colleges' exchange of information prior to setting tuition and salaries—exchanges like that indicated by the Wesleyan document—are routine, systematic and designed to eliminate any real price choices for higher-education shoppers.

"What many college presidents and their staffs do to share information . . . would pass as price rigging," says Robert Iosue, the president of York College, in York, Pa. "How on earth can room and board costs at Harvard, located in the Boston area, with one of the highest costs of living in the country, be essentially the same as those at Brown [in Providence, R.I.] or at Dartmouth in Hanover, New Hampshire, where the cost of living is much more moderate?"

The information sharing, both formal and informal, is extensive by private-industry standards. The schools say they repeatedly call one another during the year about tuitions and salaries, often talking in terms of ranges of prospective increases. Indeed, the very notion of price competi-

tion is foreign to many schools. Officials of different colleges view one another less as competitors than colleagues.

Oberlin's Practices

Typical is the routine at Oberlin College, a small liberal-arts school in northeastern Ohio with selective admissions and an $18,840 pricetag close to Ivy League levels. Beginning every autumn, over the phone and at multi-college gatherings, Oberlin Provost Sam Carrier swaps data about preliminary plans for increases in student charges the next fall, he says. By the time final figures are announced in the spring, Oberlin and other schools can set charges at an optimal level—not too high to be uncompetitive but high enough to meet the bills. Mr. Carrier says a similar routine is followed for faculty salaries.

"As I meet with people, I get their thinking," he says. "I certainly feel free to tell colleagues at other institutions what I have recommended to our board."

Although such comments might be sensitive in light of the federal inquiry, Mr. Carrier and others argue that they clearly show no conspiracy is afoot. The openness of many schools' budget and tuition-setting processes enables anyone to get prospective data on tuitions well before the date, usually in March or April, when a college announces the final figures approved by its trustees.

"The tuition inquiry amazes me," says Robert Zemsky, the director of planning and head of a higher-education research group at the University of Pennsylvania. "It's a fundamental misunderstanding of how this process works. This is an absolutely public process everywhere."

Wesleyan's Document

The final tuitions look alike because one school can easily see figures that another's administration is proposing, Mr. Zemsky argues. Specific figures are often discussed at open budget and faculty meetings and in campus publications as much as a year before the final figure is set.

The March 4, 1988, Wesleyan document, however, indicates that preliminary but accurate information is exchanged just when it would most help competitors—right before they set their own numbers. The document lists the 1987-88 and the then-prospective 1988-89 student charges at Wesleyan and 16 other schools. The prospective charges are footnoted as "final" or "preliminary." People involved in the Wesleyan budget process say the administrators told the budget committee that they had obtained, on a confidential basis, preliminary figures from the other schools.

Figures for 11 schools besides Wesleyan were listed as preliminary, but they matched final charges exactly at Swarthmore College ($17,930), Wellesley ($17,240) and Williams ($17,329). The figure for Stanford University missed by only $1 and for Amherst by $5. For the others—Dartmouth, Harvard, Penn, Oberlin, Trinity and Yale—the numbers came within 1% of the final charges, either as listed in the College Cost Book, the standard reference work for applicants, or as provided by the colleges when asked.

Oberlin's Mr. Carrier says he doesn't specifically recall but he "could have been" the person who gave Wesleyan the Oberlin number. Penn and Swarthmore say their trustees had already acted before the March 4 date of the document; hence, the figures were no longer proprietary.

Swarthmore's president, David Fraser, says its board approved final tuition figures on Feb. 27, 1988, about a week before the date on the Wesleyan list. He says that, generally, anytime after the board's annual tuition-setting meeting "I would be happy to give the information to anyone who asked," even if parents wouldn't be officially notified until later. Before the board meeting, he says, his standard response to an outside inquiry would be something like "I could imagine 8% to 11% next year—we're still thinking about it."

Representatives of all the other schools say they either didn't know how Wesleyan got the numbers or decline to comment.

There's no doubt that anti-price-fixing laws apply to the nation's colleges and universities. But legal experts say the Justice Department faces several problems in making an antitrust case against the schools. When price-fixing can be shown to offer some demonstrated public good, there are precedents for excusing it. At least in the case of financial aid, says Phillip Areeda, a Harvard law professor, the colleges could argue that by saving money on some students, they can aid others and thereby expand access to college—to the public's benefit.

As for tuition price-setting, Prof. Areeda says the government's main legal problem may be the consumer choices apart from the elite private schools. Because "literally thousands" of other colleges charge less, he explains, a price-fixing conspiracy among several dozen schools, even if proved, might be shown to barely affect the overall market. On the other hand, if the Justice Department can convince a court that the appropriate market is selective schools, it would be much easier to prove that any price-fixing conspiracy was harmful to consumers.

Officials of Harvard, Bowdoin Work For a Firm Selling Data on Students

By Gary Putka
Staff Reporter of The Wall Street Journal

Whatever benefits elite colleges may gain from their information exchanges, some of their employees appear to be doing well in the process.

They work for Student Aid Services Inc., a closely held company that sells admissions-related data to some 80 to 100 colleges. Three Harvard University employees—Admissions Dean William Fitzsimmons, Assistant Admissions Dean Warren Reed and Financial-Aid Director James Miller—are listed in its marketing materials; so is Walter Moulton, the director of student aid at Bowdoin College.

Their roles in the company raise ethical questions, according to some critics, who say administrators shouldn't be involved in profit-making activity that relies on their college jobs. Mr. Miller has said the company makes a small profit, but how much hasn't been disclosed. He, Mr. Fitzsimmons and Mr. Reed declined to be interviewed for this article. Mr. Moulton didn't return phone calls.

Harvard declined to comment about its officials' activities. A Bowdoin spokesman said that Mr. Moulton long ago disclosed his connection with Student Aid Services, in line with Bowdoin's policy of requiring employees to disclose potential conflicts, and that Bowdoin "is satisfied that it doesn't constitute a conflict of interest."

Student Aid Services gathers and collates information for financial-aid "overlap," a system in which the eight Ivy League schools and 15 other private Eastern colleges compare notes and fix financial-aid awards to students admitted at more than one of the schools. The process, which affects more than 10,000 students, is aimed at avoiding a bidding war that the colleges say would be unethical. One school says it pays $700 for the service.

For $350, the company also sells colleges the names of students who applied to their school but enrolled elsewhere and of those who made deposits to attend more than one school. A company marketing letter last February included the names of customers, including Harvard, Bowdoin and other private schools and public institutions such as the University of Rhode Island and University of California at Berkeley. More than 154,000 names were entered in the company's data bank in 1987-88.

The admissions-overlap data is valuable. Knowing where common applicants decide to go helps colleges tailor their marketing. Identifying multiple depositors helps them enforce application rules and ensure that all their slots are filled. As a result of the service, which identified 1,225 multiple depositors in the 1987-88 school year, acceptances are sometimes pulled.

Chester E. Finn, a former research director at the Education Department and now at Vanderbilt University, calls it "gross" that a company selling such services employs admissions officers who can influence their school's decision to buy. "It sounds to me like a form of self-dealing that in Washington would be worthy of reference to an ethics committee," he adds.

Edward Custard, the acting director of admissions at New College, in Sarasota, Fla., says the people connected with Student Aid Services "are clearly capitalizing" on their college positions. He says the Harvard officials are well known in collegiate circles. Few colleges, Mr. Custard says, would buy the services "if the officials were employed by Southwest Texas State."

N.Y.TIMES: 09-03-89

New School Term in Chicago Puts Parents in Seat of Power

By ISABEL WILKERSON
Special to The New York Times

CHICAGO, Sept. 2 — With the start of the new school year, Chicago will begin what education experts say is the most radical attempt in this country to revamp a big-city school system by shifting power almost overnight from downtown bureaucrats to parents and community people at each of the city's 600 schools.

Each school will be run by a parent-led council with the far-reaching authority now held by the Board of Education. The councils, to be chosen in elections next month, will have the power to approve budgets, make recommendations on books and curriculums and assign and dismiss principals.

The change, intended to streamline the nation's third-largest school district after New York and Los Angeles, grew out of deep frustration over a school system described in 1987 by William J. Bennett, then Secretary of Education, as the nation's worst.

All over the city, people are now bracing for the transfer of power. Officials are polishing plans for elections for the 6,000 council slots, and trying to prevent vote fraud on Election Day and infighting afterward.

Into the Political System

Dozens of community groups are trying to educate parents, many of them school dropouts bewildered by their new responsibilities, and to get them to run for council seats. Leaders of black and Hispanic neighborhoods are waging a get-out-the-vote campaign to bring disaffected minority residents into the political system.

Seventy percent of Chicago public school students are from families below the poverty level, and in the low-income communities there is a sense that more is at stake than just schools. Parents who live in a housing project on Chicago's South Side took notes like schoolchildren at a seminar on school change this week.

"These local school council elections, as disarrayed as they may be, are going to be more important to us than the election of Harold Washington," Salim Al-Nurridin, a community organizer, told the group, referring to the late Mayor whose 1983 election galvanized the city's black voters. "This is about restructuring our community from the ground up."

Several other districts, including New York and Dade County, Fla., have tried decentralization. New York is divided into 32 community school districts, and Dade County has conferred greater authority to individual schools on a limited basis. But no other decentralization effort has been as far-reaching and as quickly done as Chicago's.

'Absolutely Precedent-Breaking'

"This is the biggest change in American school control since the 1900's," said Michael Kirst, a professor of education at Stanford University who has written several books on school governance. "It is the most drastic change in any school system I can think of. It is absolutely precedent-breaking."

The trend in other districts has been to transfer power to principals rather than directly to parents, said Chester E. Finn Jr., a professor of education and public policy at Vanderbilt University and a former Assistant Secretary of Education under Mr. Bennett.

"To take an entire system, convert it to civilian control and insist that this happen everywhere at once makes Chicago unique in the country," said Professor Finn. "Nobody anywhere in this country has conferred this kind of authority on a lay board."

The effort to overturn Chicago's top-heavy bureaucracy came after Mr. Bennett denounced the 410,000-student school system, where the dropout rate is 45 percent and the average test score of students in nearly half the schools was in the bottom 1 percent in the nation in 1987.

"You've got close to educational meltdown here," Mr. Bennett said.

The Legislature Acts

After months of lobbying by an unlikely coalition of business leaders, education advocates and parents in all income brackets, the Illinois Legislature settled on legislation last year that streamlined the central office and gave more authority to principals in hiring staff. Most important, it made parental control the centerpiece.

The councils will be made up of six parents, two community residents with no children in the school and two teachers, all elected to two-year terms. The principal will sit on the board but will have no say on his appointment or dismissal, a decision that will require seven votes. Not only will lay people outnumber professional educators, but each council will be headed by a parent as well.

The law abolishes the lifetime tenure of Chicago principals. Earlier this week, Judge Robert Sklodowski of Cook County Circuit Court, calling Chicago "an educational wasteland," ruled against a group of principals who sought to keep their tenure. So when the principals come up for reappointment, half in June 1990 and the other half in June 1991, depending on the results of a lottery, each council will decide whether to keep the principal or to hire another under a four-year contract.

The changes in the school system are expected to create a weaker role for the superintendent and the Board of Education and thus leave Mayor Richard M. Daley as the leading voice on school policy. The changes will undoubtedly figure prominently in the 1991 mayoral campaign.

While taking away millions from its budget, the law did leave the Board of Education a key lever over the councils: The board can close a school if a council fails in its duties. The law leaves the superintendent with administrative duties as set by the board.

Board Keeps a Key Function

Advocates of change say an all-powerful, distant bureaucracy was crippling the schools. "There was no accountability," said Dr. Donald Moore, executive director of Designs for Change, an education research and advocacy group in Chicago. The change, he said, "gives people with the greatest stake in the schools a bigger say in how they're run."

Critics fear that the parent-led councils will turn into unmanageable fiefdoms led by people with little knowledge of education. One principal said flatly, "I don't feel a group of parents should be allowed to run the school."

Bruce Berndt, president of the Chicago Principals' Association, said change was happening too fast. "We are literally learning how to swim by being thrown into the pool," he said.

One fear, he said, is that principals will have to spend more time politicking than administering. "You've got to win seven votes to get hired," Mr. Berndt said. "You could get 120 percent on your evaluation and not get rehired because they want somebody's brother-in-law."

Nowhere but Up?

Indeed, Professor Finn said, "some parents will make uneven, inconsistent and even foolish decisions." But he added, "There's nowhere to go but up."

Now community groups are using training sessions to educate parents. At a workshop from a housing project on the South Side, Florence Cox, a parent leader and trainer, passed out charts of the Board of Education hierarchy and maps of the school districts. Many parents had barely finished the eighth grade, she said, and more than once she had to suspend the session so parents could find one of the five sheets she passed out.

Mrs. Cox started with the basics, telling parents that they should not get rid of a principal just because they did not like him, that they should not go into the schools looking only for things to criticize.

"Now that you'll be elected public officials, you'll be responsible to the people who elected you," Mrs. Cox said. "If somebody wants a copy of the minutes, you have to give them one. And you can't have secret meetings. If you walk home together and stand under a street light talking, that's a meeting, people. You can't do that."

Serious Campaigns Ahead

Mae Frances Lyons, who lives at the Prairie Courts housing project on the South Side, came in wanting to run for a parent seat at Drake Elementary School. But she was not certain after hearing what the job entailed. "This is mind boggling," said Mrs. Lyons, who dropped out of high school in the 10th grade. "I think I'd better back off from this."

In some communities, parents and residents are gearing up to campaign as if they were running for mayor. "This is going to be a serious, no-kidding, no-jive campaign," said Mr. Al-Nurridin, the community organizer rallying South Side residents.

Campaigning is likely to be especially intense in Hispanic areas, where community leaders are hoping to galvanize people now out of the political system because of language barriers or lack of citizenship. To vote for the parent and resident seats in the school council elections requires only that the voter be 18 or older and live in the community or have a child at the school.

"This is going to be the largest experiment in grass-roots democracy the country has ever seen," said Dan Solis, executive director of United Neighborhood Organization, a Hispanic community group here. "We have a community with a large number of people who are not citizens, who have been intimidated for years because their English wasn't that good, who are now suddenly able to leapfrog into the system into positions with real power."

What happens in Chicago could transform not only disenchanted minority neighborhoods but also public education in general, experts say.

"It's a bold experiment," Professor Kirst said. "If it fails, there will be very little interest anywhere else. If it works, it will be a beacon for the country."

N.Y.TIMES:09-03-89

House Panel Warns Howard U. About Spending

By B. DRUMMOND AYRES Jr.
Special to The New York Times

WASHINGTON, Sept. 1 — Howard University, whose reputation as one of the nation's premier black educational institutions is attributable in good part to heavy Federal financial support, has been warned by Congress to reduce its dependence on Government money and to spend more wisely.

The warning was issued by the House Appropriations Committee in the aftermath of student protests this year over the way the 122-year-old school is administered and maintained. The warning is included in a report on a bill, recently passed by the House, that would give Howard almost $152 million for its academic program in the fiscal year that starts Oct. 1. The amount is about two-thirds of the school's projected academic budget.

The bill includes $5 million less than the Bush Administration requested, a rare Capitol Hill reduction for the 14,000-student university. But the bill would allow Howard to recoup that $5 million from the Government should the school raise $5 million on its own in matching funds.

The Senate may go along with the House action when it takes up the Howard request in a few weeks. In past years, that has usually been the case.

The House committee's report asks that the Federal Department of Education conduct a "full audit" of Howard's finances to determine whether administrative costs are out of line, especially the salaries of administrators.

"It is essential that Howard reduce its dependence on direct Federal appropriations," the report said.

Howard officials refused to comment on the House action. "There hasn't been any final Congressional decision and we don't want to discuss anything that's still under consideration," said Roger D. Estep, the university's vice president for development.

Last March, Howard was shut down for five days by protesting students. They charged that top school administrators, though among the best paid in the country, were inefficiently handling students' requests for financial aid and that campus housing was dilapidated and poorly secured. They also opposed the appointment to the university board of Lee Atwater, the chairman of the Republican National Committee, who was a major strategist in the election campaign of George Bush. The students were particularly critical of Mr. Atwater's conservative record.

The protests ended when school officials agreed to try to improve school administration and conditions on campus. Mr. Atwater withdrew from the board. The school's president of 20 years, James E. Cheek, retired soon afterward, earlier than expected and just as the university's trustees were beginning to talk of a major study of Howard and its future.

In its report on financing at Howard, the House committee says that increased financial independence for the school should be taken as a "major responsibility" by the new president, who is yet to be named. The panel added:

"The committee has been concerned by management deficiencies at Howard, which have threatened accreditation at certain of Howard's schools and colleges and which have resulted in less than adequate support for many student services. This has happened despite one of the highest per student expenditures of any university in this country. The committee has been especially concerned by reports regarding the high proportion of Howard's budget devoted to central administration, including salaries and related compensation paid to senior staff. The committee believes it appropriate that a larger portion of its budget be devoted to direct student services and less to central administraiton."

Over the past 10 years Congress has given Howard more than $1.5 billion, with minimal controversy. The university is a private institution but qualifies for such aid because it has been made a "special institution" by Congress.

"No member is saying it outright, but there's a message for Howard in what the House has done this year and what the Senate is likely to do," said a Congressional aide who has followed Howard appropriations for many years. The aide, who asked not to be identified, added, "There's a sense on the Hill that we've been taken for granted, that Howard feels it doesn't have to be very accountable."

L.A.TIMES:09-03-89

Working His Way Through College With a Computer, VCR and a Saab

By David Glidden

RIVERSIDE

In the Midwestern college I attended, life was pretty strict. *In loco parentis* conferred authority on deans. When the school year began, we knew that blue jeans were forbidden on Sundays in the dining halls, that cars were forbidden on campus. So was dormitory sex. Violators were suspended or expelled. Zoe, for example, was dismissed in her freshman year for making out in a local movie house, where she attracted the attention of two dowagers who promptly reported her to campus authorities. Liberal arts colleges graduated innocents into the world and unleashed the rebels early. That's the way it was in 1962.

More than a quarter-century later, deans no longer serve as parents and students are now considered adults. All adults, including students, seem to want to live in comfort these days, with styles, possessions and sex lives of their own. This means having personal mobility, evenings free—and lots of bills to pay. It's difficult to live that way and go to school.

The greatest expense public college students face today is often not the cost of education, but making payments on the car and the cost of car insurance, not to mention rent. Public universities are out of step with this changing situation and oblivious to its effects on education. Expensive private colleges have a thing or two to learn as well. The old school days—authoritarian and ascetic—will not come back again.

Not every student enters college with Louis Vuitton footlockers. But the material needs of college life are different now, even for those who live in dorms, even for those without wealthy families. The standard of living has soared beyond clock radios, record players and Tensor lamps. Microwaves are considered necessities, so too, personal refrigerators. CD players and color TVs are a must, plus VCRs for self-help tapes and late-night movies.

In addition to creature comforts, there are expensive study aids. Computers and their accompanying printers have made typewriters obsolete. Some students have their own personal copying machines, many own tape recorders to do the work of lecture notes. Walkmen are ubiquitous, to keep the mind alive between classes or while wandering in libraries. I haven't mentioned clothes or books.

Students who cannot afford the extracurricular cost of college living understandably feel out of it and, rather than stay out of it, most of them go to work to buy that car and pay that rent and acquire whatever electronics they need. As a result, many students, even on scholarship, work 25 to 40 hours a week to pay for adult living. Those who don't have to work, thanks to their parents, often hold down a job anyway—to gild the lily they've been given. It's hard to discourage acquisitions when the purpose of higher education is perceived to be the economic advantage it presents. Education then becomes a means, not an end.

Even in high schools, students work long hours after school to buy a car or pay for going to the prom. Once upon a less material time, students brought that money home to share with other family members—rarely, today.

Money matters; time for making money matters. Few hours are left for homework after school, and the squeeze worsens in college, where the bulk of academic preparation is supposed to take place outside class. Jobs come first instead.

