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A LESSON PLAN**NEGLECTED ON MOST CAMPUSES, TEACHER EDUCATION IS THE KEY TO BETTER SCHOOLS. A BOLD NEW PROGRAM IN CINCINNATI LETS STUDENTS LEARN BY DOING**

BY STEVE WULF

Tracy Robinson was losing them. The lesson for her fourth-grade class at Cincinnati's Vine Elementary School on this Friday afternoon was fractions, and as she stood at the front of the room with her textbook, explaining why $1/3$ is larger than $1/4$, she saw blank stares. No hands were raised. She drew shapes on the blackboard, shading in parts of them, but that didn't work either. The kids were wiggling in their seats. "I was getting so nervous," Robinson recalls. "I was feeling like, 'O.K., now what do I do?'"

Despite their best efforts, American educators well know the sensation. New demands are being placed on teachers that make their jobs harder than ever. Students arrive at school with greater difficulties than in decades past, yet the public's expectations of what children should achieve increase each year. Tougher new academic standards are being instituted in schools around the country, and teachers are being held accountable for seeing that all children reach them. One survey found that 40% of public school teachers would not go into teaching if they had to choose a career again. According to the federal **Department of Education**, 30% of new teachers leave the classroom within the first three years. Those who stay feel overworked, underpaid, underappreciated—and poorly prepared.

Six hundred experienced teachers surveyed in 1995 were brutal about the education they had received, describing it as "mind numbing," the "shabbiest psychobabble" and "an abject waste of time." They complained that fragmented, superficial course work had little relevance to classroom realities. And judging by the weak skills of student teachers entering their schools, they observed, the preparation was still woefully inadequate.

It is little wonder, then, that educators

worry about meeting the growing demand for teachers without drastically lowering the quality of teaching by hiring untrained recruits. In California more than 16,000 teachers were hired this year to accommodate state-initiated class-size reductions. Barbara Burch, former president of the American Association of Colleges for Teacher Education, has warned that unless the lesson plan for teachers is revised, "it is increasingly clear that we are indeed a profession at risk."

Tracy Robinson is part of one of the most promising efforts to remake teacher education—a unique collaboration among the University of Cincinnati, the Cincinnati public schools, the Cincinnati Federation of Teachers and the city's business community. Called the Cincinnati Initiative for Teacher Education, or CITE, this five-year program requires participants to obtain a bachelor's degree in humanities or the sciences, then spend a fifth year in the classroom, with pay, under the close guidance of a mentor teacher to earn a teaching diploma. What sets these CITE "interns" apart from traditional student teachers is that for the entire year they are the teachers of record, fully responsible for student behavior and achievement, but they receive lots of help from mentors who have been certified as exemplary teachers.

"The CITE approach makes great sense," says U.S. **Secretary of Education Richard Riley**. "Though you prepare for teaching by taking courses, the best preparation is teaching itself. To learn with the support of master teachers is absolutely critical, and I think teaching colleges are beginning to realize this."

Perhaps. But teaching colleges, which Riley calls the "forgotten stepchildren" of higher education, are known mostly for inertia and mediocrity. "The low status

and general neglect of teacher education over the years have contributed to a kind of hardening of the arteries," says John Goodlad, director of the Center for Educational Renewal at the University of Washington, Seattle. It doesn't help that many education schools function as cash cows, a place in the university system to collect tuition, not spend money. Equally disadvantageous is the historic low esteem in which the profession is held, owing in large measure to its century-old roots as a female occupation.

Reforming this sorry situation has been the topic of many commissions and consortiums over the past two decades. A 1986 report, *Tomorrow's Teachers*, by the Holmes Group, a coalition of 100 leading universities, scolded, "If someone had argued that doctors should practice modern medicine with the terms of an 1850s job description...he would be ridiculed by any audience. Yet most Americans think nothing of requiring teachers to carry out a late-20th century assignment when locked into a mid-19th century job description. Nor does it strike them as odd to then blame teachers for a job badly done."

The University of Cincinnati was a charter member of the Holmes Group. When it joined, in 1986, its College of Education was poorly funded and generally overlooked. The university asked Bob Yinger, an educational psychologist by training, to rethink the program and build a better bridge between academia's ivory tower and reality's classroom. Yinger recalls, "We looked at what we were doing in our old program, and we said, 'Let's redesign our entire program from the ground up. All new courses, all new experiences, taught in a completely new structure.'" The debate within the faculty was intense and at times divisive. But, according to Piyush Swami, a professor of science

education. "people knew that what we were doing wasn't working. One day a well-respected faculty member said, 'I've got about 15 years left in my career, and I would like to make those years worthwhile. Let's give these new ideas a chance. The worst we can do is fail.'"

Fortunately, Yinger found willing allies in Cincinnati school superintendent Michael Brandt and teachers' union head Tom Mooney. As part of Brandt's reform-minded agenda, several schools decided to transform themselves into Professional Practice Schools. CITE interns learn to teach in these schools, which give teachers a greater voice in determining policy and implementing change. Mooney persuaded his membership to give up certain job slots to CITE's fifth-year students. "As a union, we think of programs like this as the professionalization of teaching," he says. "We are not here to defend the weakest link, because if we do that, the chain will break."