Education cannot go back again to the days of parental deans but under the current circumstances it cannot go forward either. The hours students spend at wage-earning work are hours not spent reading or doing schoolwork.

In the University of California, a typical four-credit-unit course is supposed to require 12 hours of homework in a week—that's 36 hours of homework for a minimum course load. College life is supposed to be—is designed to be—a full-time job. Such is the basis of accreditation. But today's typical college student only spends a total of 12 hours on homework in a week. That student doesn't have the time to read, because he or she has to earn and live the life of an adult. Being an adult is hard; ask any single parent who *doesn't* go to college.

Banning cars on campus or imposing limits on personal possessions would not dampen acquisitive enthusiasms, especially when so many students come to college later in life. They wouldn't put up with such authoritarian nonsense. The European solution also wouldn't work—establishing a separate class between childhood and adulthood, with special restaurants, cafés and services to provide students with a recognized social status of their own. That would require a cultural tradition needing several centuries to cook.

The only sensible thing to do is recognize the reality that students have jobs, to offer classes at night and encourage more students to attend college on a part-time basis. That way, students could take only as much of college as they had time to give. Otherwise, the quality of higher education will continue to erode, as students have insufficient time to study. As things stand now, the time squeeze means that students make do, earning money to live on but earning degrees that in fact require less and less.

California's Community College System understands the facts of modern student life. Many working students take courses one by one at night. By contrast, the University of California expects students to be full time. Given the hours UC students work at earning wages, the result is an inevitable academic demise, particularly among lower income groups, because they're the ones who have to work the most.

The cycle of an undereducated, disadvantaged class repeats itself in college. There simply aren't scholarships enough for school and for living too. Yet part-time students have little place in private colleges. Consequently, lower-income students are pressured, either to compromise their studies to pay for the kind of life their peers enjoy or to avoid the social life of college altogether.

Yes, young adults could always scale back their expectations, students could live like monks. But that seems unlikely in a world where the credit-card firms hustle students in campus cafeterias. Most everyone wants more, from whatever economic class they come; it is better, such people say, to be wealthy than be wise.

The ethos that transforms dorm rooms into model homes makes appearance paramount. This same ethos affects the classroom. Grades matter more than what is learned, just as possessions matter more than what is earned. The bottom of the bottom line is what you've got. The same might well be said of faculty, who weigh their publications by the page. So it's only natural, I suppose, that students often try to reconstruct their academic records when performance in the classroom fades, as if courses were credit cards—bills to be negotiated later.

Recently I found myself, as a temporary dean, listening to a pre-law student pleading his excuse to drop a course long after the established deadline passed. He was sure to get a B-, he complained, or even worse, perhaps a C. Law schools wouldn't like this. Worse yet, his father might take his car away and he might have to get a job to pay the rent.

I listened sympathetically and promptly turned the kid down cold. The following week a faculty committee heard his case and overrode me. The young man didn't hold a grudge or gloat. He even waved when he passed me in his Saab as I biked home from work. □

David Glidden is a professor of philosophy at the University of California, Riverside.

WASH.POST:09-04-89

... And Quality in Schools

IT'S A GOOD thing there are so many states in this country, and so many state governments. It means that when all those state governments are in general agreement on a problem—at the moment, the need for education reform—those who wait a year or two before launching an ambitious plan can draw on a wide range of laboratory examples supplied by their quicker-off-the-mark colleagues. The people charged with education reform in Rhode Island have taken advantage of that backlog of experiments, and the benefits—in design, at least—are clear in the plan dubbed the Children's Crusade, announced last week by the governor, Edward DiPrete.

Like many of the state plans already launched, Rhode Island's lays heavy emphasis on the economic costs of a high dropout rate—currently 50 percent among children with incomes below the poverty line. But unlike many, it starts from the proposition that changing that figure—let alone reaping economic benefits from reform—will be impossible without two elements: time, lots of it, and some concrete measure of whether the reform is working as planned. Accordingly, the Children's Crusade will sign up third-graders—because fourth grade, according to experts, is roughly when kids begin to show serious, and often irreversible, effects of early deprivation. It will aim specifically at the 3,000 low-income third-graders (about 30 percent of the statewide age group) who are deemed most at risk. If those 3,000 students' dropout rate can be cut in half, state authorities figure, that will mean 800 more high school graduates a year starting in 2001—a clear, convenient benchmark.

The crusade itself is straightforward, a blend of familiar elements and new twists. The state will ask universities, groups such as the Urban League, businesses and others to contribute to a public-private foundation endowment and to provide mentors. The mentors will go into the schools, private as well as public, and get as many of the 3,000 8-year-olds and their parents—or parental stand-ins, given the chaos of families—to sign contracts. The kids undertake to stay off drugs, stay in school and send the foundation their report card every term. The mentors keep track. Those who meet the contract and graduate get full tuition at a state public university or the equivalent elsewhere. The crucial elements, argues state higher education commissioner Americo Petrocelli, are four: a clear link between effort and reward; a clear link between dropping out of the program and "rotten outcomes"; careful monitoring by a mentor; and a network of concerned adults, a stand-in for the extended family that, as Mr. Petrocelli points out, traditionally annoy children by constantly asking them how they are doing in school and what they want to be when they grow up.

Simple enough points. They come, says Mr. Petrocelli, from observation of the federal Upward Bound and Head Start programs, the much-hailed "I Have a Dream" Eugene Lang model and some university-designed programs that have worked well over the longer term in Rhode Island and elsewhere. The plan refines similar ones floated elsewhere, like New York's more sprawling scheme to supply all graduates with full-tuition "liberty scholarships." In a typical small improvement, the state will pay a yearly sum into the endowment instead of an operating budget. Such step-by-step refinements are the way to proceed. With too many reformers still addicted to abstract rhetoric, and too many reports that sound identical to those issued three and four years ago, a plan that builds on and beyond other efforts is a promising variation.

N.Y.TIMES:09-04-89

Soviet Woman Is First To Pursue U.S. Degree

179/70

Special to The New York Times

ATLANTA, Sept. 3 — An 18-year-old Soviet woman who will start classes at Emory University this week is apparently the first Soviet citizen to seek a degree from an American college.

The woman, Olga Grushin, arrived in the United States on Saturday.

She is the first Soviet individual to pursue a full American degree, said Gregory Gurin, director of the President's initiative on exchanges at the United States Information Agency.

"Olga's case breaks all precedent," said Dr. Ellen Mickiewicz, a professor of political science at Emory who nominated Ms. Grushin for a full scholarship. "There have been Soviet citizens who have studied in this country for a year or for a semester with exchanges, and now it seems that the time has come to have a Soviet enroll as a normal student."

Columbia University offered admission and a scholarship to another Soviet student, Anna Meytina of Leningrad, in 1987, but she had to give up her Soviet citizenship to accept the offer.

The Emory administration said Ms. Grushin's enrollment is an extraordinary sign of change in the Soviet Union. "Soviet citizens have not been allowed to do this sort of thing ever before," said Ildiko Flannery, international exchange coordinator at Emory.

'Normal International Student'

Ms. Grushin's application to accept Emory's scholarship was subject to the approval of the Soviet state committee on public education, but the committee will not monitor her classes. "She is simply a normal international student," said Jan Turner, director of news and information at Emory.

Ms. Grushin came to Dr. Mickiewicz's attention during the Emory professor's research collaboration with the Soviet Union. Dr. Boris Grushin, Ms. Grushin's father, is a well-known public opinion analyst in the Soviet Union. "Through her father I came to know about her extraordinary grades and fluency in English," Dr. Mickiewicz said.

Emory's president, James T. Laney, wrote in June to offer her admission on full scholarship. "When I was contacted, I thought it was impossible for me to come here," Ms. Grushin said Saturday. "A few years ago, this would have been impossible."

"Emory is proud to have one of the most dynamic centers in the United States for Soviet studies," Mr. Laney said. "Our faculty members have collaborated in a number of ways with Soviet scholars. Olga Grushin's enrollment at Emory is another example of these valuable collaborations."

48 Steps to America

To leave the country, Ms. Grushin had to complete 48 steps, including an extensive medical examination. Although Emory was optimistic about the chances of her arrival, its officials were not sure until she landed in New York on Saturday.

Although she was supposed to have arrived on Aug. 29, she was delayed because of minor visa problems. Scheduling a new flight presented a major problem. "To get a ticket out of Moscow in rubles is almost impossible," Mrs. Flannery said, "so we had to pull a few strings with Pan Am."

Ms. Grushin has completed one year at Moscow State University where she received the highest grade in each of her classes and was named one of the 10 best students in her first-year journalism class.

This semester, Ms. Grushin will study English composition, 19th-century Russian literature and sociology. She said she wants to use her Emory degree to become a sociologist in the Soviet Union.

C.TRIBUNE:09-05-89

Critical weeks for Chicago's schools

To a scary extent, the future of Chicago's public schools will depend on what happens in the next six weeks.

Elections to the 595 new local school councils will be held for elementary schools on Oct. 11 and for high schools on Oct. 12. Candidates for elementary elections must be signed up to run by Sept. 27, those for high school councils by Sept. 28.

How well this new and untried experiment works will determine whether current efforts at school reform stand a chance of turning the failing school system around, or give it a final push into disaster.

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If the process works as intended, school reform will transfer a large amount of real power from ineffective, remote bureaucrats to parents, teachers and community residents with personal knowledge of what their particular school needs and how it can be improved. It should energize and empower thousands of concerned people to help the schools. And it should create a process for change that is independent of the city's political and racial conflicts and economic interests.

But if school reform is to work, four dangers must be avoided:

1. Caring, informed people by the thousands must volunteer for election to the local school councils.

They must be motivated by concern for children and for school betterment, not by a personal, political, racial or business agenda of their own. And they must be willing to contribute considerable time to meetings and to learning how to cope with school problems that baffle professional educators.

Some Chicago employers are urging employees to run for the councils—which must have six parents chosen by parents, two residents elected from the community and two teachers selected by the school staff. Some companies are providing time off with pay to campaign and to serve. More are contributing money to help neighborhood organizations and other groups push candidates or working with a private agency, Leadership for Quality Education, toward school reform goals.

But time is short. Efforts to publicize the unprecedented election may not be adequate. Many qualified people have excuses for not running. Some who could do a good job may lack the self-confidence to try. Without enough good candidates to fill the 595 councils, school reform could be in jeopardy.

2. Attempts to play racial politics with school reform must stop.

Actions by Mayor Daley and by the interim school board must be judged by their consequences for school children, not used as fodder for the 1991 mayoral election. Efforts to aid the school reform process by business leaders, foundations and activist groups must be weighed on their merits, not automatically distrusted because of racial antagonisms or ill-formed suspicions, as has been happening.

Black and Hispanic leaders should realize that the local school councils can give their communities enormous new control over their children's education. If they fail to use the opportunity, local school reform could fail, their children would suffer and city and state bureaucrats would have to move in and take over to keep the schools functioning.

They must also understand that the local school councils will begin the complicated new process by which a Board of Education is chosen to replace the current interim board by next spring. Those who want to have a voice in choosing board members have some opportunity to do so through the councils—if they become active in electing and serving on them.

3. Entrenched school bureaucrats will have to learn how to share power in new ways with parents, teachers and community residents.

This will not be easy for many of them, especially those whose jobs are now less secure because of new school reform provisions. For example, a group of principals, residents and a district superintendent already has gone to court trying to overturn school reform legislation on several grounds, including that it impinges on principals' tenure rights. Even though a Cook County judge rejected their case and urged them to get on with reform efforts, the plaintiffs quickly filed almost the same suit in U.S. District Court.

Many of the councils will be fragile at first, as thousands of noneducators learn how to function and bring about the improvements they want. The new process will depend heavily on the cooperation of principals and other school administrators, who also will be learning new roles and skills.

4. Potentially well-qualified parents and residents who may feel intimidated about running for the councils should not back away. They can do it.

They can be reassured that the school reform legislation provides money for training sessions. Principals have a vested interest in being helpful; the councils can refuse to renew their contracts. But there also may be a new role for activist groups, education associations, foundations and other agencies in developing helpful, trusted support systems, informative task forces, troubleshooters and other aids.

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Whatever the difficulties, Chicago is committed to the particular school reform plan written into law last year. It could become an acclaimed national model for improving education everywhere. Or it could fail, dragging the nation's worst public school system into even greater failure.

The hard reality is that the people of Chicago have no choice except to work as hard as they can to make the unprecedented effort succeed.

BALT.SUN:09-05-89

Question Marks in Education

Major question marks surround school districts in the Baltimore region as another academic year begins this week.

The success of reorganization of public education systems will be put to the test in Baltimore City and Baltimore County. Anne Arundel County faces a work slowdown from unionized administrators. Carroll and Howard counties continue to try to cope with soaring enrollments.

In the city, the entire top echelon is new and nearly 500 administrative staff members have been shifted into different jobs. In Baltimore County, the responsibilities of some 100 staff members have been altered. Of necessity, these kinds of large-scale changes will produce initial difficulties. Adjustments also may have to be made in Anne Arundel, where a union representing principals, vice principals and top office personal is involved in a contract dispute and has ordered a work-to-rule job action that is certain to affect some classroom work. These are temporary difficulties that time will alleviate.

One of the striking features of Maryland's public education system is its diversity. Five of the local school districts — Baltimore City and Montgomery, Prince George's, Baltimore and Anne Arundel counties — have budgets so large they rank among the 50 biggest in the nation. Yet Maryland also has some very small school systems — Somerset, Cecil and Garrett, for example. In recent years, these small systems have found themselves sharing the kinds of budgetary problems Baltimore City faces. Undoubtedly, there will be efforts by these jurisdictions to persuade a reluctant General Assembly to spend more on education in the state's poorest areas.

There is encouraging news, though, from a Gallup Poll on attitudes toward public schools. Nearly three-fourths of the public thinks it is "very important" to improve inner-city schools. By a 2-1 margin, respondents say they are willing to pay higher taxes to support proper efforts to improve public education — including allowing students and parents to choose which public schools in their communities the pupils will attend. This "parental choice" movement is law in Minnesota, Arkansas and Iowa and it is under consideration in several other states. Respondents also favor a "standardized national curriculum" as well as national standards and goals for public schools and nationally standardized tests to measure achievement.

The resounding message here is that the public is ready for tradition-shattering changes in policies that govern public schools. This is a finding that should stir the intellectual juices of Maryland's educators. It also gives additional weight to the proposals of the Governor's Commission on School Performance, including its recommendation that individual schools be subjected to an accreditation process to improve quality and accountability.

BALT.SUN:09-05-89

A Chance for Bush To Refocus on Schools

285/101

Washington.

By Neal R. Peirce

NO MATTER how you slice it, President George Bush's education "summit" meeting with the nation's governors, set for September 27-28 in Charlottesville, Va., has to be good news.

At a minimum, the meeting should focus fresh national attention on the faltering performance of the nation's schools. At its best, it could produce new urgency in launching a determined "second wave" of basic school reform.

The president promises to attend "every minute" of the two-day meeting with the governors. So important is the meeting, he argues, that only two comparable summits ever happened before — the first when Teddy Roosevelt assembled the governors to talk about an end to ravaging the country's forests, the second in 1933 when FDR convened the state executives to discuss ways out of the Great Depression.

The need for a presidentially convened effort was pinpointed in June by Ernest Boyer, head of the Carnegie Foundation for the Advancement of Teaching:

"If a health epidemic were striking one-fourth of the children in this country, if we had heaps of garbage on the curbs — a national emergency would be declared," said Mr. Boyer. "But when hundreds of thousands of students leave school every year shockingly unprepared, the nation remains far too lethargic. We need a larger vision — an urgent call to action — and the president himself must lead the way."

Addressing the Business Roundtable, Mr. Boyer went on to urge a $12 billion "Marshall Plan" for education — precisely the kind of solution Mr. Bush rejects. If our schools are still failing despite the total $330 billion the nation invests in them yearly, Mr. Bush reasons, "the challenge of education reform suggests something much more fundamental than money."

Even Mr. Bush's critics should acknowledge his legitimate personal concern about the schools. In contrast to Ronald Reagan, who rode into Washington trying to abolish the Department of Education, Mr. Bush appears earnest in asserting that, "education is the key to our very competitiveness in the future as a nation, and to our very soul as a people."

Here is a president who even understands that it's ultimately a matter of "national security" when schools fail to reach and educate poor and disadvantaged students. Maybe Mr. Bush is simply surrounded by so many children and grandchildren that he instinctively grasps society's nurturing and educating imperatives in a way the more isolated "Gipper" never could.

But without new federal megabucks, what can a "summit" achieve?

First, it can spotlight, in dramatic form, the deep threat that underperforming schools pose to our society.

Second, the summit should honor but not falsely prolong the reform wave that began in 1983. It was important to stiffen course requirements in such areas as math and foreign language, to eliminate "social promotion" from grade to grade, to mandate teacher-competency tests.

But the reforms produced at most a 5 percent increase in the schools' effectiveness, education expert Jack Brizius estimates. And we now know that the "top-down" state mandates didn't help underprivileged kids much at all.

Third, business-school "partnerships" such as adopt-a-school and mentoring programs are helpful. But what's needed is pervasive reform of the way education is run in America.

What does that mean?

We could start by taking control of schools away from independently elected school boards and putting them under general-purpose government. If war is too important to be left to generals, education is too important to be left to petty political fiefdoms and imperious school administrators unaccountable to the mayors and councils. We ultimately hold mayors accountable for the whole municipal enterprise. Why not let them appoint the school superintendents of their choice? And then hold them accountable for the results?

A summit should celebrate and promote the idea of school-based management. This means radical slimming down of central school bureaucracies that busy themselves with fastidious micro-management of the schools.

We must stop running our schools like 1920s industrial conglomerates, with orders from on high for how each principal and teacher, in lock-step, has to function. The new model — proving successful even in deprived inner-city areas — is to give each principal and his or her cadre of teachers the professional responsibility to decide how they will educate their charges. And hold them accountable for the results.

School-based management fits nicely with letting parents choose which public school their child will attend — a concept President Bush supports. Like the rest of society, schools need to compete, each developing its own strengths, in effect becoming its own "magnet" school.

American education must become an exciting enterprise, full of fresh and competing ideas. The president with his visibility, and the governors with their powers to change budgets and set policies, are the right combination to ignite a new reform wave. The process can also goad more governors, and their states, into launching full reform agendas.

But if it's to make any difference, George Bush can't leave it at one "summit." He'll have to keep on leading.

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TALKING POINTS

Returned Copies of Constitution Inspire Broadside From Burger

When it comes to the Constitution and former chief justice Warren E. Burger, there's no fooling around.

That's apparently what prompted Burger to fire off an angry letter last week to Rep. Fortney "Pete" Stark (D-Calif.). Sources at the Commission on the Bicentennial of the Constitution, which Burger heads, said "the chief" was incensed that Stark had returned 1,000 copies of the Constitution to the agency, "in the name of eliminating duplicative or unnecessary spending."

In a three-paragraph letter on Supreme Court letterhead, Burger told Stark that someone on his staff had requested the materials earlier this summer. "Either I or someone on our staff will be available to assure that the 'right hand' on your staff will know what some of the other hands are doing," Burger said.

"I do not regard it as a "waste" of government money to make 10¢ copies of the Constitution available to as many Americans as possible," he told Stark.

A spokesman for Stark said he had no comment on why the congressman had rejected the copies.

States Prepare for Education Summit

■ Hoping to attract some attention and put a little pressure on President Bush to keep his pledge to be the education president, two states are gearing up for the educational summit Bush plans to hold with the 50 governors Sept. 27-28 in Charlottesville.

The West Virginia Federation of Teachers announced plans to solicit comments from classroom teachers and citizens on their priorities for public education in the state. The information will be given to West Virginia Gov. Gaston Caperton (D) to help define his goals for the summit.

"The only way the governor can clearly understand the challenges teachers and other school personnel in West Virginia face is to listen to the concerns of those who see the problems firsthand," federation president Rick Lyon said.

Bush said he hopes the education summit will set goals for school districts, but federation executive director Bob Brown said: "Education is largely controlled by governors and localities—not by the federal government. The goals educators express to Caperton must be goals for the state to carry out."

Brown pointed out that West Virginia has the second lowest-paid teachers and one of the highest dropout rates in the country. "We all know the limits our state presently has on its budget," he said, "so we want it to be clear to the president that real money from Washington is more important than rhetoric."

Meanwhile, Delaware Gov. Michael N. Castle (R) convened his own summit last month in preparation for the national meeting. "The president's education summit offers us an opportunity to contribute to the national debate about the future of education—and at the same time identify how Delaware's schools can improve in the next few years," Castle said.

Hoover Institution Director Retires

■ W. Glenn Campbell, for 30 years director of the Hoover Institution of War, Revolution and Peace, a conservative think tank at Stanford University, has retired. The think tank has been widely credited with providing ideas and foot soldiers for the Reagan administration.

Under Campbell, the institution tripled in size and its endowment soared to more than $125 million. The growth led some Stanford faculty members to propose that the university sever its relationship with the think tank.

According to an Associated Press report, former Hoover fellow Michael J. Boskin, chairman of the White House Council of Economic Advisers, has been mentioned as a candidate to succeed Campbell.

Political Science Association Awards

■ During its annual convention over the weekend, the American Political Science Association honored a number of Washingtonians. Ronald Walters of Howard University received the association's Ralph J. Bunche Award for the best scholarly work on ethnic and cultural pluralism. Walters, an adviser to Jesse L. Jackson, was honored for his book, "Black Presidential Politics in America: A Strategic Approach."

White House national security adviser Brent Scowcroft received the Hubert H. Humphrey Award for notable public service by a political scientist.

The Carey McWilliams Award went to Lesley Stahl of CBS News for a major journalistic contribution to understanding politics.

—Maralee Schwartz, Bill McAllister and David S. Broder

WASH.POST:09-05-89

Md. Schools Reaching Out To Children Without Homes

Programs Encourage Enrollment, Study

105
10

By Claudia Levy
Washington Post Staff Writer

The lanky, quiet seventh-grader was ashamed that he and his family had been evicted from their apartment, that he and his mother had had to live for a while in their car and had ended up in a shelter in Wheaton. The only constant in his life was his school, miles away in northeastern Montgomery County.

The teenager was one of more than 1,400 students in Montgomery last year without a permanent address. The number of students registering out of motels, shelters, relatives' homes and, in some cases, even cars is expected to grow when the homeroom counts come in after school begins this week, officials said.

"Kids need a quiet place they can do homework. In a room where there are 50 other people, they don't have a quiet place."

— Peggy Jackson-Jobe

Across the Washington area, well more than 5,000 school-age children are believed to be homeless, along with thousands of their younger siblings, according to school system estimates.

As economic hard times and drug problems have pushed an increasing number of families out on the street, shelters that were once full only in winter now are crowded year-round, social service agencies said.

Maryland educators reported that the number of homeless children doubled in the state from 1987 to 1988, to an estimated 11,000.

In the past year, school systems nationwide began being held accountable for the education of homeless children under provisions of the two-year-old Stewart B. McKinney Homeless Assistance Act. States were required to submit plans last spring.

As part of its response to the requirements, Maryland is launching a new system to track children without homes.

In Prince George's County, second in the state only to Baltimore in the number of homeless, there were more than 2,500 children without homes last year.

State education officials also are planning after-school programs in libraries, a book drive and tutoring sessions at shelters for homeless children, said Peggy Jackson-Jobe, state coordinator of the programs.

School systems in this region have formally adopted guidelines of the McKinney Act ensuring that children without fixed addresses will be encouraged to enroll for classes, overriding the usual residency requirements.

"Some states are being reasonably activist" about complying with the McKinney Act, said Mary Ellen Hombs, acting director of the local office of the National Coalition for the Homeless. "Maryland seems to be a pretty good example . . . . But there's nothing notable in Virginia's report . . . no display of real awareness." Virginia did not submit statewide figures, but reported that Alexandria had 1,093 homeless children.

The District said it had 1,136 children in shelters at the end of 1988.

In visiting 45 shelters in seven Maryland counties this summer, Jackson-Jobe said the problems facing schoolchildren were immediate. "Kids need a quiet place they can do homework," she said.

"In a room where there are 50 other people, they don't have a quiet place. When the teacher gives them a project to do, if they don't have a library card, they can't get one."

Montgomery County libraries allow students to list shelters as their homes to qualify for borrowers' cards, a spokeswoman said. Jackson-Jobe said similar arrangements were being worked out in other counties this fall.

The Wheaton youth, now entering the eighth grade, said he is accustomed to waking before dawn for the two-hour journey by bus to his old school.

It was better than transferring to still another new place, he said. None of his friends knew what he was going through.

"The social worker notified me because the boy had become depressed," the head guidance counselor at the school said. "I clued in a few of his teachers, and indicated that he needed some TLC. I feel that that's probably the best way we have."

Daniel Thompson, an unemployed miner who was staying with his wife and eight children in a Gaithersburg motel last week, said he was told he could enroll his children in local schools there, even though the family has been homeless for nearly a year and lives off and on in a Toyota station wagon.

Finding the money for housing continues to be the family's most pressing problem, Thompson said. But in the meantime, "I'll probably put the kids in school in Gaithersburg, and just live out of the car or the motel," he said.

BALT.SUN:09-03-89

John Toll's University

In his 11 years as leader of the sprawling University of Maryland, John S. Toll has tried to steer the state's dominant higher-education institution toward academic excellence. By almost any measurement, UM has made encouraging progress.

When Mr. Toll returned to UM in 1978 as its president, the university had finally erased its image as a football factory. He provided the energy and drive to push UM toward the forefront of public universities, concentrating on recruiting faculty talent, starting programs to attract bright students and initiating private fund-raising activities. Most important of all, he created partnerships with business, industry and government that could produce big benefits in the decades ahead.

John Toll has always been an academic builder. He turned a six-member physics department at College Park into a 70-member department with international stature in the 1950s and 1960s. Then he transformed the State University of New York at Stony Brook from a sleepy Long Island campus with 1,700 students into a bustling institution of 17,000.

During Mr. Toll's 11-year tenure at Maryland, the number of National Merit Scholars rose seven-fold. UM ranks among the nation's leaders in prestigious faculty fellowships and in federal research grants. The faculty of seven programs are ranked in the top ten of public universities. Admission standards have risen considerably. And private fund-raising — almost unheard of at UM in 1978 — topped $20 million in 1988, with a $200 million campaign now under way.

Mr. Toll has been especially active in linking the university to industry and government. UM is deeply involved in numerous high-tech research projects and has opened thriving centers in Shady Grove, Bowie and Baltimore that have drawn national attention.

While Mr. Toll has won praise for luring good faculty to Maryland and maintaining the high standards of its graduate schools, UM's undergraduate programs have not fared as well. His micro-management style cost UM a number of skilled administrators. And his failure to give the Baltimore region a consolidated, comprehensive university system stands as a major shortcoming.

The Toll era at Maryland officially ends on Tuesday, when an interim chancellor, James A. "Dolph" Norton, arrives at Adelphi. He takes over an enlarged UM with considerable potential. John Toll's university may not yet have reached the top tier of peer institutions, but it has taken some large steps in that direction.

C.TRIBUNE:09-03-89

Reform already affecting schools

Confusion grows as 1st classes near

70

By Karen M. Thomas
Education writer

When school doors open Tuesday in Chicago, attention that has been focused on a far-reaching law to reshape the failing school system will shift from board chambers, corporate workshops and community forums to the city's schools and their 410,000 students.

While the school year typically begins amid some confusion, several school officials are predicting that this year's start may be rougher than usual as rapid and sweeping changes in the Chicago School Reform Act find their way out of the system's central offices and into the hallways of the local schools.

"There is more confusion out there than usual, and I suspect that this school opening will be a little worse because there are a lot of questions yet to be answered," said Bruce Berndt, president of the Chicago Principals Association.

Principals are finding themselves at the forefront of putting in place new policies set by the interim Chicago Board of Education and preparing their schools for the October elections of powerful local school councils, which are at the heart of the city's efforts to improve its public schools.

The councils to be formed at 648 city elementary and high schools will have the power to hire and fire the principal, develop a school improvement plan and approve the local school budget.

An early settlement with teachers and other employees has guaranteed that teachers will be on the job Tuesday and the children will be in the classroom on Wednesday. But that settlement and a pact with the federal and state governments to improve special education services call for more than 1,000 new teachers and other changes that principals must spearhead.

"It is a different opening," said Benjamin Terry, principal of Armstrong Elementary School, 5345 W. Congress Pkwy. "No one really knows how this is all going to go. It's kind of a challenge."

"Even though the contract is signed and people have security in being able to return, overall there seems to be something that permeates the air. It's the uncertainty," said Rufus Brown, principal of Banneker Elementary School, 6656 S. Normal Blvd.

It is unlikely that the new positions will be filled by Tuesday or even by the end of September, since many are based on school enrollment figures that typically are not set for the year until early October.

"I don't think we will have them all in place the first day of school," said board Vice President William Singer. "Some of those positions are not even budgeted for the whole school year. The most important thing is having a principal and the basic school needs filled, and I think that will all take place."

Some of those new jobs are being sought by those with teaching certificates who had held one of the 512 positions that the board cut from its $2.2 billion budget. More than half of the school system's district superintendents and staff, as well as a number of clerical, middle managers and administrators at central offices, were affected by the cuts.

"I don't have a place," said Frank Ventura, former District 8 superintendent, who lost his job under the cuts. "I think most of us have been offered that we could be placed on an eligibility list for classroom teaching, but I don't have a grade to teach or a school to be placed as interim principal, so I'm out."

It is up to the principals to decide who will fill vacant slots; whether art or music should be reinstated at their schools; how many new teachers will be needed to reduce class sizes by one pupil at each elementary school; and how elections for the local school councils will be handled.

Some principals say they are simply making choices—like choosing between music and art—that they expect could be overturned by the local school councils once they are elected.

"At this point in time, we are just more inclined to lean toward music, because we have some talent on our staff in that area," Brown said. "But that does not mean we are locked in if the council prefers art."

With the shift to the local schools, the board will now focus on the elections, the ongoing search for a new school superintendent and negotiations with teachers and other employees for a multiyear agreement that would ensure smooth school openings for at least two years.

The board and supporters of the reform movement recently won several important legal battles when two Cook County Circuit Court judges ruled against principals, district superintendents and parents who had sought to have elements of the school reform law blocked.

"I think you will find everything is under control and everything will happen in a very orderly way," Singer said. "My guess is that all is going very well."

N.Y.TIMES:09-02-89

As the Schools Go, So Goes the City

TOP

By Felix G. Rohatyn

TOMORROW'S NEW YORK

The Next Mayor

An Occasional Series

The failure of New York City's public schools and the implications of their disintegration for the city's future have at long last become too serious to ignore. As voters assess this year's mayoral race, they should think carefully about the candidate who has the determination and vision to create a school system to meet the city's needs in coming decades. No issue is more important to New York.

Major reform is required for two reasons. First, a decent public education should be considered a basic civil right; the goal of equal opportunity becomes a cynical slogan if decent education isn't made available.

Second, New York City's economy will rapidly deteriorate without a supply of skilled employees for tomorrow's predominately service economy. Furthermore, the cost of unemployment and crime resulting from the high dropout rate will drive more people and businesses out of the city.

Felix G. Rohatyn, a partner with Lazard Frères & Company, is chairman of the Municipal Assistance Corporation.

We should not accept Band-Aid approaches and mere declarations of good intent from the mayoral candidates. Turning the schools around will require fundamental changes and a new definition of what the public schools are supposed to be.

It will require strenuous political effort on the part of Gov. Mario Cuomo, legislative leaders, the next mayor, our Congressional delegation, the business community, teachers and parents. It will require a great deal of money.

To begin with, we must have competent and experienced leadership. At a time when continuity is critical, the tragic death of Chancellor Richard Green faced the Board of Education with a challenge that it failed to meet.

Chancellor Green had recently appointed a competent and experienced deputy, Bernard Mecklowitz. But the board gave in to political pressures to begin a search for a minority candidate. During this search, change is at a standstill, and a new chancellor will need from 18 months to two years to learn the system.

It is wrong to bring ethnic standards into the selection process. And it makes little sense to bring in an outsider, unless he or she is truly outstanding, when we have a perfectly experienced and able incumbent.

Second, the mayor should be made as responsibile for the performance of the schools as for the cleanliness of the streets. Accordingly, the mayor should be empowered to appoint the majority of the board, with the borough presidents appointing the balance. Under the current rules, no one appoints a majority, so no one is responsible.

Third, we should recognize that decentralization as it is now practiced has failed miserably. The community school districts are just patronage sources and corruption is rampant. The mayor, with the chancellor, should have the power to appoint half the seats on the community boards. Parents should be heavily represented.

Fourth, we have to develop new teachers. To persuade students to go into teaching, scholarships and financial incentives should be provided. To persuade them to remain in education, we need competitive compensation and civilized working conditions.

Fifth, schools must, in many cases, become extensions of the family. Schools should be open through the evening to provide after-school study and recreation facilities, meals for those children who need them and evening sessions for parents in need of educational assistance.

Counseling should be available before a child gets into trouble. There is now one counselor for every 700 children in the system; this should be brought down to one in 70 over the next five years. Tutoring should be provided on a concentrated basis; tutoring could be provided by older students in exchange for educational credits and might not involve large outlays.

Sixth, the involvement of the business community should be institutionalized. Business can assist in providing summer jobs and after-school training, furnish financial assistance for higher education and guarantee jobs for deserving graduates.

Seventh, clean and modern physical facilities should be provided by the new school construction agency on an accelerated basis.

Eighth, the schools need more money. The question, of course, is where that's going to come from.

New York City cannot afford to impose new taxes. However, it can effect savings that can be reinvested. First on the list should be the awesome educational bureaucracy, which now consumes about $600 million a year.

Citywide labor costs, which will be negotiated again in 1990, are another prime target. An increase of 5 percent to 6 percent, which would cost the city between $700 million and $900 million, is clearly unaffordable.

The city should maintain its labor costs at current levels by a combination of lower wage settlements and a smaller workforce. This can be achieved by attrition and management efforts which will produce considerable savings in future years.

By contrast, the state does have some flexibility with taxes. State income taxes have fallen from 9 percent in 1985 to 7.875 percent now, and are scheduled to drop to 7.5 percent and 7 percent in the next two years.

These cuts would amount to about $400 million in 1990 and $1.3 billion in 1991. To maintain or increase state aid to meet local needs such as education, it's worth considering whether income taxes should be temporarily frozen at present levels.

Still, it is sheer fantasy to deal with a major problem such as public education without greater Federal assistance. The budget deficit provides Washington with an excuse to do nothing. However, this is a reason to eliminate the deficit, not to ignore major problems.

The loss of Federal aid over the past eight years is dramatic. If Federal aid had continued in 1989 at 1981 levels, the city would have received $1.2 billion more in the expense budget and $1.8 billion more in housing programs. We cannot continue to make up for these losses.

An alliance of the Democratic Congressional leadership and the national business community could provide backing for a tax increase to support public education. These funds could be targeted to local governments for teacher pay, counselors, longer school hours, etc.

This is a difficult and costly agenda. But doing nothing will be costlier still. It will ultimately destroy the city's ability to function as a leading economic and cultural center. □

BALT.SUN:09-02-89

Test Score Gap

Maryland school officials have reported new findings that reveal a disturbing problem: a big gap in test scores between black and white school children in the state. An examination of achievement test scores found a distinct racial breakdown, with Asian students scoring highest, followed by whites, Hispanics and finally blacks. It also revealed that blacks fall further and further behind whites as they advance from third grade to eighth grade, by which time they are reading at a level two years behind whites and three years behind Asians.

These findings are alarming, but they are not surprising since they are in line with national findings on achievement test scores. They also follow state and national patterns of disparity between blacks and whites in other aspects of life — from the higher rate of low birthweight among black babies to the higher rate of death among black men from violence, heart attacks and strokes. Black unemployment is twice the rate among whites, as it has been for many years. Poverty rates are even further apart. The national poverty rate was 34.7 percent among blacks in 1968, when it was 10 percent among whites. Almost 20 years later, in 1987, it was 31 percent among blacks and 11 percent among whites. More than three times as many black children as whites are officially classified by the government as living in poverty, a condition that affects family stability and impacts on the level of support and encouragement a child receives at home.

The problems of teen pregnancy, drug use, violence and crime are also disproportionately high among poor, urban blacks, whose schools are often overcrowded and under-equipped. The trouble was spelled out in a recent ABC television special, "Black in White America," produced by the network's black staffers, who noted there are more black men of college age in jail than in school.

Maryland school officials said that the racial gap grows wider as children get older, but Prince George's County has provided an example of how to turn that trend around. Over the past two years, black achievement scores in that suburban Washington county have seen a dramatic rise because of a concerted effort by school officials and political leaders to bring about improvements. The effort includes spending more money on instruction and encouraging greater parental involvement in education. It stands as a lesson to other school systems in the state that something can be done to close the test score gap before it grows to the point of no return.

WASH.POST:09-01-89

Voyager

Math, Science and Spaceflight

THE VALIANT Voyager 2, now departing the solar system after its historic pass of Neptune, has been hailed as a groundbreaking mission, a textbook example of planning and a cost-effective venture that paid back its relatively small investment a thousandfold. But it was something else too: the best advertisement in a decade for showing school-age kids the kind of magical payoff that can result from the hard study of math and science. At a time when educators are agonizing over how to attract more students into these fields, such a motivational bonanza should not go unnoticed.

Nor has it. While Voyager was nosing closer to Neptune last week, the Jet Propulsion Laboratory in Pasadena, Calif., was hosting not only hordes of journalists but also 700 educators who went there to attend a conference on linking Voyager's accomplishments to classroom activities. The JPL in California and NASA in Washington both have long-standing programs of this type, and with each big event—Voyager, the Venus-bound Magellan launch last May, the Galileo probe this fall—materials and kits go out to classrooms, museums and, of course, planetariums. The slides and posters are fun, but the curriculum materials are even more useful in their way: they show how the striking effects that make up the Voyager spectacle are built of familiar textbook concepts, concepts that can be translated into math and science for kids as young as third grade and then into progressively more complex ones.

Take the appearance of Voyager's pictures, transmitted by radio wave. Elementary school students can learn a good deal about the physical concepts of a radio wave. They can be shown the role in such transmission of base-two number systems; color enhancement means learning about the spectrum; older kids can use equations to "smooth out" the images. Slightly older students can also learn something about navigation and how to plot the orbit of a planet: this requires the use of ratios and, later on, trigonometry. "You give students a reason to learn the skill," explains Gil Yanow of the JPL education program. "Actually, if you get them excited enough, they'll learn it on their own."

Adult liberal-arts types who were taught math more traditionally may boggle at the idea of being given a *reason* to learn trigonometry. Wasn't trigonometry, like so much else, just there to make you suffer? But this kind of why-we-do-it lesson planning is now the forefront of the latest new-math thinking. And when you see Neptune and Triton rising in the Voyager viewport, that kind of new thinking makes heartening good sense.

Heroin-crack mix headed for schools

By Jay Mallin
THE WASHINGTON TIMES

Local drug dealers are planning to introduce a deadly, smokable mixture of crack cocaine and heroin next week to coincide with the opening of area schools, a substance-abuse expert at D.C. General Hospital said yesterday.

The product, so new that it does not have an established name, may turn a whole generation of District youths into heroin addicts, said Dr. Walter Faggett, director of substance-abuse services at the hospital. Names that have been used elsewhere include "speedball," from an older term for heroin, and "parachute," for the soft landing that heroin provides after crack's brief high.

Dr. Faggett said he learned of the planned introduction by talking to several drug dealers, including a 45-year-old heroin dealer who recently entered drug treatment. Dr. Faggett said the dealer pleaded with him to do something because he feared for the well-being of his 8-year-old son.