The university faculty was worried about adding a fifth year, as competing education schools at nearby Xavier University and Northern Kentucky University could send their graduates out into the world after four years. But when Yinger took his five-year plan to high school students who had indicated an interest in teaching, he was encouraged by their response. "They could see the value added," he says. "They liked the idea of spending a full year in the classroom before going out to teach on their own, and the notion of getting two degrees." Teachers sometimes feel trapped in the profession because they don't have a degree in anything else. "In the old traditional programs," says Yinger, "we put a lot of teachers out there who already knew they didn't like teaching. I think that accounts for some of the burnout and failure."

Equally important, CITE interns study specific theories of learning, behavior and classroom management while testing them in real-world situations. In the typical teachers' college, such subjects are taught as large lecture classes in the first or second year.

When the bell rang after her unsuccessful lesson in fractions,

Robinson immediately sought out her lead teacher, Sandy Luebke. Lead teachers are considered the very best in the Professional Practice Schools, and they not only counsel the interns but also evaluate their performances. "Sandy is like a video camera," says Robinson, "observing me, saying 'O.K., this is working really well' or 'If you move your arms down to the side, you'll look more open and the kids will want to approach you.'" Luebke listened to Robinson's account of her ordeal and, referring to little colored bars used to convey the concept of fractions, said, "Manipulatives. You have to use manipulatives so they can do hands-on work to understand what you're teaching."

Robinson is the first in her family with a college degree, as are many teachers. She says she knew she wanted to be a teacher when she was in kindergarten. Like every other CITE intern, she is strongly encouraged to keep a journal of her year at Vine Elementary—whose students have the highest rate of poverty among the city's schools—to reflect upon her worries, her triumphs and her progress.

Often the lead teachers use the journals in their mentoring. Early in the school year, Karon Jacob, another intern at Vine, wrote, "We try to get parent participation by sending home the weekly behavior charts of the students to be signed. However, no parents have sent their child's back. Also, homework given to the children is never brought back." In her response, mentor Cheryl Hilen wrote, "Offer bonus points, an incentive, or special privilege for kids who bring them back. Make a big deal about it."

Among the most hotly debated issues in the profession these days is how to certify those who come to teaching from another career. Not surprisingly, CITE takes a more rigorous approach than most to "alternative certification," which is sometimes just "a fancy name for emergency licensing," says Karen Zumwalt, dean of Columbia University's Teachers College. CITE offers a two-year program for those who choose teaching as a second career. Carolyn

Toney, a fifth-grade intern at Vine, is a former research scientist for Procter & Gamble. She decided to enroll in CITE after her two children graduated from college. Toney spent one year taking education classes and substitute teaching. Now, in her second year, she is teaching fifth-graders, with the help of Luebke. "I'm working harder than I ever did in the corporate world because I'm working around the clock," says Toney. "My friends at P&G do not understand why I'm doing this. There's no money, at least from their perspective. I tell them I get a greater sense of personal satisfaction right here than in the corporate world. It's a challenge every day."

CITE is a work in progress. Almost 10% of students have quit before completing their internship—some complaining that even with this innovative work-study model, they feel ill prepared to run a class. The interns' journals brim with fears and frustrations, and their mentors are still learning when to intervene and when to let interns learn from their mistakes.

Before her fourth-grade class on the Monday after her Friday disappointment, Tracy Robinson loads the manipulatives—the little bars of different colors, each representing a different fraction—into plastic bags. When her students walk in, she distributes the bags. The book she was reading from on Friday is nowhere in evidence. She asks her pupils to use the bars to construct flat, box-shaped designs on their desks. Three of one color, they soon discover, will fill the same space as four of another. When each child has a mosaic on his or her desk, Robinson begins the verbal part of her lesson. She challenges them to come up with ways of figuring out which color is bigger and how many it would take of each to make a whole. Hands fly up. Voices have to be restrained. Soon the students are calling out the answers in unison.

The hands-on approach worked that day in a fourth-grade class at Vine Elementary. The same method seems to be working in Cincinnati.

—Reported by Melissa Ludtke/Cincinnati■

EDUCATION ON THE EDGE: REAL-LIFE LESSONS VS. THE IVORY TOWER ALVERNO TEACHES WOMEN WHAT THEY REALLY NEED TO KNOW BY CYNTHIA CROSSEN

All colleges want their graduates to succeed professionally. But at Alverno College in Milwaukee, that's the least of it. Before Alverno's students graduate, they must also prove they can be ethical, productive and cooperative citizens of modern America.

To teach its students how to be, not just do, Alverno revolutionized its curriculum in the 1970s. But even before then, it wasn't a typical liberal-arts college: It's a Catholic women's school with 90% of its students living off campus. It has a long and successful history of training women for the practical careers of nursing and teaching. Perhaps because it never saw itself as a refuge for the wealthy effete, Alverno has felt free to tinker with the process of educating. And tinker is putting it mildly.