"It's been test-marketed [by local dealers], and the marketing strategy apparently is to release it when school opens because that is the target population," Dr. Faggett said after testifying before a Senate Judiciary Committee hearing on illegal drugs.

The appearance of the drug in the Washington area "easily could be the worst news since the emergence of crack cocaine," Dr. Faggett said, referring to the time when crack replaced PCP [phencyclidine] as the drug of choice in the District.

At the same time, a spokesman for the Metropolitan Police Department said yesterday that police narcotics experts told him they know addicts sometimes combine cocaine and heroin — either for injection or smoking — but that in the District the combination, so far, is used only by older addicts.

"They say it's not popular among young people," Officer Quintin Peterson said. "It may very well turn that way, but right now it's not."

Many heroin users are in their 30s, while most crack addicts are teen-agers. The young crack addicts have tended to avoid heroin because of "squeamishness" about the necessity of injecting it, said Richard Lopez, a psychologist with D.C. General's substance abuse program.

By providing a new product that can be smoked like crack, D.C. drug dealers are introducing crack addicts to a second addiction — heroin.

"You are going to end up with a dual addiction," said William Hopkins, who works with drug abusers in New York City. He said the new addicts may turn to intravenous injections of heroin "and what that would mean would be an entire new generation on heroin."

"We are talking about a very profound addiction, and we are talking about very young people," Dr. Faggett said.

Crack highs, which last only a few minutes, often end in a depression so severe it drives users to suicide. In the cocaine-heroin combination, the heroin cushions that fall.

But crack-heroin users "are at a high risk of death," Dr. Faggett said, because crack can cause heart failure and heroin depresses the respiratory system so severely that users may nod off and stop breathing.

Mr. Hopkins, who directs a team of ex-addicts in "street research" for the state's Division of Substance Abuse Services, told the Senate committee the new combination is being tried by New York City "yuppies" and college students. Users report uneven success with it, possibly because smoking only will work with varieties of heroin that vaporize at low temperatures.

Still, he said, use "is growing and growing rapidly."

Last year, area drug dealers introduced a mixture called "Space Base," or "Beam me up Scotty," a potent combination of PCP and cocaine that was widely popular among street users.

• *Tracie Reddick contributed to this report.*

WASH.TIMES:09-01-89

Shake-up hits Hoover Institution

By Carol Innerst
THE WASHINGTON TIMES

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A power shift occurred today at besieged Hoover Institution on the campus of Stanford University as its long-entrenched director and guardian, W. Glenn Campbell, grudgingly moved to the sidelines under terms of a forced retirement.

Ousting of the crusty, hard-line conservative who for 30 years protected Hoover's autonomy has raised anew fears of the think tank's academic and financial absorption by Stanford's traditionally liberal faculty and administration.

But there are indications that Mr. Campbell, at least for awhile, will continue to wield influence.

The acting director, John Raisian, sees Mr. Campbell as "sidelined but not out" in his new role as "counselor" at Hoover.

Mr. Raisian, 40, who was Mr. Campbell's deputy director for nearly two years, has been appointed acting director while a search committee looks for a new director. He said he has been assured he is considered a "serious candidate" for the long-term directorship.

When Stanford's board of trustees gave Mr. Campbell the boot, they also gave him a golden parachute that conveyed the probable lifetime title of "counselor" in the Hoover hierarchy. He also gets to keep his 11th-floor office in the 285-foot Hoover tower that looms over Stanford's red tile roofs.

Mr. Raisian views Mr. Campbell as a "top adviser" and will seek his input in the decision-making process.

Mr. Campbell, 65, still upset about the high-handed manner in which Stanford President Donald Kennedy and the trustees forced him out, praised Mr. Raisian as a "a tough gentleman."

"Tough in a different way," he said. "Some think he's nicer. He'll handle it well. He was my deputy director, after all."

"I think Glenn and I share the goal of attracting the best possible public policy scholarship we can attract — independent of ideological bent," Mr. Raisian said. "I think I'm as committed to the best interests of Hoover as Glenn is, but I don't know that we have the same kind of personality traits. I consider myself pretty darn conservative, but not as quick to show my stances on particular issues as Glenn is. I'm not as colorful, without question, but most people consider me pretty conservative."

He said that he's as committed as his former boss to fending off "takeover" plots aimed at Hoover.

The first test of his mettle could come as early as October, when the Stanford faculty senate is scheduled to try to bring Hoover under "normal academic governance."

"Basically what they want is our buildings and money," Mr. Campbell said. "They don't care about our books and archives."

He put Hoover's worth at "over $300 million," not placing any value on the scholars. The endowment is about $130 million.

Hoover is formally a part of Stanford University, located in the center of the campus and receiving about $4 million annually for library support. Hoover's budget is about $14 million annually.

Stanford doesn't control Hoover. The family of the late President Herbert Hoover drew up the incorporating documents in a way to make encroachment by the university difficult. In particular, the Stanford provost, faculty and board of trustees have little control over the Hoover director's appointments to research positions. And there is no tenure at Hoover, which gives the director a freer hand than most university presidents.

PHIL.INQ.:09-01-89

Rhode Island pledges school aid if students promise to behave

By Susan Levine 10/21
Inquirer Staff Writer

A sweeping plan that would provide academic help to students from the third grade through high school and promise graduates money toward college costs was approved yesterday in Rhode Island.

Proposed by Gov. Edward D. DiPrete and passed by the state Board of Governors for Higher Education, the "Rhode Island Children's Crusade" will require a major commitment from the children it pledges to help.

They and their parents will have to agree to obey the law, avoid drugs, work with mentors and tutors, have their report cards monitored by state officials and act as good examples in their neighborhoods.

"Rhode Island is about to become the first state to embark on a program of this magnitude on a statewide basis," DiPrete said.

The program, which is expected to enroll its first participants in the fall of 1991, is aimed at the estimated one-third of the state's 10,000 third-graders who are economically disadvantaged. Its goal is to halve the dropout rate among those students, to 25 percent.

"We really feel that if the program is successful, we may have made a fundamental change in certain patterns" that contribute to students' dropping out, said Americo W. Petrocelli, the state's higher-education commissioner, who designed the program.

DiPrete said students who ran into legal problems or became pregnant should be given a chance to get back into the program if they showed willingness to continue their studies.

If the program is successful, an estimated 1,200 additional students who complete the program each year would attend college. Another 1,200 would go on to other training programs.

The maximum scholarship would cover the estimated $3,436 yearly tuition at the University of Rhode Island in the year 2000 and would increase 5 percent yearly, Petrocelli said. Students attending other Rhode Island schools and apprenticeship programs or proprietary schools would receive less.

The program will provide academic and social aid to students beginning in the third grade. Graduates will receive college scholarships.

Students attending private colleges would receive the maximum scholarship.

"Students will be able to hang a certificate on the wall and say, 'This is $10,000. This is something to strive for,'" said Leila Mahoney, DiPrete's senior assistant.

Mahoney plans to ask businesses, foundations and schools to contribute to a state-created foundation to get the program going. Rhode Island's public colleges should have an especially strong interest in the Children's Crusade since in an era of a shrinking student pool, it may help ensure their futures as well.

The state is expecting to contribute $3.2 million a year, bringing the fund, with interest, to approximately $50 million after 10 years, Mahoney said. The money would pay for scholarships, tutors and administrative costs. "If it doesn't work, we'll give everyone their money back," she said.

While the state Board of Governors for Higher Education has the authority to create the program, the legislature still must appropriate the state's share of the money.

DiPrete plans to make a presentation about the new program at the President's Summit on Education in late September. The governor said he would be "knocking on the door of the White House" to at least match the state's contribution.

The program is being supported enthusiastically by Rhode Island's two teacher organizations, business groups, the state Chamber of Commerce and the Rhode Island Urban League.

"It's just a total effort by the state to provide something new and different," said Harvey Press, president of the Rhode Island chapter of the National Education Association, which plans to contribute financially.

"It's a very ambitious program, but I think if people are committed they can in fact pull it off," said B. J. Clanton, executive director of the Rhode Island Urban League.

New York state last year enacted "Liberty Scholarships" for lower-income students accepted by public or private New York colleges. And a plan to take effect in 1993 at Louisiana state colleges will guarantee to waive tuition, fees, room and board for qualified students whose family income is less than $30,000 a year.

Mahoney said that Rhode Island's program will go further by enrolling students at an early age and giving them educational and social help.

It is that non-financial assistance that may prove more significant than the scholarships, stressed Chester Finn, a professor of educational policy at Vanderbilt University and a former assistant U.S. secretary of education for research and improvement.

"The real obstacle to going to college for a lot of people isn't the money," he said. "It's along the way, especially for minority and inner city kids. They do badly in school and lose interest in education."

Those students are very difficult to work with and motivate and "you must not expect universal results," Finn stressed.

Still, he added, "If they're really proposing to soup up the elementary and secondary [school] and proposing to give them what they're missing in their lives, then it is significant."

The Associated Press contributed to this article.

L.A. TIMES: 08-31-89
1/3

Tool or Exploitation?

TV Sends New Signal to Schools

By ELAINE WOO,
Times Education Writer

Last spring, Gahr High School Principal Nadine Barreto witnessed the unimaginable.

Instead of grousing about their teachers, two students who were waiting in her office to be disciplined were debating the case of John Tower, the embattled Defense Secretary nominee.

As far as Barreto is concerned, there is no question about what sparked the Cerritos students' apparently avid interest in the news. It was "Channel One," a daily television news program that was shown in a seven-week test run last March at Gahr and five other high schools across the country. Stories about Tower, the Eastern Airlines strike and Japanese education, among others, were served up by youthful anchors in a 12-minute video blitzkrieg, embellished with flashy graphics, music and maps.

'A Whole Consciousness'

"High school students don't read newspapers or watch TV news," Barreto said recently. Watching "Channel One" gave them "a whole consciousness about another world other than their own."

At the other test high schools in Kansas, Michigan, Ohio, Tennessee and Massachusetts, the enthusiasm among local educators was just as high. Despite such positive reviews, however, state and national education officials, from California Supt. of Public Instruction Bill Honig to the National PTA, were aghast. They charged that the show was exploiting a captive teen-age audience for commercial gain.

"TV is a powerful tool," said Honig, an advocate of technology in schools. "That's why we want to fight this battle now. We want television to be an educational tool, not a tool of commercial interests."

Although television has been used in schools at all grade levels since the 1950s, educators still wrestle with how to use the technology to the fullest advantage. The advent of "Channel One"—which already has spurred imitators—has stirred old questions about the usefulness and propriety of the medium as an educational aid. To many educators, teaching with television, as with computers, can help students succeed in an increasingly technological age, while to others, it is a frill that good teachers do not need.

Offered Free

Beamed via satellite by Whittle Communications, a media company based in Knoxville, Tenn., "Channel One" is being offered to schools free—along with $50,000 worth of additional enticements, including a television for every classroom and two video recorders. Each school also receives a satellite dish that will pipe in the Whittle program. Schools can keep the equipment for as long as they show "Channel One."

The catch is that the schools have to broadcast all 12 minutes of the program at the same time to most classes—and, to the horror of many prominent educators, that includes two minutes of commercials pitching such products as Coca Cola, Levi's jeans and Ford.

Shortly after its debut, the program was banned from public schools by officials in California and New York, which had not even participated in the pilot project.

Observing the brouhaha over "Channel One," Ted Turner announced that his Cable News Network was plunging into the classroom, too, but with a commercial-free, 15-minute daily news show called "CNN Newsroom." Three other cable programmers, Discovery Channel, C-SPAN and the Arts & Entertainment Cable Network, also are offering new shows geared for classroom use.

Some observers say the new educational thrust is intended in part to help repair the tarnished image of the cable television industry, which is under fire in Congress for allegations that it is an "unregulated monopoly."

Others, however, attribute it to "the quiet revolution" of the videocassette recorder, which has helped reawaken educators to television's potential as a teaching tool.

"Televisions and VCRs are common audio-visual equipment now," said Linda Heller, director of educational services for C-SPAN, a cable channel that began airing educational short subjects on government affairs last week. "Schools are looking for more ways to utilize this equipment."

Earlier this year, ABC News began marketing interactive video discs that team up computers with television to give teachers and students access to news clips from its archives. The computer drives the video disc, which contains an hour's worth of news stories on subjects such as the 1988 presidential election and the civil rights movement. A teacher can call up a clip of Rosa Parks talking about bus boycotts in the South in the 1950s, for instance, for a lesson on civil rights leaders. Or a student can use the video disc to compile a video term paper.

The video disc is "much more useful than CNN or 'Channel One,'" ABC News spokesman David Bohrman said. "They [teachers and students] can control it and use what they want. It makes TV a useful tool, instead of a passive device."

According to Paul Saettler, a Cal State Sacramento professor who has written a book on the history of American educational technology, televisions were first foisted on teachers in the 1950s by the business community. The idea was that "master teachers" would be shown giving lessons in their area of expertise, which would reduce the number of teachers and classrooms needed and allow education to be delivered more efficiently.

But the attempt fizzled, mainly because teachers, who were still needed to run the television, were unwilling participants.

"Most teachers felt neglected because they were forced to stop everything they were doing [and] tune in at a particular time," Saettler said. "They felt like assistants. So they were hostile. There was a lot of resistance."

Most schools have had at least one television for years, although many use their sets only for special news events and, occasionally, to baby-sit classes. Today, observers say, the majority also have VCRs. And it is the ubiquity of the VCR, they note, that has put teachers more in control of, and more apt to use, the television.

'Real Revolution'

According to the U.S. Congress Office of Technology Assessment, the video recorder is, after computers, "easily the second-most prevalent new technology" in schools. Ninety-one percent of schools nationally have VCRs, compared to 85% with computers, a study last year by the federal technology assessment office showed.

Because both "Channel One" and "CNN Newsroom" are broadcast in the middle of the night, teachers must preset their VCRs to tape the shows, but they can play them back at their convenience later in the day.

Said Gary Rowe, vice president and marketing director for Turner Educational Services: "The VCR represents a real revolution in the way the television screen can be used. The teacher decides when to switch it on and how much to play. That is a totally different way of using television. . . . We expect the results to be very different this time than what had been the case in the past."

Fair-Use Doctrine

Another change, other programmers say, is an emphasis on making the programs "teacher friendly" by allowing more flexibility in when shows can be used. Under federal fair-use guidelines, schools can tape and show any publicly broadcast program once within 10 days of the original air date, unless the producer grants an exemption.

Although many teachers are unaware of the fair-use doctrine, those who have knowledge of it say that it discourages television use. Teachers need the flexibility to use

WALL ST.J.:08-31-89

190/70

Academic Protectionism

Stanford University finally managed to get rid of W. Glenn Campbell, who will begin his forced retirement this evening. In 29 years as director of the university's Hoover Institution, Mr. Campbell made it one the most important research organizations in the world. It now has a magnificent library, a $300 million endowment, and a staff that includes five Nobel Prize winners as well as notable scholars such as Thomas Sowell, Robert Conquest, Seymour Martin Lipset and many others.

Stanford is purging Mr. Campbell for two reasons. He is demanding and sometimes strident, exactly the sort of rough-edged entrepreneur who doesn't fit into a bureaucracy such as Stanford's. And Hoover's staff, of course, is more conservative than the Stanford faculty, which isn't saying much; the first 500 names in any town in America would produce individuals more conservative than Stanford's faculty.

Many of the writings emanating from Hoover strongly support free markets and strongly oppose communism, views that would have been regarded as impolite to press too hard in most faculty lounges over the past 25 years. By bagging Mr. Campbell, Stanford hopes to bring Hoover more into conformity with community standards.

Now, there are at Stanford, as at any university, good scholars who actually believe in and welcome diversity of thought. But in recent years Stanford has been overwhelmed by a coterie of mediocre academics who don't brook disagreement with their world view. It's a typical problem in academia. Moribund professors win tenure about age 35. Unable to realize the satisfactions of being either a good teacher or an original thinker, they spend their parched decades consumed with academic politics. And if their playpen happens to be a Stanford, they tirelessly press the sort of radical ideology that can make sense only in a place such as Palo Alto.

The politicized professors maintain the fiction that they are non-partisan. They want Hoover off campus. Typically, Stanford president Donald Kennedy and the Stanford Board of Trustees are more oblique. They merely want to gain control of Hoover and its abundant resources, and they hope to do so by eventually replacing Mr. Campbell with someone more congenial to what they represent.

In doing away with Mr. Campbell, they claimed they were merely upholding Stanford's mandatory retirement policy; Mr. Campbell turns 65 this year. But apparently this policy applies only to Mr. Campbell. The Board of Trustees recently gave 64-year old Richard Lyman (who, like Donald Kennedy, was a member of the Carter administration) a five-year contract to head a new international relations institute at the university. His contract was approved at the same meeting the board forced out Mr. Campbell.

What is going on here is a form of academic protectionism: An ideology that is competing poorly in the real world is trying to bar its stronger rival. This intolerance in academia today has forced many conservatives to flee to think tanks, such as the Heritage Foundation or the American Enterprise Institute. Thus like others before them, if Hoover's freethinkers are made unwelcome at their own institution, they can move to Washington and possibly have more impact on policy.

Still, even a Stanford can't completely escape the judgment of the marketplace. Many of the donors who give money to universities support diversity of opinion, and because of its crabbed radicalism on Hoover and other issues, Stanford has experienced a decline in donor support. Perhaps, as Glenn Campbell might suggest, these donors are finding more productive uses for their intellectual and financial capital.

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JEREMIAH O'LEARY 10/22

A lesson from the Greeks

I see by the papers that Zeta Beta Tau has become the first national fraternity to eliminate the hazing of pledges and cut off spending on alcohol, and I had a flashback to 1937 when a classmate at George Washington University asked me if I was interested in dropping by the house of the prestigious Kappa Sigma fraternity.

You ought to know that I was then a 17-year-old Washington native who worked by day and went to night classes six days a week, the Depression being at its dismal depths. On a salary of $10 a week, I paid $32 a semester to GWU, rode streetcars and buses and had one good blue serge suit.

You could not overstate the gulf between the day students, who had cars but no jobs, and the drudges and grinds of the night school. We lived in different worlds. I knew there were a number of so-called "Greek" fraternities and sororities whose members looked and acted like glamorous collegians but I never dreamed I was fraternity material.

I went to the Kappa Sig house, then at 19th and R Streets NW and found myself with a number of other freshmen in the midst of the process known as "rushing." This essentially was a beer party hosted by the brothers and adorned by co-eds whose desirability increased as the bibulous night wore on. As the beer-glow burgeoned within me, the more enchanted I became at the prospect of joining these paragons as an equal in all their bacchanalian festivals.

At a dimly remembered and late hour, I recall being kissed and hugged by the star-quality sorority girls and having a black-and-gold pledge pin attached to my lapel by the fraternity big shots. A pledge, you must know, is only a candidate, the fraternity equivalent of a recruit at Marine boot camp. Soon enough I was presented a book of Kappa Sigma history to be memorized and a list of menial jobs, such as making the beds of the members.

During the next few weeks, as they looked me over for acceptance or rejection, I recommended a friend of mine, another night student who was from New Jersey and whose name was Wilson Brown. He, too, became a pledge.

I found that I had certain other rules to live by. One of these was that I was required to date only girls who belonged to Chi Omega sorority. They were, I was told, my "sisters." As a youth with a perpetually roving eye, I had no interest in dating any sisterly person and quietly broke this edict repeatedly without detection.

Then came "Hell Week." I was required to move in at the frat house for a week. I was issued a baby potty with my name on it and in the potty was an egg, signed and dated by the fraternity leaders. I had to carry this potty with me at all times and stave off every attempt by the brothers to break my egg. I would be thwacked with a Kappa Sigma paddle, I was told, if anyone broke my egg. I defended the egg vigorously against all comers and it was perhaps the only successful enterprise of my two-year college career.

Another humiliation was that the other pledges and I had to stand up at the evening meal and sing our high school songs from start to finish. My school song, a direct steal from Cornell and Cayuga's waters, had outstandingly inane lyrics, and I grew to hate the song almost as much as the ritual.

It was during this period that I noticed that my friend Wilson Brown was no longer around. I asked one of the fine-feathered senior fratmen what had happened to him. He was no longer a pledge, I was told. They had blackballed him for membership because a background check had revealed his mother was Italian and his father was a greengrocer.

Of course, I knew that Jewish students had their own fraternities and sororities at GWU, although nobody ever told me if this was their choice or if Jews were not allowed in elegant fraternities like Kappa Sigma.

But I was thunderstruck at what the fraternity had done to a young man because of his Mediterranean blood and his father's occupation. In a quivering rage, I smashed my egg, threw my potty on the floor and told Kappa Sigma to take my pin and stick it where the sun doesn't shine. I walked out of the fraternity house and never returned.

Thinking back on this now, I conclude that I did learn something valuable in college. George Washington University suspended me because I didn't study much and paid more attention to my job and to having fun than to attending class and doing homework. Kappa Sigma had nothing to do with the fact that I never received a diploma but everything to do with inadvertently teaching me a far greater lesson.

In fact, I owe the fraternity a lot. It was the first time in my life I ever acted like a man.

Jeremiah O'Leary is a columnist for The Washington Times.

Agency to collect GSL loans

By Carol Innerst
THE WASHINGTON TIMES

TOP

The Department of Education is taking over the job of trying to collect more than 100,000 aged, defaulted student loans that state guarantee agencies have been unable to collect, Education Secretary Lauro F. Cavazos said yesterday.

He attributed the move to the federal government's greater success at prying money out of deadbeats. Defaults are expected to cost taxpayers $1.9 billion this year alone.

The Education Department has had the statutory authority to take over the collection of defaulted loans from state agencies since 1980.

"It's time to exercise this option," Mr. Cavazos said in a prepared statement yesterday. "The sheer volume of defaulted loans has become greater than the guarantee agencies can handle."

"This is the first time the department has had aged loans assigned to us permanently by the state agencies," said Thomas J. Pestka, the department's director of the division of credit management and debt collection.

What they can't collect after trying for a number of years will have to be written off, he said.

Mr. Pestka would not estimate how successful this effort will be, but said past federal attempts to collect defaulted loans have returned more than $1 billion to government coffers.

While the Education Department had the authority to take over old loans from state agencies for nine years, "this is the first time we've had the computer program that allows us to collect efficiently," he said, explaining the delay.

Mr. Cavazos earlier this summer announced a series of actions aimed at keeping student loans from defaulting. These included procedures to reduce the level of student loan defaults at for-profit trade schools and other post-secondary institutions with consistently high rates.

The 100,000 defaulted loans he has directed state agencies to turn over to the federal government are worth more than $300 million.

In 1982 — 17 years after the Guaranteed Student Loan Program began — $399 million or 36.5 percent of defaulted loans went uncollected. At that time, the volume of new loans coming due was about $11.8 billion.

In 1988 the annual volume had jumped to $51.6 billion, with $4.3 billion or 61 percent of loans remaining uncollected. The department has forecast a record $5.8 billion in student loan defaults by the end of fiscal 1989 on Sept. 30.

Mr. Cavazos said that in the future he expects to ask state agencies to turn uncollectible loans over to the Department of Education on an annual basis.

According to a recent study by Advanced Technology Inc. of federal collections productivity, the Department of Education generally has higher collection rates on defaulted loans than state agencies.

The department has various collection methods available, including:

- Withholding tax refunds by the Internal Revenue Service.
- Garnisheeing paychecks of defaulters who are federal employees.
- Using IRS referrals to locate debtors where state guarantee agencies have been unsuccessful.
- Reporting defaulters for a period of seven years to all major credit bureaus, thereby preventing defaulters from obtaining additional commercial credit.
- Using private collection agencies.

L.A. TIMES: 08-30-89

For Reforms to Hold, Focus on the Child

By GILBERT C. HENTSCHKE and LYDIA LOPEZ

After several years of education reforms, it is more evident than ever that our Los Angeles public schools are failing. The losers are our children and ultimately our entire community.

The symptoms of this failure have been well-documented. 39% of Los Angeles students do not graduate from high school, and current test scores indicate that many who do graduate are ill-prepared for the high-tech, high-skill jobs that will be prevalent in our 21st-Century economy.

Education reformers propose a range of solutions. Some of these have been put in place: a longer school day; a larger education budget; greater teacher participation in the management of schools. Others are proposed: greater choice for parents in which school their children attend, and breaking up the district into smaller units.

All these reforms presume that something positive will happen for the child in the classroom as a result of their implementation. But it is not at all clear that these or other reforms, taken individually or together, will significantly improve the academic performance of our children. A longer school day hasn't resulted in higher test scores. More money for teachers and administrators without accountability for performance does not ensure more effective teaching. Choice is not the optimal solution for communities where the alternatives are all below par and for parents who lack the time or interest to involve themselves in their children's education.

In the complex debate over structural and curriculum reform, it's easy to lose the central focus: the child. It is easy to ask if the schools are "ready" for our children, but it is also reasonable to ask, "Are our children ready for school?" What is their readiness when they enter kindergarten? Why aren't the bottom 50% learning? When should the community intervene and how? What reforms in the curriculum will enhance learning? What technology? How will we know if the child is succeeding? Most important, what and how much more is each child learning?

To get a satisfactory answer to this last question, we need a new child-centered approach to education that focuses on all of the child's needs and connects human services to curriculum reform, teaching methods and organizational change.

Approximately 600,000 children attend grades K-12 in the Los Angeles Unified School District. Approximately 80% are ethnic minorities. One-quarter of the district's children are classified "at risk" because they lack proficiency in English. Speaking many languages and possessing a wide range of literacy skills, these children learn in classes that are among the most overcrowded in the nation. About 60% of the district's children come from impoverished families. While some poor children do succeed, poverty is closely correlated with failure, especially for children from single-parent families, according to a recent national study. That study also notes that poor students are three times more likely than others to become dropouts.

These children who are failing swell the ranks of functionally illiterate adults (now estimated to be 20% of the population in Los Angeles County). They enter the economy at the bottom where they are likely to stay. That fact is a partial explanation for the widening gap between rich and poor in an economy that demands that workers possess more skills than ever before if they hope to advance.

A focus on the whole child prompts consideration of solutions that involve increased investment in the child's early development: prenatal care and better nutrition for expectant mothers in need; and prekindergarten programs like Head Start. Children who are better prepared when they enter school perform better once there. A focus on the "whole" child prompts consideration of classroom changes in curriculum content and teaching methods. It requires introduction of new learning tools like computers, higher expectations for the performance of all children, instructional programs that accommodate residentially mobile students as well as students who aren't. It also calls for systems of education and human services that reach beyond the class. A focus on the whole child places high priority on supervised after-school education and activities, and on affordable child care.

The 2000 Partnership, a group of civic and business leaders who have been studying and proposing plans for how to meet Los Angeles' quality-of-life challenges, intends to follow this line of inquiry and to build a broad base of community support for change. We believe that single-shot approaches at reform will fail. We must surround our children with incentives to stay in school and support programs that produce skilled workers and good citizens. If we want to remain a competitive economy and a caring society, we can ill afford to lose these children.

Gilbert C. Hentschke, dean of the school of education at USC, and Lydia Lopez are co-chairpersons of the Education Working Group of the 2000 Partnership.

N.Y.TIMES:08-30-89

Illinois School to Extend Drug Tests to All Interscholastic Activities

By DIRK JOHNSON
Special to The New York Times

HOMEWOOD, Ill., Aug. 28 — The school board here has endorsed a plan to test students for drugs in all interscholastic activities, from the marching band to the math team.

The board has not yet worked out the details of how it would conduct the tests, which it estimates would be given to more than 1,500 of the 2,100 students at Homewood-Flossmoor High School in this suburb south of Chicago.

"It's a sad state of affairs when we have to consider this at a high school," said Ed Rachford, the superintendent of schools. "But drugs are such a problem in society, and in our school, that we feel we have to do everything we can to fight it."

The American Civil Liberties Union of Illinois has notified the Homewood-Flossmoor school authorities that it will probably challenge such tests.

Uncharted Legal Landscape

"This kind of testing really opens the floodgates into matters that should be private," said Jay A. Miller, executive director of the A.C.L.U. here. "Where does it stop? What if the school wants to find out if a student is on birth control?"

The legal landscape for such testing is largely uncharted. Indeed, decisions in two similar cases that have reached the Federal courts have yielded contradictory results.

The plan has wide support from parents.

A Federal court in Texas ruled earlier this month that drug tests of students in all interscholastic activities at East Chambers High School and Junior High School were an unconstitutional invasion of privacy. But last December a Federal court in Chicago upheld the right of a school district in Lafayette, Ind., to require athletes to submit to tests for drugs.

The decision in Homewood was prompted by a request from the football coach to test athletes he suspected were using drugs. Rather than limit the tests to athletes, the school board decided to cast as wide a net as possible.

Privileges 'Can Be Taken Away'

"Students are legally required to attend school," said Dr. Rachford, the Homewood superintendent. "Participating in extracurricular activites, on the other hand, is a privilege, not a right. And it can be taken away."

The plan has met with overwhelming support from parents here.

"When kids face peer pressure to use drugs, this would give them an out," said Erica Hanson, president of the Homewood-Flossmoor Parents Association. "A kid could say, 'Look, I want to be on the football team, or the debate team, so I can't risk it.' "

Moreover, she said, the tests will give school officials hard evidence to confront parents of drug abusers.

"Denial is not just a problem with kids who use drugs and alcohol," Mrs. Hanson said. "It's a big problem with the parents, too."

Praise for Drug Programs

Homewood-Flossmoor has a reputation as one of the top high schools in the Chicago area, both academically and athletically. And its programs on drug prevention and education have won praise around the country.

The school has a full-time drug program coordinator, as well as a team of teachers charged with the specific responsibility to intervene when a student appears to be using drugs or alcohol. The school also sponsors weekend retreats for students willing to talk about drug problems.

"When it comes to alcohol and drug prevention, we've been out in front of the pack before," said Donald Kreger, a member of the school board. "And here we are again."

Homewood's decision to test for drugs was approved by the Board of Education by a vote of 5 to 1. Under its bylaws, the board must vote a second time on the matter before deciding how to put the plan into effect. A second vote is scheduled for Tuesday.

Privacy and Cost Factors

Katherine Cerone, the lone dissenter on the board, said she opposed the plan because of her concerns over privacy and because of the cost of the tests.

The basic screening test costs about $35, school officials said. But a test that would be admissible in court would cost about $75. Tests that would determine the presence of steroids would cost as much as $200.

"Who's going to pay for this?" asked Mrs. Cerone. "We recently won a hard-fought tax increase. Are we going to spend it all on drug tests? And what if it goes to court? I certainly don't want taxpayers' dollars being used for lawyers' fees."

But Mrs. Cerone acknowledged that her stand was unpopular in the community. She said one unhappy parent sent her a letter accusing her of being un-American.

CHRIS.SCI.MON.:08-29-89

PUBLIC EDUCATION

US Is Facing a Teacher Shortage

Better pay, more say in decisions, and recognition are 'carrots' being offered by school systems

10

By Lucia Mouat
Staff writer of The Christian Science Monitor
BOSTON

NOT enough students – particularly in math and the sciences – are choosing public school teaching as a career.

Enrollments in college schools of education have been increasing over the last five years, and some retirees in other fields are now turning to teaching as a second career. But gains are unlikely to meet coming needs. It is widely estimated that as many as half of the nation's 2.5 million teachers may retire or shift jobs over the next few years.

That teachers themselves are among the sharpest critics of the public schools does not help. "I don't know of one teacher who is encouraging his or her own children to go into teaching," says David Imig, executive director of the American Association of Colleges for Teacher Education.

Increased violence and drug use among students and stepped-up public demands for greater accountability have admittedly made the already-tough job of teaching far tougher.

Even so, several strong currents of change are under way that could make a positive difference in recruiting and holding good teachers.

Higher salaries.

While still far from what most teachers feel they deserve, pay has improved. Salaries for beginning teachers have increased over the last few years to an average of $19,548 last year. "That's taken some of the edge off [the task] of finding new teachers," says Howard Nelson, a research specialist with the American Federation of Teachers (AFT). The average public school teacher in the US last year earned $29,629.

A stronger voice for teachers in school decisionmaking.

Forty states have drafted regulations to allow more school-based management in everything from curriculum development and textbook choice to class size and staffing. Noting that teachers are tired of being treated "like very tall children," says Mary Futrell, outgoing president of the National Education Association (NEA), the shift should improve both teacher morale and the quality of education. "Research shows that the best schools are those where decisions are made close to the schools," she says.

ROBERT HARBISON – STAFF



Recent contracts between AFT affiliates and school boards in Dade County, Fla., and Rochester, N.Y., spell out several such decisionmaking rights for teachers in the process of sealing down significant salary increases. Both systems have drafted clearer career paths for teachers. Newly hired teachers will start as interns, working their way up under the guidance of more experienced and better paid veterans.

More recognition of jobs well done.

One of the most widely supported recent proposals is an effort nurtured by the Carnegie Forum on Education and the Economy to develop the first national system for certifying teachers.

This recognition of top performers or master teachers, who may serve as catalysts for other school structuring changes, is a voluntary add-on to required state licensing. It would likely bring extra pay and serve to inspire other teachers and boost the profession's general image.

Those with a college degree and three years' teaching experience could begin to seek the accolade in 1993. Although details are yet to be worked out, candidates would be judged on teaching effectiveness and probably would be required to pass a written exam.

The process is widely expected to force changes in the content of college courses for education majors. Mr. Imig agrees that colleges will want to claim that a high percentage of their students are nationally certified; but he contends the bulk of the effort will fall much more strongly on the post-college period of in-service training. "The candidates' first priority in that three years is likely to be getting ready for the exam," he insists.

President Bush's proposals to add dollars to the government's annual verbal recognition of educational merit would largely reward schools and individual teachers. Both teachers unions have traditionally opposed merit pay for individuals, on the grounds that the selection process is likely to be subjective.

AFT president Albert Shanker proposes a competition among schools over a five-year rather than a one-year period and the awarding of $15,000 prizes to each teacher in the top 10 percent of all schools. "The whole school wins," Mr. Shanker says. The sense of teamwork would be strengthened rather than weakened, he says. He notes that he would not have proposed an award system at all a few years ago. Awareness of how poorly school reform is faring and threats by states and others who say they could do the job better were the prod.

The expected teacher shortage has prompted a number of other moves. Some states are trying to make it easier for teachers to stay in teaching by arranging pension packages that can be moved from state to state. Efforts to recruit teachers from the growing ranks of early retirees in other fields have also increased. Most new teachers in urban systems are now people who have chosen teaching as a second career. Almost half the states now offer a shortened route to certification for these late bloomers.

Shortages do not necessarily mean teacherless classes. An NEA survey a few years ago of the nation's largest school districts found that school systems in need did everything from dropping courses to raising class size. "They were very creative in covering up the problem without admitting there was one," says Ms. Futrell.

Less than 50 percent 'of elementary school teachers really understand the science they teach.'

– Albert Shanker

"The issue is not so much numbers; it's getting the best people possible," says Thomas Shannon, executive director of the National Association of School Boards. "We need to do as much as we can to build a climate within the profession so that bright, able young people will say, 'I want to be a teacher.' "

To hit that quality issue head on, many say the teaching of teachers must be improved from the elementary-school level on up.

"If you ask what percentage of elementary school teachers really understand the science they teach, the answer would be under 50 percent," the AFT's Shanker says. "The entry standard for college in most countries requires studying science and math and the ability to write well. It's not true for American colleges, and there's no way to catch up quickly."

Better guidance in early student years is also necessary if more minority students are to be recruited to teaching. The number of minority teachers has been declining at the very time that the black and Hispanic student population is growing rapidly.

College scholarships, a common method of "recruiting" teachers, miss those minority students who are out of the running because they were never encouraged to take algebra and other college-track courses.

"We've got to increase the college-going rate," insists Barbara Holmes, who is directing a study on minority teacher supply and demand in five states for the Education Commission of the States.

Talking about the expected shortage is considered one of the best ways of warding it off. "We need to let people know there's a need for teachers," the NEA Futrell insists. "Many students aren't aware of the prospects."

N.Y.TIMES:08-28-89

The Teacher Corps, Reborn 70/195

The expected loss of a million teachers from the nation's classrooms in the next five years has prompted Washington and New York City to revive a useful idea from the 1960's: the Teacher Corps.

President Lyndon Johnson promoted a domestic education version of the Peace Corps called the National Teacher Corps. Students from across the country agreed to teach low-income students in inner-city and rural schools in exchange for stipends and tuition payments.

The National Teacher Corps survived until 1981, when it was folded into an educational block grant as part of an effort to trim the Federal budget. Some states have retained a version of the idea, but the national commitment faded.

Yet it was always a good idea, and now interest in it has revived. Next month, Senator Edward Kennedy of Massachusetts will introduce legislation to establish a new teacher corps. He would offer scholarships — perhaps of as much as $8,000 a year for two years — in exchange for five years of teaching.

States would be encouraged to place teachers where there are geographic or subject-matter shortages, particularly in school districts with large numbers of disadvantaged children. Those who volunteered for such assignments would reduce their teaching obligation by one year.

New York's Mayor, Edward Koch, seeking reelection in a city where troubled schools are a critical issue, recently offered a similar proposal. He would recruit 200 college juniors each year for a program that included 200 hours of apprentice teaching, training by the Board of Education and support and guidance from mentor teachers.

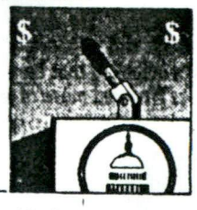
In exchange for tuition reimbursements of up to $10,000, each New York Teacher Corps member would be expected to teach for four years, either in understaffed subjects, like science or math, or in understaffed schools.

By themselves, these programs will not solve the teacher shortage. But the need for qualified, committed instructors to teach low-income students is as great now as in the 1960's. The teacher corps remains an excellent idea.

192/30

HONORARIA SCORECARD: THE MISSING MEMBERS

Dozens of members of Congress have refused to disclose their 1989 honoraria to The Washington Post's Honoraria Scorecard, which has been appearing in this space regularly in recent months. During the congressional recess, the honoraria those members earned in 1988 for speeches, appearances and articles are being published here. Although most members of the House and Senate have volunteered information to The Post about their 1989 honoraria, they are not required to disclose this year's honoraria until May.



REP. JOHN EDWARD PORTER (R-Ill.):

$1,000 from National Society of Professional Engineers, April 6; $2,000 from American Diabetes Association Inc., April 19; $1,000 from Council of Engineering and Scientific Society Executives, May 2; $1,000 from Arthritis Foundation, May 19; $500 from Illinois Society of Professional Engineers, May 24; $2,000 from American Society of Association Executives, June 9; $2,000 from American Association of Clinical Urologists Inc., June 15; $2,000 from Illinois Bell Telephone Co., Aug. 2; $2,000 from Association of Sikh Professionals, Sept. 8; $2,000 from Underwriters Laboratories Inc., Nov. 10.

TOTAL: $15,500

REP. NICK JOE RAHALL II (D-W.Va.):

$2,000 from Waste Management, Jan. 11; $2,000 from Tobacco Institute, Jan. 12; $1,000 from Lamar Corp., Jan. 13; $1,000 from Association of Oil Pipelines, Jan. 21; $1,000 from United Holy Fund, Jan. 27; $2,000 from Eastern Central Motor Carriers, Feb. 18; $2,000 from National Motor Freight, Feb. 23; $500 from American Lebanese Club of Stark County, Ohio, March 9; $250 from National Wildlife Federation, April 4; $2,000 from Ashland Oil, April 8; $250 from National Wildlife Federation, April 21; $1,000 from National Association of Arab Americans, May 31; $1,000 from Brown and Williamson Tobacco Corp., June 8; $1,000 from National Association of Broadcasters, Oct. 5; $1,000 from American Arab Affairs Council, Oct. 17; $1,500 from American Coke and Coal Chemicals Institute, Oct. 20; $1,000 from Eastern Professional River Outfitters, Nov. 16; $2,000 from Eastern Central Motor Carriers, Dec. 5; $1,000 from American Arab Affairs Council, Dec. 7; $600 from WTNJ Radio Station, Dec. 9.

TOTAL: $24,100

REP. MATTHEW J. RINALDO (R-N.J.):

$2,000 from Securities Industry Association Inc., Jan. 4; $1,000 from The Tobacco Institute, Jan. 5; $1,000 from Competitive Telecommunications Association, Jan. 7; $2,000 from Public Securities Association Inc., Jan. 11; $1,500 from Television & Radio PAC, Jan. 25; $1,000 from U.S. Telephone Association, Jan. 28; $1,000 from Drexel Burnham Lambert, Feb. 8; $2,000 from AT&T, Feb. 10; $2,000 from Rutgers University, Feb. 12; $500 from Coalition for Regional Banking & Economic Development, Feb. 24; $500 from T. Boone Pickens United Shareholders Association, Feb. 25; $500 from T. Boone Pickens USA Foundation for Research and Education, Feb. 25; $2,000 from Motion Picture Association of America, Feb. 29; $1,000 from Chicago Mercantile Exchange, Feb. 29; $250 from Independent Lubricant Manufacturing Association, March 4; $2,000 from New Jersey Bell, March 7; $1,000 from T. Boone Pickens, USA Foundation for Research and Education, March 11; $1,000 from Southwestern Bell Corp., March 16; $1,000 from Television & Radio PAC, March 16; $1,000 from Chicago Board Options Exchange, March 25; $2,000 Financial Management Division SIA, March 27; $2,000 from AT&T, April 13; $1,000 from Chicago Board of Trade, April 15; $2,000 from Connell Rice & Sugar Co. Inc., April 15; $2,000 from Akin, Gump, Strauss, Hauer & Feld, April 19; $1,500 from National Association of Broadcasters, April 23; $1,000 from Pfizer Inc., May 6; $1,500 from National Cable Television Association, May 20; $1,000 from Association of Independent Television Stations, June 23.

TOTAL: $38,250

REP. TOMMY F. ROBINSON (D-Ark.):

$600 from Jacksonville Doctors Group, Jan. 26; $1,000 from National Restaurant Association, March 3; $500 from Food Service and Lodging Institute, March 16; $1,000 from Tobacco Institute, April 12; $2,000 from Alltel Co., April 20; $500 from Southwestern Bell Co., April 29; $500 from Rand Food Fair, May 1; $2,000 from Arkansas Poultry Federation, June 11; $500 from Federal Express, June 16; $1,000 from National Restaurant Association, June 18; $1,000 from Tyson Foods, June 20; $2,000 from AA Guage, June 21; $500 from Arkansas Pharmacists, June 24; $1,000 from Lockheed Systems, July 20; $2,000 from AMI, Sept. 29; $500 from Arkansas Electric Co-op, Nov. 7; $2,000 from George's Inc., Nov. 16; $1,000 from Highland Corp., Dec. 21; $1,000 from Arkansas Reclamation Co., Dec. 21.

TOTAL: $20,600

REP. TOBY ROTH (R-Wis.):

$2,000 from National Association of Homebuilders, Jan. 19; $250 from Edison Electric Institute, Feb. 18; $200 from Conservative Digest, Feb. 20; $2,000 from Association of Bank Holding Cos., March 14, $1,000 from Hopkins & Sutter, March 21; $500 from Chicago Board of Trade, March 21; $500 from Chicago Mercantile Exchange, March 24; $1,000 from Wisconsin Credit Union League, April 26; $1,500 from Shawmut Bank, May 3; $1,000 from Textron, May 3; $1,500 from First National Bank of Boston, May 4; $2,000 from BATUS Inc., May 8; $1,000 from Associated Credit Bureaus Inc., May 10; $250 from International Insurance Council, May 14; $1,000 from Computer & Communications Industry Association, June 4; $1,000 from Grocery Manufacturers of America, June 4; $1,500 from Bank Capital Markets Association, June 9; $150 from Second Opinion Publications, July 28; $1,000 from First Bank National Association, Dec. 28; $2,000 from Foley & Lardner, Dec. 28.

TOTAL: $21,350

REP. E. CLAY SHAW JR. (R-Fla.):

$1,000 from American Trucking Association Inc.; $2,000 from National Structured Settlements Trade Association; $1,000 from National Restaurant Association; $1,000 from Armco Inc.; $2,000 from Cigar Association of America. (Dates were omitted from Shaw's list of honoraria.)

TOTAL: $7,000

REP. NORMAN D. SHUMWAY (R-Calif.):

$1,000 from National Council of Savings Institutions, March 17; $1,500 from Bank Capitol Markets Association, March 18; $50 from University of the Pacific Young Republicans, April 6; $500 from U.S. English, April 16; $1,000 from California Bankers Association, May 5; $1,500 from Assembly of Turkish Associations, May 20; $2,000 from The American Council of State Savings Supervisors, May 23; $2,000 from Wells Fargo Bank, June 6; $2,000 from American Bankers Association, June 25; $2,000 from Consumer Bankers Association, Sept. 26.

TOTAL: $13,550

REP. BUD SHUSTER (R-Pa.):

$2,000 from American Bus Association, Jan. 7; $2,000 from Associated General Contractors, Jan. 12; $1,500 from Air Transport Association, Jan. 26; $2,000 from Regular Common Carriers, Feb. 2; $2,000 from Ackerly Communications, Feb. 23; $1,000 from Railway Progress Institute, March 1; $1,000 from American Public Transit Association, March 6; $2,000 from American Public Transit Association, March 14; $2,000 from Safe Building Alliance, March 17; $2,000 from Associated General Contractors, March 22; $1,000 from American Trucking Association, April 13; $2,000 from Gannett Co., April 19; $2,000 from Amalgamated Transit Union, April 22; $1,000 from National Motor Freight Association, May 4; $1,000 from American Movers, May 18; $1,350 from National Limestone Association, June 14.

TOTAL: $25,850

WASH. POST: 08-28-89

Nat Hentoff 311/10/127

In Iowa, Free Speech for Students

In January 1988, Byron White—writing for a majority of the Supreme Court—in *Hazelwood School District v. Kuhlmeier*—gave public school principals virtually unlimited power to censor student expression, including newspapers. One of the dissenting justices told me he was concerned that an accurate account of the decision go out to the country.

"The decision," he said, "tells principals they can exercise this standard of censorship, but it doesn't say they *have* to. They can still use the *Tinker* standard if they prefer." *Tinker* refers to a case involving teenagers Mary Beth and John Tinker, who were among those bringing suit against the Des Moines Independent School District in the 1960s for suspending them because they had worn black armbands to school to protest the Vietnam War.

In 1969, a kinder, gentler Supreme Court, in an opinion by Abe Fortas, ruled that the Tinkers and other public school students were protected by the First Amendment.

Since *Hazelwood*, while many principals have been using the 1988 decision like a club, the message is getting around the country that individual school districts and whole states can indeed respectfully decline to follow *Hazelwood* and stay with *Tinker* instead.

SWEET LAND OF LIBERTY

Appropriately, in view of the historic site of the *Tinker* free-expression case, the Iowa legislature has passed—and Gov. Terry Branstad has signed—legislation rescuing the students of that state from the strictures of *Hazelwood*.

The new Iowa law, which took effect on July 1, applies the Fortas principle that public school students have First Amendment rights unless student expression disturbs school operations. Also—and this became part of the *Tinker* guidelines through the years—students may not print "obscene, libelous or slanderous material." Otherwise, in Iowa, "there shall be no prior restraint."

This law, though not without limits, is far less authoritarian than Justice White's ruling in *Hazelwood* that principals can cut out of a student paper, play or speech anything inconsistent with the school's "basic educational mission." (The latter to be defined at will by the principal.)

Much of the credit for restoring the *Tinker* spirit to Iowa is due the bill's principal sponsor, state Sen. Richard Varn, as well as, among others, the Iowa Civil Liberties Union and the Iowa High School Press Association (a group of high school student journalists and teachers).

According to Mark Goodman of the Washington-based Student Press Law Center, there was little coverage by Iowa dailies of the legislation's odyssey, and no editorials in favor of the bill.

The indifference of much of the adult press to the idea of student First Amendment rights is hardly limited to Iowa. Newspapers, worried that fewer of the young read them, keep trying to figure out what to print that might attract these long-range consumers. Maybe news about First Amendment wars in student newsrooms might help.

As for why the Iowa law passed, Mark Lambert, legislative coordinator of the Iowa Civil Liberties Union—and the key professional lobbyist working for the bill—believes that "it's due, in no small part, to the fact that the Iowa legislature is filled with 'baby boomers,' many of whom were students in Iowa while the *Tinker* case was being litigated."

What may make the Iowa statute attractive to other state legislatures—at least five more are considering bills discarding *Hazelwood*—is a clause freeing school officials or other employees from any liability "for any student expression made or published by students." But if school personnel have "interferred with or altered the content" of the student expression, they are not free of liability.

So, if a principal wants to be a censor, he may have to pay some dues.

Now that the First Amendment has been largely restored to Iowa student journalists, Varn makes the reasonable point, in the spirit of Abe Fortas, that "students can't learn about fundamental rights and freedoms unless they are allowed to use those rights."

By contrast, under Justice White's educational philosophy—as Boston Globe cartoonist Dan Wasserman had a student say in his strip right after *Hazelwood* came down—"according to the Supreme Court, [the First Amendment] guarantees freedom of speech and the press, except in real special cases like schools, where it could interfere with kids learning to be good citizens."

C.TRIBUNE:08-28-89

Educating inner-city boys: All-male classes can help

By Spencer Holland 70/122

An epidemic of academic failure is overwhelming black, inner-city male students. A staggering number drop out of school. Many who do graduate are barely literate and destined for economic failure. For the sake of these young men, and for society as a whole, we need immediate and radical actions. We should begin by creating experimental classes of all boys, taught by male teachers, from kindergarten through 3d grade.

The most common reasons cited for the academic and social failings of young black males are that such boys come from poor, single-parent, female-headed households, that they have no positive male role models and that they view the educational setting as feminine and not relevant to their daily lives.

To override these aspects of the cultural environment outside the classroom, we must develop new, creative models inside the school. At present, the early elementary school environment may appear no different to the young black male than his preschool and outside school surroundings.

The principals, assistant principals, teachers and counselors are frequently all female. Most boys do not have male teachers until the later elementary grades or junior high school, and for inner-city boys this is much, much too late. No matter how nurturing, loving and kind women may be, they just do not constitute appropriate role models for these boys because the behavior associated with them is always viewed as feminine.

For minority males, creating all-male kindergarten through 3d-grade classes taught by male teachers would provide consistent, positive and literate black role models in the classroom. It also would help overcome many of the negative attitudes toward education as an unmasculine activity that now hamper academic achievement.

Only one school system that I am aware of has tried such an approach. In 1987, the Dade County (Fla.) public schools created an all-male kindergarten class taught by a black male teacher, and an all-male 1st grade class taught by a white male teacher. Parents volunteered their children for participation in this program. The results were impressive. On all academic and behavioral measures assessed, the boys in these two classes outperformed their male peers in a control group that had remained in traditional, coeducational, female-headed classes.

Unfortunately, this innovative approach to the primary education of inner-city boys was stopped by the Equal Employment Opportunity Commission after an anonymous complaint that the program discriminated against girls. The complaint and the EEOC action were misguided. For little girls, academic success does not appear to be predicated on the gender of the teacher the way it is for little boys, particularly boys being raised in single-parent, female-headed households.



Eleanor Mill/Mill News Art Syndicate

In the fall of 1988, I helped start PROJECT 2000, a program to give inner-city boys at an elementary school in the District of Columbia positive male role models in the classroom. Of the 37 members on the staff of the PROJECT 2000 school, only the principal and four of the teachers are male. All but a few of the 47 boys in the 93-student 1st grade class come from single-parent, female-headed households.

Under the auspices of a community service organization, the local chapter of Concerned Black Men Inc., male volunteers from the corporate world and Howard University were recruited and trained to serve as teaching assistants to the four 1st grade teachers in the school. In addition to providing classroom assistance, volunteers financed and accompanied the children on field trips.

The response of the children, faculty, staff and volunteers to this pilot year effort has been excellent. At the beginning, the teachers and principal targeted for special attention several boys who were having academic and/or behavioral difficulty. All of these boys have made an incredible turnaround.

Concerned Black Men Inc. is committed to following the Class of 2000 until it graduates from high school and to seek funding to ensure these children get the post-secondary training of their choice.

If the black male is to be removed from the "endangered species" list, educational reform in urban school systems must be radical and focused on the educational needs of black boys during the primary years. School districts should seek out community organizations that can provide positive male role models for inner-city boys. Programs such as the one attempted in Miami must be given time to prove themselves, and bureaucratic barriers erected by the EEOC or other agencies in the name of equality must be fought with the fervor that accompanied the civil rights movement of the 1960s.

Spencer Holland is an educational psychologist in the division of curriculum and educational technology of the District of Columbia public schools. A longer version of this article appears in the September issue of Teacher magazine.

Mark D

09/08/89 10:41:03 SPEECHWRITING AND RESEARCH OFFICES Page: 1

DAILY PRESIDENTIAL SPEECH SCHEDULE

EVENT/LOCATION	DATE	PROJ.OFFICER	WRITER/RESEARCH	C.W. DRAFT	STAFFING	TO POTUS
Treasury Depart. 200th Anniv. Treasury Building 2pm	09/11/89 Monday		McGroarty Dooley	09/05/89 Tuesday	09/07/89 Thursday	09/08/89 Friday
Vocational Education Event Rose Garden 11AM	09/11/89 Monday	S.Siv	Grant Simon	09/05/89 Tuesday	09/06/89 Wednesday	09/07/89 Thursday
Republican Hispanic Dinner	09/12/89 Tuesday		McGroarty Dooley	09/05/89 Tuesday	09/07/89 Thursday	09/08/89 Friday
Schools Speech 12:15pm	09/12/89 Tuesday		Lange TBD	09/05/89 Tuesday	09/07/89 Thursday	09/08/89 Friday
D.A.R.E. Event 10am	09/13/89 Wednesday		Smith ~~Davis~~ ~~Martin~~ Bressey	09/06/89 Wednesday	09/08/89 Friday	09/11/89 Monday
Presidential S.E.S. Awards Constitution Hall 2pm	09/14/89 Thursday	D. Bates	McNally Simon	09/07/89 Thursday	09/11/89 Monday	09/12/89 Tuesday
Video Session United Way Video	09/14/89 Thursday		Tron	09/07/89 Thursday	09/11/89 Monday	09/12/89 Tuesday
A. Sioux Falls Centennial Sioux Falls, South Dakota	09/18/89 Monday		McNally Simon	09/11/89 Monday	09/13/89 Wednesday	09/14/89 Thursday
B. Montana Centennial	09/18/89 Monday		McGroarty Dooley	09/11/89 Monday	09/13/89 Wednesday	09/14/89 Thursday

DAILY PRESIDENTIAL SPEECH SCHEDULE

EVENT/LOCATION	DATE	PROJ.OFFICER	WRITER/RESEARCH	C.W. DRAFT	STAFFING	TO POTUS
Spokane Washington	09/19/89 Tuesday		Lange Dooley	09/12/89 Tuesday	09/14/89 Thursday	09/15/89 Friday
Young America Medals Rose Garden 11:30am	09/21/89 Thursday		Davis Martin	09/14/89 Thursday	09/18/89 Monday	09/19/89 Tuesday
200th Anniv. Attorney General Department of Justice 9AM	09/22/89 Friday		McNally Simon	09/11/89 Monday	09/13/89 Wednesday	09/14/89 Thursday
Courter Fundraiser New Jersey	09/22/89 Friday		Smith Blessey	09/15/89 Friday	09/18/89 Monday	09/20/89 Wednesday
Red Mass Luncheon Boston, Mass. 12:30pm	09/23/89 Saturday		Grant Martin	09/15/89 Friday	09/18/89 Monday	09/20/89 Wednesday
U.N. General Assembly New York City	09/25/89 Monday		McGroarty Dooley	09/06/89 Wednesday	09/18/89 Monday	09/20/89 Wednesday
Amer. Film Institute Pension Building	09/26/89 Tuesday	Studdert/Demare	Smith Blessey	09/19/89 Tuesday	09/21/89 Thursday	09/22/89 Friday
Governors Educational Summit Charlottesville, Virginia	09/27/89 Wednesday		Davis Martin	09/20/89 Wednesday	09/21/89 Thursday	09/22/89 Friday

DAILY PRESIDENTIAL SPEECH SCHEDULE

EVENT/LOCATION	DATE	PROJ.OFFICER	WRITER/RESEARCH	C.W. DRAFT	STAFFING	TO POTUS
World Bank/Intern. Monetary Fund Annual Meeting Sheraton Washington Hotel	09/27/89 Wednesday	D.Bates	McNally Simon	09/20/89 Wednesday	09/22/89 Friday	09/25/89 Monday
Retirement Adm. Crowe	09/29/89 Friday		McGroarty Dooley	09/22/89 Friday	09/25/89 Monday	09/26/89 Tuesday
Midland Community Award	10/00/89 TBD		TBD TBD			
NRSC Inner Circle Gala Union Station	10/02/89 Monday	Andy Card		09/25/89 Monday	09/27/89 Wednesday	09/28/89 Thursday
Salinas State Dinner	10/03/89 Tuesday	B. Scowcroft	Smith Blessey	09/26/89 Tuesday	09/28/89 Thursday	09/29/89 Friday
Coleman Fundraiser N. Virginia	10/04/89 Wednesday		Smith Blessey	09/27/89 Wednesday	09/29/89 Friday	10/02/89 Monday
Cossiga State Visit	10/11/89 Wednesday		McGroarty Dooley	10/04/89 Wednesday	10/06/89 Friday	10/09/89 Monday
Italian Society Dinner	10/14/89 Saturday		McGroarty Dooley	10/06/89 Friday	10/10/89 Tuesday	10/11/89 Wednesday
RGA President's Dinner TBD	10/17/89 Tuesday	A.Card		10/10/89 Tuesday	10/12/89 Thursday	10/13/89 Friday

DAILY PRESIDENTIAL SPEECH SCHEDULE

EVENT/LOCATION	DATE	PROJ.OFFICER	WRITER/RESEARCH	C.W. DRAFT	STAFFING	TO POTUS
International Drug Conference Costa Rica	10/27/89 Friday		McNally Simon	10/20/89 Friday	10/24/89 Tuesday	10/25/89 Wednesday
Governor Martinez Funder Tampa, Florida	12/01/89 Friday	Andy Card		11/24/89 Friday	11/28/89 Tuesday	11/29/89 Wednesday
NAACP Fundraising Gala New York City, New York	12/15/89 Friday			12/08/89 Friday	12/12/89 Tuesday	12/13/89 Wednesday
President D. Eisenhower B-day	10/14/90					



Republican
National
Committee

FACSIMILE TRANSMITTAL

DATE 9/12

TO Mark Davis TELEFAX NO. 456-6218

COMPANY White House

FROM Jim Badenhausen TELEFAX NO. (202) 863-8820

NUMBER OF PAGES (including cover sheet) 4

Mark -

Phil thought you would want to look at these recent polls.

- Jim

RECENT PUBLIC OPINION POLLING ON EDUCATION

*81 HOTLINE/KRC POLL BEFORE BUSH DRUG SPEECH

1,007 registered voters were interviewed September 3 through 5, 1989. The margin of error for the full sample is 3% (BOSTON GLOBE, WBZ-TV, SAN FRANCISCO EXAMINER, 9/7).

BUSH, CONGRESS, EDUCATION AND TAXES

When asked an almost identical question about whether Bush is right or wrong when he says that we can improve public education without raising taxes, voters split evenly.

	all	Dems	Inds	GOP
Bush right	48%	32%	53%	60%
Bush wrong	48	64	43	34

MAJORITY SUPPORT TAX HIKE FOR EDUCATION IF CONGRESS SAYS NEEDED

Here too, voters are prepared to support a tax hike for public education if Congress sees it as necessary. Democrats are more prepared to support a tax increase, but even a majority of Republicans says they would support a tax increase if Congress said it was necessary.

	all	Dems	Inds	GOP	men	women
support raising taxes	55%	63%	54%	51%	53%	58%
oppose raising taxes	40	32	42	44	42	38

*81 HOTLINE/KRC: GROWING SIGNS OF A STRENGTHENING PRESIDENCY

1,000 registered voters were interviewed June 11 through 13. The margin of error is 3% (WBZ-TV, BOSTON GLOBE, SAN FRANCISCO EXAMINER, 6/15).

Bush administration rating on improving the quality of education

	all	Dems	Inds	GOP	18-39	40-64	65+
excellent	4%	4%	2%	5%	3%	3%	7%
above average	24	16	25	34	27	20	26
average (vol.)	12	11	9	14	10	14	15
below average	30	38	34	20	35	33	16
poor	12	16	16	6	14	12	10

"Which country has the best educational system, ..."

	all	18-39	40-64	65+
U.S.	31%	28%	29%	41%
Soviet Union	5	5	6	2
China	4	6	3	3
Japan	51	51	54	45

*51 HOTLINE/KRC TRACKING POLL: MIXED MARKS FOR BUSH
1,002 registered voters were interviewed May 28 through May 30, 1989. The margin of error is 3% (BOSTON GLOBE, SAN FRANCISCO EXAMINER, WBZ-TV, 6/1).

QUALITY OF PUBLIC EDUCATION TWO YEARS FROM NOW

better	32%
worse	24
about the same	39

*51 HOTLINE/KRC: HALF SAY SHOULD LEAVE CONGRESS IF VIOLATIONS
1,001 registered voters were interviewed April 16 through April 18, with 499 interviewed Sunday (before the release of the ethics committee report) and 502 interviewed after its release. The margin of error for the full sample is 3% (SAN FRANCISCO EXAMINER, BOSTON GLOBE, WBZ-TV, 4/20).

"Would you be willing to pay more federal taxes to preserve quality education in the United States?"

yes	64%
no	31

*53 USA TODAY POLL: MIXED REPORT CARD ON BUSH
1001 adults were interviewed April 15-16 by Gordon S. Black Corp. for USA TODAY. The margin or error is +/- 3% (USA TODAY, 4/21).

Bush's report cards (A through F)

	Overall	Education	Environment	Drugs	Economy
A	13%	14%	8%	15%	8%
B	34	29	21	29	27
C	35	31	34	28	38
D	9	11	15	13	13
E	5	9	16	12	9

*51 HOTLINE/KRC POLL: BUSH FAVS HIGH, JOB PERFORMANCE LAGS
1,003 registered voters were interviewed April 2 through April 4. The margin of error is 3% (WBZ-TV, SAN FRANCISCO EXAMINER, BOSTON GLOBE, 4/6-7).

EDUCATION

"Looking down the road to two years from now, do you think the quality of public education in the United States will be ... than (as) it is now?"

better	38%
worse	23
about the same	36

"Do you think the federal government should spend more, less, or about the same as now on public education?"

more	75%
less	05
the same	17

*51 TIMES MIRROR POLL: CUTS "SHOULD COME IN THE MILITARY BUDGET"
The Gallup Organization surveyed 2,048 adults in person from Jan. 27 to Feb. 5. The margin of error is 2% (mult. 3/9).

MAJORITIES FOR INCREASED SPENDING

65% supported increases for fighting drug abuse
57% supported increases for health care
53% supported increases for homelessness
52% supported increases for AIDS research
50% supported increases for the elderly
50% supported increases for public education

CHRIS.SCI.MON.:09-08-89

BACK TO BASICS

US Education: Expectations Unfulfilled

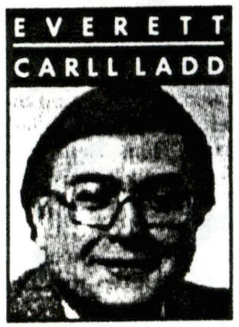
A NEW school year begins in the United States with the country's educational system still beset by a central contradiction. No other people on earth are more convinced than Americans of education's importance. None spend as much on it as we do. No other country involves as many of its citizens in formal instruction for as many years of their lives. And arguably, none can claim over the years more impressive educational accomplishments.

Still, the American educational system is now malperforming – and almost everyone connected with the enterprise knows it. Certainly many businessmen do. They complain increasingly of the system's failure to contribute to a work force properly prepared for today's marketplace, and they spend increasing sums on their own remedial programs.

The general public knows it. In survey after survey it has called performance standards and achievement too low, and supported action to raise them: more homework; greater stress on imparting to students basic knowledge in writing, history, science, and math; national standards for teacher certification and statewide competency testing of all teachers periodically; and compulsory national testing to measure and compare students' academic achievements.

Many of us in teaching recognize the extent of the problem. In my 25 years at the University of Connecticut, I have seen a broad cross section of its students in introductory American government classes. Today's students are bright, attractive, willing to listen if you have something to say, great fun to teach. They are not, however, on the whole nearly so well grounded as were their counterparts a quarter-century ago in either the basic rules of written expression or in essential historical knowledge.

I have heard similar assessments from colleagues at many other institutions. Quite literally, I have never encountered a veteran faculty member who professes the opposite – who argues that core knowledge and basic skills have been strengthened in recent decades across *a general student population.*



A slew of recent studies – among them, "What Do Our 17-Year-Olds Know?" by Diane Ravitch and Chester E. Finn Jr.; and "Cultural Literacy," by E. D. Hirsch Jr. – have reached similarly disturbing conclusions. Gallup surveys last year in the US and other industrial nations, done for the National Geographic Society, found 32 percent of adult Americans unable to name any members of NATO. Only 57 percent could identify England on a map of Europe, and only 55 percent could pick out New York State on a map of the US.

The study also showed us moving backward. Young adults displayed much less knowledge of geography than did their elders. White Americans in their 50s and older compared favorably to their counterparts in other industrial countries, while those 18-24 lagged far behind their peers elsewhere. The US was the only country where the youngest group did not score higher than the oldest.

The failure of America's educational system to inculcate basic knowledge – of writing, geography, history, etc. – is now seen as its fundamental problem, serious in itself because the missing information is intrinsically important, and even more critical as it suggests a deeper loss of intellectual discipline and coherence.

There is no shortage of suggestions on where to point the finger of blame: At television, of course, but that's only an obligatory gesture, not serious analysis; at the family, the bedrock of any educational system, which has been experiencing problems of instability; at the education guild, from teachers organizations to schools of education, which has often seemed preoccupied with technique and process at the expense of substance; at colleges and universities, where a dynamic has been at work that rewards research at the expense of teaching.

One thing we must not blame – for it is a pernicious delusion – is a lack of resources. How often have we been told our problems could be solved if only teachers' salaries were raised or some program fully funded.

But the fact is, educational expenditures have increased steadily as the problem has deepened. Per pupil spending for primary and secondary education, $95 in 1940, climbed to $392 in 1960, and $4,162 in 1988. Per student expenditures in higher education leaped from $450 in 1940 to $1,985 in 1960, to $9,165 last year – even as the number of students enrolled increased from 1.5 million to more than 12 million. Inflation exaggerates this climb, but the increase is still real – indeed, enormous.

"Back to basics" often seems just a vacuous slogan, but in the case of American education it in fact points us in the right direction. Basic knowledge is as essential for today's students as it ever was; its boundaries are as knowable. It can be inculcated as readily – if only we will make up our minds to do so.

■ *Everett Carll Ladd is executive director of the Roper Center for Public Opinion Research, University of Connecticut.*

WASH.TIMES:09-05-89

JEANNE ALLEN / WILLIAM MYERS

School summit primer

President George Bush recently invited the nation's governors to an education summit on Sept. 27. The purpose: to hammer out a plan to reform America's failing school system.

Several governors already have responded to the presidential call by asserting that what really is needed is more federal money. Others are expressing fears that they will be asked to shoulder more of the responsibility for improving education without being given the resources they claim they need. These governors note that recent congressional legislation mandates that states assume more of the burden of funding for health and welfare, and they suspect that education will follow suit.

Even though there is overwhelming evidence that more money is not the answer to the nation's education problems, the suspicions of governors about the summit are understandable. This should not cloud the fact that the summit is needed — not to box in the states and force them to pick up more of the education tab, but to seek ways of removing roadblocks that impede the states from improving education.

The states already are setting the pace in education reform. It is the states that are introducing wider choice for parents to spur more competition among schools, and it is the states that are in the vanguard of school management innovation. Thus what Mr. Bush needs to do is to soothe the worries of the governors by assuring them that instead of the summit imposing new burdens on the states, it will seek ways to make it easier for them to introduce more reforms of the kind they are already pioneering.

In particular, at the summit Mr. Bush should:

1. Announce that he will issue an executive order to free states from cumbersome federal rules that frustrate state education innovation. He also should challenge the states to do the same for their local governments.

Many innovative education reforms are impeded by federal red tape. Example: Washington imposes numerous restrictions on the use of Chapter 1 funds, which serve the needs of disadvantaged students. Thus states are prevented from using these funds creatively. Freeing up this money would allow states to experiment with proven innovative methods of instruction.

Shortly after he took office, Mr. Bush pledged to remove cumbersome regulations to make it easier for schools to experiment. The Department of Education is exploring ways to clear away these barriers. Mr. Bush should announce to the summit that once this review is complete, he will issue an executive order to eliminate regulations that impede reform.

Mr. Bush also should challenge the states to follow his lead and clear away red tape at the state level. Education mainly is regulated by statehouses, not Washington.

Schools must abide by copious state regulations, many of which interfere with a school's ability to improve the quality of education.

Examples: teacher certification requirements, vocational education and basic course requirements, and restrictions on the use of school facilities can constrain creative approaches by schools. Mr. Bush should call on the governors to remove such burdensome red tape and allow their school districts to explore new ways of dealing with the old problems.

2. Seek agreement by the summit for the goal of a school-choice plan in at least 30 states within two years.

The experience of Minnesota and Iowa confirms that allowing parents a degree of choice over which school their child will attend significantly raises the quality of education. Mr. Bush should signal his determination to see more more statewide choice plans by announcing a target to be reached in two years. He could provide each state that enacts educational choice for parents a bonus federal grant and technical assistance to administer the new plans.

3. Call for a commission on business support for education.

Business is spending some $40 billion on education this year and thus is taking an urgent interest in education reform that could reduce the high tab for remedial education for their employees. Countless reports and studies calling for reforms have been issued by business groups; firms are collaborating with educators, parents and public-policy experts to develop new strategies. Yet business efforts often are unfocused.

The president should join with the governors at the summit in calling on the nation's corporate leaders to establish a Commission on Business Support for Education. Patterned after the Grace Commission, which highlighted waste in the government budget, the product of the commission would not be more studies or research. Instead, it would highlight those strategies that have been improving education and indicate practical ways in which business can stimulate reform.

4. Announce that he will order the Department of Education to assist states in reforming education. Mr. Bush also should call on each governor to appoint a senior staffer to deal exclusively with parental choice.

States are taking the lead in promoting choice in education. But while the Department of Education supports these moves, many of its staff lack the direction or authority to help states reform in this way. Mr. Bush should tell the governors that the department now will work closely with the states to develop strategies to promote choice. To help this, Mr. Bush should ask each governor to appoint a "choice adviser" to work closely with the department on reform measures.

Mr. Bush's call for an education summit is a recognition of the crisis in American education. Something needs to be done to reverse the breakdown in quality of a school education. And by inviting the governors to the summit, Mr. Bush recognizes that he feels the best hope for reform lies in action by the states.

What he must do at the summit is develop a battle plan to unlock the pent-up creativity of America's statehouses.

Republican
National
Committee

Mark DAVIS

MEMORANDUM

TO: LEE ATWATER
Chairman

ATTN: MARY MATALIN
Chief of Staff

THROUGH: MARK GOODIN
Director of Communications

PHIL KAWIOR PK
Director of Research

FROM: JIM BADENHAUSEN JB
Research Analyst

DATE: MAY 15, 1989

SUBJECT: EDUCATION: A WEDGE ISSUE

A clear Republican agenda on education has developed, giving the GOP an opportunity to develop education as a wedge issue in the coming elections. Recent education reforms have had some success in improving the state of the nation's public schools but we still have a long way to go. As then-Secretary of Education Bill Bennett wrote in 1988 on the fifth anniversary of the release of A Nation at Risk, "American education has made some undeniable progress in the last few years. ... We are doing better than we were in 1983. But we are certainly not doing well enough."

During the last five years, however, the Republican Party, in the public's eyes, has fallen further behind on the education issue. If were are going to use the GOP consensus on education reform to our partisan advantage we must be confrontational, willing to challenge the liberal Democrats and the NEA who oppose our proposals. We won't win on this issue by increasing federal spending because liberals are always eager to spend even more. At the very least an aggressive Republican position on education reform will neutralize the Democratic advantage on education and may even turn the issue to our advantage. Below is a review of the education issue.

Republicans continue to trail on education issue

During the 1980s, the Republican Party has fallen further behind the Democrats as the party seen as best able to ensure quality education.

- In 1980, by a 4-point margin the public thought Democrats would do a better job than Republicans of ensuring quality education; in 1984 the Democrats led by the same margin; but by 1986 Democrats had a 7-point advantage on this issue; and, on Election Day 1988 the Democrats had a 15-point advantage on ensuring quality education despite George Bush's pledge to be the education president. (Wirthlin Group)

- More recent polling data indicates that Democrats continue to hold an advantage on this question, although the margin has narrowed. In April 1989, Democrats were favored by a 6-point margin on the question of which party could better ensure the quality of public education, but among those most concerned about education Republicans trailed by 12 percentage points. (MOR, 4/5-9/89)

Public continues to give public schools low grades

While the public's confidence in the public schools has improved slightly since a decade low in 1983, the public continues to give the nation's public schools only mediocre grades.

- When asked to grade the nation's public schools, only 23% of Americans give the schools an A or B, while 64% give them a C, D, or F rating. Nonwhites, inner city residents, and those under thirty, give their local schools the lowest grades. (Gallup, 1988)

Funding isn't the problem

Liberal Democrats and the NEA often try to fault any Republican education reform proposals for not including a major expansion in federal spending. The public, however, recognizes that throwing more federal money at the problem is not the solution.

Mark, get this article

- Total education spending in the U.S. has already risen dramatically. In 1988, the average per-pupil expenditure in American public education was about $4,800, $1,500 more than in 1983, approximately twice as much per student as in the mid-60s and nearly three times the level of the mid-50s. (Finn, Commentary, 5/89)

- Although Democrats often cite polls that show the American people are willing to pay higher taxes for better education, the public doesn't think funding is the major problem facing the nation's public schools. In Gallup's annual education survey in 1988, only 12% of the public cited increased funding as the most important problem facing public education. (Gallup 1988)

- If Republicans allow the education debate to focus on funding we are destined to lose because liberal Democrats will always outbid us when they're playing with taxpayers' money.

Republican Proposals

Republican education proposals addressed in the President's education programs and more recently in the American Family Act proposed by Republicans Rep. Jerry Lewis and Sen. Dan Coats have offered a variety of education reforms that enjoy overwhelming public support and don't require major increases in government spending. Both packages promote the goals of choice, accountability, values in education, and drug free schools, all ideas that the public supports by wide margins. There are several potential wedge issues that offer Republicans the opportunity to regain the initiative on education.

-- **A Cutting Issue: Ethics and Values**

A majority of the public thinks that the public schools should in some way be involved in teaching values and ethical behavior. Forty-three percent said that such courses should be taught in the schools, and another 13% volunteered that schools, parents, and churches should all be involved. Thirty-six percent said that only parents and churches should be involved. (Gallup, 1987)

Recognizing that many children are not receiving the moral and ethical leadership that was traditionally provided by families and churches, the American Family Act provides funds for pilot programs in Character Education. The bill also will include a requirement that all grant-receiving schools include the Pledge of Allegiance as part of the daily program.

-- **A Cutting Issue: Accountability**

Accountability, which is one of the principles of President Bush's education reform package, is widely supported by the public. Seventy percent of the public supports using educational achievement test results to compare the quality of schools. Seventy-six percent of public thinks that telling school districts to require higher academic achievement of their students will help school quality.

-- **A Cutting Issue: Choice**

The opportunity for parents to choose which public schools their children attend is an idea that it widely supported by the public. Seventy-one percent of the public thinks parents should have the right to choose which local schools their children attend, while only 20% oppose the idea. And women and those parents whose children are average or below average in academic standing were the strongest supporters of parental choice. (Gallup, 1987)

The American Family Act 1989 includes funding to stimulate unrestricted enrollment programs within school districts throughout America. In President Bush's education proposal the Magnet Schools program would promote parental choice.

-- **A Cutting Issue: Cracking down on Drugs**

The public thinks the largest problem in public schools today is the use of drugs. In 1988, for the third consecutive year drugs topped the list of problems that Americans think are facing our public schools. Thirty-two percent of the public cited drug use as the number one problem in the nation's public schools, and discipline, a related problem has consistently ranked second as the number one problem facing the public schools. (Gallup)

To curb the drug problem in the public schools, the public supports proposals that many liberal Democrats might balk at supporting. Eight in ten Americans support the expulsion of students caught using drugs and seven in ten support allowing school officials to search lockers when they suspect that drugs might be concealed in them. (Gallup, 1986)

The American Family Act doesn't have any provision that specifically addresses drugs in the schools, but it does address juvenile justice and parental liability. The proposal includes a provision that would provide funds to states with laws that allow the court to find parents of juvenile offenders liable for restitution.

Us against Them

Finally, casting the NEA and it's Democratic boosters as the villains of education reform as Bill Bennett often did during his tenure at the Education Department would help crystallize the education issue, with Republicans and popular opinion one side, and liberal Democrats and the teachers' union on the other.

cc: Bob Teeter, Fred Steeper, Ed Rollins, John Buckley, Mark Nuttle, Jim Pinkerton

Seat Belts for School Desks?

Not everyone will be coming back to school this fall. The latest victims of the tort crisis are thousands of Americans who once volunteered to help out in the nation's public schools. Our absurd tort laws with their unlimited potential liability have snuffed out a once-bright point of light.

According to surveys by the American Tort Reform Association, nearly 60% of school principals say they have dropped or cut back on school-related programs because of the threat of lawsuits and high insurance premiums. Nearly 20% of school lawyers report lawsuits or settlements in the past two years alone that caused their schools to drop or restrict activities.

Hardest hit, say the school lawyers, was volunteerism, with more than one-tenth of schools either stopping or restricting volunteer work, such as driving or chaperoning, because of liability fears.

Not surprisingly, gym, cheerleading and diving are highly suspect activities in many schools these days. But so too are playground activities, field trips, vocational education, driver education, nurses stations and even recess. One school actually modified its drum and bugle corps program because of fear of litigation.

The Association of Trial Lawyers of America has an answer for all this. The plaintiff lawyers say the culprits are insurance companies "reaping incredible profits" from premiums and trying to "pressure the public into thinking there is a crisis in tort law." The good news is that this game of contingency-fee lawyers attacking the messenger for bearing bad tort tidings may be just about over.

Lawyers for these schools have had to go to court to defend against all kinds of absurd charges, from teachers giving low grades to a school allowing a thief to fall through its skylight at night. These legal costs are passed on to taxpayers, so you'd think that public officials would do all they could to put an end to this destructive litigation. Instead, the state attorneys general attacked the insurers with a frivolous lawsuit.

The National Association of Attorneys General—known increasingly as the National Association of Aspiring Governors—filed a massive antitrust claim accusing insurers of somehow concocting the tort crisis. A federal judge has announced that he plans to dismiss the lawsuit before trial. California Attorney General (and aspiring governor) John Van de Kamp, who plotted the lawsuit, must now take some responsibility for the higher insurance premiums sure to be passed on to consumers because of the monstrous legal bills insurers incurred over the past year defending themselves from the state AGs.

Society has become used to watching goods and services fall victim to the U.S.'s deep-pocket-picking liability system, but burdening the public schools with these liability suits is a special outrage. We need more parent volunteers to help teach and coach. We need more businessmen willing to offer school-related work to underclass youth. The last place we need to spend education money is on lawyers chasing the chimera of a risk-free environment.

Education, like almost every human pursuit, entails some measure of risk. Some kids inevitably will be hurt learning carpentry or playing basketball. But they'll be hurt more if plaintiffs' lawyers keep shutting down aspects of education. Judges and legislators should redouble their efforts to reform tort law before our schools become sterile hallways of risk aversion and boredom.

Education Leader Stresses Job Readiness

WASHINGTON

THE No. 1 issue facing the United States today is job readiness, says Richard Berendzen, president of American University. "The US faces an utterly staggering problem as we enter the next century."

Solving that problem requires a renewed national emphasis on education, Dr. Berendzen says. Additional funds will be required, but they should be looked on as a necessary investment, with the funds transferred from other areas of the budget, he says.

According to Berendzen, America must act now to ensure that minority youth, upon which the US economy will largely depend in the 21st century, obtain the quality of education required in the economy of the future. Otherwise the US will not be able to compete in the world economy, he adds.

Step by step, Berendzen built his case before a small group of reporters. By the year 2000, between 5 million and 15 million low-skill jobs will disappear from the US economy, he said. An additional 5 million to 16 million jobs will require "vastly more education than they do today."

One-fourth of all US students today drop out before completing high school; the percentage is higher in some cities.

One-quarter of all American children now live in poverty; they are disproportionately black and Hispanic.

In keeping with demographic trends, the American work force will be increasingly minority and female, Berendzen says. By the year 2,000, "less than 15 percent of all new jobs in the US will be taken by white males."

In the face of these trends, US education is sharply split in quality, Berendzen points out. "The top 10 to 20 percent are as well prepared for colleges as any in the world today" or in the US in the past, he says.

"But 30 to 40 percent of our students in the bottom academic rung are probably the least prepared of any in the industrialized world." These are disproportionately minority youth.

– **Robert P. Hey**

WASH. POST: 09-03-89
1 of 2

Principal Jimmie Warren believes that inner-city kids can succeed —and he knows how



The Man Who Shapes Up Troubled Schools

BY MICHAEL RYAN

WHEN YOU SIT WITH JIMMIE WARREN and listen to him speak, you find yourself believing that there may be a future for kids in this country's worst crack-ridden slums. "The problems are evident," he told me in his warm strong baritone. "There's no need to rehash them. You sit back and say the problems are insurmountable, the problems are so burdensome there's nothing you can do. That's a cop-out. You just have to roll up your sleeves and work that much harder."

Later, when I listened to a tape of our conversation, I realized that police and ambulance sirens had pierced the Bronx air again and again on that warm afternoon. But the new principal of James Monroe High School had a presence and a message that made those interruptions insignificant. Like all profound messages, his was deceptively simple: "I'm interested in convincing youngsters that education makes a difference, that if they're living in an environment full of unfulfilled dreams, they have the potential and the ability to make some changes, to dig down inside themselves to pull themselves up. I'm not telling them it's fair. These kids have to work harder than other kids. I'm just trying to convince them that if they work hard, they can make it."

You might mistake the 44-year-old Jimmie Warren for a starry-eyed idealist. When we talked, he was just a month into his assignment at James Monroe, a troubled school where test scores and graduation rates have been falling for decades. Any new principal might be overflowing with optimism before he realized just how tough a job he had taken on. But Jimmie Warren is different. Monroe is the fourth troubled high school he has run in this decade. New York City's Board of Education has recognized him as one of its best principals. Six years ago, he took over William H. Taft High, another Bronx school that had been called the city's worst. The day we spoke, Warren had on his desk a letter from the Department of Education in Washington, D.C., announcing that Taft had been chosen as a finalist in a national program to recognize superior schools.

Almost any expert would have told you that the problems at Taft defied solution: 84 percent of the kids were on public assistance, and 16 percent couldn't speak English proficiently. Only two of the 2500 scored well enough on standardized tests to earn a Regents diploma—a recognition of achievement that more than 90 percent of the students earn in some top New York schools. "Taft was near the top of every negative list the city produced," Principal Warren remembered. "It had one of the highest dropout rates, just about the lowest attendance and achievement rates, nearly the highest suspension rate. The school had a very bad reputation. I had kids coming into my office with tears in their eyes, saying, 'We don't

think we're that bad.' I said, 'Let's prove it.'"

They did—and Warren is proud of the fact that he never used bullhorns or baseball bats or any of the other flamboyant devices that have been glorified in the media in recent years. "You can't intimidate people into learning," he said. "You can't use a baseball bat and say, 'Hey, you: Learn.' You have to serve as a positive role model."

There are few better role models than Jimmie Warren, who lives north of the Bronx with his wife, Freda, and their two sons. He was raised in Harlem. He worked his way through college—acquiring a bachelor's degree from Long Island University and a master's from City College of New York. (He is now earning a doctorate at Columbia.) By his own account, he was the only kid in his neighborhood to make it to college—and many of his friends ended up dead or in jail. Still, kids at Taft had life rougher than he ever knew.

"I was shocked," he said. "I had a teacher complain to me about one student who was not doing his homework. I said, 'Bring him in. I'll read him the riot act.' They brought him in, and I said, 'James, I want you to bring your mother in.' He said, 'I can't. She's a drug addict. The courts took me away from her.' I said, 'Okay, bring your father.' He said, 'My father's a fugitive. I haven't seen him in four years.' I said, 'Who are you living with?' He said, 'I was living with my aunt. She threw me out.'" Warren worked with a social worker to find the boy a foster home, and the new principal realized the kind of challenge he was facing.

Instead of a quick, glitzy solution, Warren developed a series of answers to Taft's many problems. A child in danger of dropping out would be enrolled in the Adopt-a-Student program, in which faculty members—Warren included—invited kids to their homes, called them on weekends and during vacation, and constantly encouraged them to keep trying. There was a program for pregnant girls, another for kids with low reading scores. Older students who had amassed a few credits entered an in-school GED diploma program. Kids with high absenteeism rates were enrolled in special after-school makeup classes that enabled them to get back in step with their classmates. Warren added extra periods of biology, math and chemistry to help his students do better on standardized tests—and the teachers at Taft willingly volunteered their time. "I wanted those teachers to think that their middle name was Taft," Warren recalled with a smile.

The results were startling. The school now has a parents' association and active community support. Eleven percent of the graduates now get Regents diplomas, and 80 percent go on to some form of higher education. "Don't get me wrong," Warren said. "We didn't solve all the problems at Taft. The dropout rate is still too high; the attendance rate is still too low. But we made some dents in the problems." With Taft on the road to recovery, New York City decided it needed Warren in another tough school.

Out in the front hall at Monroe, the kids scurried past in a class change. You could spot every type you ever knew in high school—the dreamers, the intellectuals, the wise guys, the jocks. They passed by a display of photographs of famous Monroe graduates: Regina Resnik, the Metropolitan Opera star, is there; so is Leon Lederman, who last year won the Nobel Prize in Physics. But nobody has updated the list for 20 years or so—since the school's demographics changed and the students' faces became largely black and brown. Jimmie Warren says he plans to make that honor roll current, finding distinguished recent alumni to recognize.

"When I see a kid walk through the door at Monroe," this principal says, he sees the makings of another Nobel Prize-winner. "These kids have the potential. All they need is proper encouragement." Jimmie Warren is going to make sure they get it.

N.Y.TIMES:09-03-89

A Seismic Shock for Education

TOP

By Chester E. Finn Jr.

WASHINGTON

The annual Gallup education poll sponsored by the professional educational fraternity Phi Delta Kappa often yields startling results.

On many issues spanning the survey's 21-year history, the public has declared itself in favor of seismic changes in the ground rules of the education system — reforms that go far beyond what many educators (and elected officials) are comfortable with.

The 1989 poll, unveiled Aug. 24, amounts to a major earthquake. The hoariest policy assumption of American schooling — that essential decisions about curriculum and standards must be locally determined — turns out to be another political myth.

In sharp contrast to a century-old practice, people say they want national education standards, a national curriculum and national tests.

The temblor couldn't be more timely. On Sept. 27, President Bush and the governors will gather in Charlottesville, Va., for an education "summit meeting." No weightier topic could be on their agenda than the challenge of developing common school norms and curriculums for the whole country — and a testing-and-accountability system by which we can know over time whether those norms are being met.

Many educators would surely balk, for they would be protective of their autonomy, the decentralization of today's system and the degree to which its results are blurred and its employees spared from consequences.

But Gallup's data suggest that it may be timely for elected officials to set aside the conservatism of the professionals and the incrementalism of recent reform efforts and, instead, rewrite basic assumptions about how to chart the course and gauge the progress of the nation's schools.

Chester E. Finn Jr., professor of education and public policy at Vanderbilt University, is director of the Educational Excellence Network.

A poll shows a preference for national standards, curriculum.

Whether those officials have the courage to do so remains to be seen, but it is clear the electorate would support such shifts.

Asked "would you favor or oppose requiring the public schools in this community to conform to national achievement standards and goals?", 70 percent of Gallup's respondents were in favor, 19 percent opposed.

Asked "would you favor or oppose requiring the public schools in this community to use a standardized national curriculum?", the responses were 69 percent yes, 21 percent no.

And asked about "requiring the public schools in this community to use standardized national testing programs to measure the academic achievement of students?", the results were 77 percent affirmative, only 14 percent negative.

In every instance, people with children enrolled in the public schools were even more enthusiastic about these changes than adults with no youngsters in school.

This doesn't mean citizens want Federal officials to run their schools. As recently as two years ago, survey data showed 39 percent wanting Washington to have "less influence on improving the local public schools" (while 37 percent favored "more influence").

Yet for some time polls have found the public receptive to greater state influence and stronger state-led accountability measures. In 1987, some 84 percent of those surveyed agreed that one of the things the Federal Government should do is "require states and local school districts to meet minimum educational standards."

Such changes imply greater homogeneity than our state-based, locally administered education system has ever displayed, as well as tougher norms and consequences linked to school results.

But in tandem with the uniformity, people favor ceding more operational authority to individual principals and giving students choices among schools.

Other tremors emerge from the data. Virtually no one supports the universal practice of allowing youngsters to drop out upon reaching a specified age. Forty-five percent would keep them in school until they graduate, while 38 percent would oblige them to meet "certain standards of knowledge and skill" before being permitted to leave school.

Asking one's opinion of a hypothetical event is not the same as confronting people with actual disruptions in long-established patterns. Nor can we be certain the public would reward public officials who take such initiatives. (Voter participation rates in local school board elections are scarcely encouraging.)

But alarmed by the drab performance of schools, despite years of marginal reforms, parents and taxpayers seem ready for profound changes.

The participants at the education summit meeting would do well to heed the Gallup data. Helping guide the public to where it says it wants to go is not a bad definition of leadership. Besides, when the territory is covered with decrepit old structures, an earthquake may be the only way to clear the ground for new construction. □

2:00 P.M. NEWS UPDATE

CAPITAL GAINS/WAYS AND MEANS (UPI) -- The House Ways and Means Committee prepared Thursday to approve a temporary cut in the capital gains tax after Chairman Rostenkowski failed to persuade supporters to let the full House decide the issue instead. In a move seen as a defeat for Rostenkowski and the House Democratic leadership, the committee was expected to approve by a 19-17 vote a 2½-year cut in the tax rate.... "We will try as hard as we know how to have the House not adopt a capital gains cut," said Rep. Gephardt. "This was George Bush's idea to help his wealthy friends and the people who are going to pay for that are the middle class."

EDUCATION/DUKAKIS/PRESIDENT (UPI) -- Gov. Dukakis challenged President Bush Thursday to fulfill a campaign promise to be the "education president" by showing a willingness to pay for national goals to be outlined at an upcoming education summit.... "He must demonstrate that he is not only prepared to set national goals (but) he is prepared to pay for them," Dukakis said.... Dukakis said he is not optimistic Bush will provide an adequate amount to fund a major educational effort, citing [his proposed anti-drug spending] and his thirst for additional defense spending. "(Spending for) B-2 bombers and 'Star Wars,' in my judgment, is not in the same category as comprehensive drug education and the Head Start program...," Dukakis said.

BREEDEN (AP) -- Richard Breeden, President Bush's nominee to head the Securities and Exchange Commission, said Thursday that vigorous securities law enforcement was good for market integrity and could help U.S. markets compete globally for foreign investment. Breeden also told the Senate Banking Committee at his confirmation hearing that criminal sanctions are "a helpful adjunct to a civil enforcement program." ...When asked by Sen. Dodd how he squared his reputation as a free-market advocate with the need for strong enforcement, Breeden said it was a "perfectly legitimate role for government to keep the markets clean."

SOVIET JEWS/LAFONTANT (AP) -- While some Soviet emigres may one day want to go back to the Soviet Union, the U.S. will not turn away any who have already left their country and wish to come here, a Bush administration official said today. Jewel Lafontant, U.S. coordinator for refugees, said reporters had "misunderstood" her comment at a hearing Wednesday that nearly 5,000 Soviet emigres in Italy and Austria who have been denied entry to the U.S. can "always go to Israel or return to Russia. In these days of glasnost, that's not an impossible thing." All those stranded in Rome and Vienna will be admitted to the U.S., whether as fully funded refugees or as parolees with private funding, Lafontant said today as she resumed testimony before the House subcommittees on Europe and immigration.

EAST GERMAN REFUGEES/HUNGARY (Budapest/Reuter) -- Hungary has no immediate plans to shut its border to East Germans wishing to cross to the West, a senior Foreign Ministry official said Thursday. The official denied West German television reports that Hungary's border with Austria...would be closed again Oct. 7 to mark East Germany's 40th anniversary as a state.

News
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NEARLY THREE-FIFTHS OF THE HIGH SCHOOL GRADUATES OF 1988 ENROLLED IN COLLEGE

About 2.7 million youth graduated from high school in 1988 and a record 59 percent of them were enrolled in college by October, according to data released today by the Bureau of Labor Statistics of the U.S. Department of Labor. Nearly half of these college freshmen also were in the labor force.

This information comes from the Current Population Survey, a monthly survey of 56,000 households which provides information on the labor force, employment and unemployment. Each October, this survey includes special questions on the high school graduation and college enrollment status of youth. Selected highlights from this survey follow.

---The percentage of high school graduates going on to college has risen nearly 10 percentage points over the past decade. The college enrollment rate of black high school graduates (45 percent) has remained well below that of whites (61 percent) and Hispanics (57 percent).

---Among the 1.6 million college freshmen, 47 percent were in the labor force in October 1988, a near record. The unemployment rate for these new students--most of whom were attending college full time--was 11.6 percent. (See tables 1 and 2.)

---About 1.1 million members of the high school class of 1988 were not enrolled in college in October, and 85 percent of them were in the labor force. The proportion of this group with jobs (the employment-population ratio) was 76 percent for whites, 55 percent for blacks, and 57 percent for Hispanics. The unemployment rate for these recent graduates, at 15.1 percent, was at its lowest point in 10 years.

---Data on enrollment of recent high school graduates in vocational education courses were available for the first time in the October 1988 survey. About 100,000 graduates not in college were enrolled in at least one such course. These courses include secretarial, trade, or technical classes which typically are applied toward a certificate or license rather than toward an academic degree.

---About 550,000 young people dropped out of high school between October of 1987 and 1988. As has historically been the case, these dropouts experience much more difficulty in the labor market than the youth who completed high school, with a labor force participation rate of only 59 percent and a high unemployment rate--26.7 percent.

Table 1. School enrollment and labor force status of 1988 high school graduates and 1987-88 school dropouts 16 to 24 years old by sex, race, and Hispanic origin, October 1988

(Numbers in thousands)

Characteristic	Civilian noninstitutional population	Civilian labor force				
		Number	Participation rate	Employed	Unemployed	
					Number	Percent of labor force
Total, 1988 high school graduates.....	2,673	1,677	62.7	1,450	227	13.5
Men.....	1,334	869	65.1	752	117	13.4
Women.....	1,339	808	60.3	698	110	13.7
White.....	2,187	1,421	65.0	1,254	167	11.8
Black.....	382	205	53.5	154	50	24.6
Hispanic origin.....	179	103	57.8	77	27	25.9
Enrolled in college.....	1,575	747	47.4	660	87	11.6
Men.....	761	362	47.6	328	35	9.5
Women.....	814	384	47.3	332	52	13.6
Full-time students.....	1,444	630	43.6	550	80	12.7
Part-time students.....	131	117	89.2	110	7	5.6
White.....	1,328	668	50.3	598	70	10.5
Black.....	172	49	28.5	37	12	(1)
Hispanic origin.....	102	40	39.5	33	8	(1)
Not enrolled in college.....	1,098	930	84.7	790	140	15.1
Men.....	572	506	88.5	424	82	16.2
Women.....	526	424	80.6	365	58	13.7
White.....	859	754	87.7	656	97	12.9
Black.....	211	156	73.9	117	38	24.5
Hispanic origin.....	77	63	82.2	44	19	(1)
Total, 1987-88 high school dropouts2/.	552	327	59.2	240	87	26.7
Men.....	307	229	74.4	164	65	28.5
Women.....	245	98	40.1	76	22	22.4
White.....	436	283	64.8	213	70	24.7
Black.....	107	42	39.4	25	18	(1)
Hispanic origin.....	101	65	64.7	56	9	(1)

1/ Data not shown where base is less than 75,000.

2/ Data refer to persons who dropped out of school between October 1987 and October 1988.

NOTE: Detail for the above race and Hispanic-origin groups will not sum to totals because data for the "other races" group are not presented and Hispanics are included in both the white and black population groups. Because of rounding, sum of individual items may not equal totals.

Table 2. School enrollment and labor force status of recent high school graduates and dropouts 16 to 24 years old by sex, selected years, October 1978-88

School enrollment status	Total			Men			Women		
	Civilian noninstitutional population	Labor force participation rate	Unemployment rate	Civilian noninstitutional population	Labor force participation rate	Unemployment rate	Civilian noninstitutional population	Labor force participation rate	Unemployment rate
1978									
High school graduates	3,178	64.5	13.8	1,500	67.9	11.2	1,679	61.5	16.3
Enrolled in college	1,593	42.9	13.0	767	45.0	11.3	827	41.0	14.7
Not enrolled in college	1,585	86.3	14.0	733	91.8	11.2	852	81.3	17.0
High school dropouts	839	68.8	27.6	479	80.2	24.0	360	53.4	34.4
1983									
High school graduates	2,964	63.6	22.3	1,390	67.5	22.6	1,574	60.2	22.0
Enrolled in college	1,562	44.9	17.0	721	47.7	17.4	841	42.6	16.5
Not enrolled in college	1,402	84.5	25.5	669	88.8	25.6	733	80.5	25.4
High school dropouts	597	63.1	31.6	329	75.4	32.7	268	48.1	29.5
1987									
High school graduates	2,647	62.6	15.5	1,278	63.6	11.7	1,369	61.7	19.2
Enrolled in college	1,503	46.5	12.3	746	45.4	9.0	757	47.5	15.4
Not enrolled in college	1,144	83.8	17.8	532	89.0	13.7	612	79.2	21.9
High school dropouts	502	66.4	37.8	274	73.7	38.1	228	57.6	37.3
1988									
High school graduates	2,673	62.7	13.5	1,334	65.1	13.4	1,339	60.3	13.7
Enrolled in college	1,575	47.4	11.6	761	47.6	9.5	814	47.3	13.6
Not enrolled in college	1,098	84.7	15.1	572	88.5	16.2	526	80.6	13.7
High school dropouts	552	59.2	26.7	307	74.4	28.5	245	40.1	22.4



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