Today Alverno sees its mission as training students for life — a kind of postfeminist finishing school. No Greek or advanced microbiology is offered here; instead, students get a general grasp of literature, mathematics, science, philosophy, language and economics. More important, however, they learn the increasingly complicated skills needed to navigate in this technological, competitive and global society. In their four years, they are taught the ability to speak well, listen, debate, reason, appreciate art, care about the world and remain open-minded yet principled.

"For hundreds of years, we thought we had a shortage of information," says Alverno's brisk and blunt president, Joel Read, a member of the School Sisters of St. Francis. "Now we have a glut. More than facts, students need a framework through which they can understand and judge information," she adds. Alverno's philosophy has been so painstakingly crafted that it has spawned a language verging on self-parody — tenure here is called "continuous appointment," and internships are called "off-campus experiential learning." But the thinking is razor-sharp. "We felt education had become disconnected from real life," says Sister Joel. "Back in the '60s, a lot of people were raising questions about education. And the students had a legitimate claim. Where were their teachers? They were off doing research." It was in the '60s, too, that Alverno realized many women were developing aspirations besides nursing and teaching. Alverno's faculty, some nuns, most not, does the hard labor of teaching what some of its 1,289 weekday students describe as a "nowhere-to-run, nowhere-to-hide" curriculum. If a student is absent from class three times, she's dropped. Once she's in class, the teacher is in her face, asking questions, demanding evidence, challenging what she says. Teaching an advanced literature course, Professor Judith Stanley stalks around the classroom, peremptorily calling out a student's name and then perching expectantly on a nearby desk until the student responds. "That's interesting, what else?" she presses.

Students are constantly broken into teams, and then reassembled to report to the whole class. A missing student means that much more work for everyone else on the team, and an unprepared one bogs down the discussion on which

they will all be assessed. In a recent professional communications class, teams of first-year students were planning how to act out nonverbal signals to the rest of the class. The first team up was ill at ease; it isn't considered funny or cool to perform poorly. After four years of almost daily performances, their self-consciousness will disappear.

Complicating the teaching, Alverno students are more diverse than their counterparts on many campuses. About 70% are first-generation college students. Twenty-eight percent are nonwhite. Some students come right from high school, such as Rachel McGraw, a 19-year-old graduate of an alternative high school in St. Paul, Minn. Some are women like Jeanette Hughes, 37 years old, the single mother of four young children who wants to be a schoolteacher. More than 85% of Alverno students receive some financial assistance in paying the \$9,288 tuition. "We're not skimming the cream off the top," says Sister Joel. "We take students from the vast middle."

Indeed, Alverno's teachers say that while their students tend to be highly motivated, they have very compelling distractions. "Most students are working or parents or both," says David Dathe, assistant professor of physical sciences. "Their lives are more complicated. They have more things to attend to."

Nevertheless, the faculty seems to find teaching at Alverno to be, if not prestigious, constantly challenging. Each teacher holds a place in two departments — one in his or her field of study and the other in eight "ability departments," which include communication, problem-solving, aesthetic appreciation and social interaction. Unlike at many colleges, where departments tend to be entrepreneurial and ferociously territorial, Alverno teachers are constantly rubbing shoulders with scholars from other disciplines.

"My field is teaching philosophy, as opposed to philosophy itself," says Tim Riordan, a philosophy professor. "It's more important for me to be expert at teaching than knowing the discipline. And it's more important for students to know how to think than to know a particular thinker." Teachers visit one another's classes and review colleagues' teaching methods. They say their class notes never get yellow because the curriculum is always changing. "Just because I'm teaching something doesn't mean my students are learning it," says Carole Barrowman, an associate professor of English. But the drawback to all this attention to teaching is that the teachers almost inevitably fall behind in their specialties — especially in science, where knowledge advances so rapidly. "It's harder for me to keep current in my discipline," says Mr. Dathe. "I'm not attending as many conferences."

Another big change from most colleges is that professors get no Brownie points for publishing. "I always say we publish our students," says Mary Diez, chairwoman of the department of education. "They represent our best work." Alverno students also get no grades. "We don't have Ds to

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whip the student with," says Jane Halonen, a psychology professor. Instead, the women get what's called performance-based assessment, in the form of elaborate critiques and suggestions for improvement on oral or written presentations. "You haven't sat and taken a multiple-choice test," says Barbara Saffran, an Alverno graduate who is now vice president of a drug wholesaler called F. Dohmen Co. "You've had to demonstrate over and over again what you know. You can't help but understand it."

In addition, students are required to assess their own performance regularly, revealing rather than covering up their weaknesses. Along with an assignment for their first paper for a professional communications class, students got a form that asked, "What areas do you think need strengthening? How might you improve them?" Continual scrutiny of themselves becomes second nature, says Phyllis May, who works at Bank One Wisconsin Trust Co. while attending Alverno's weekend college. Many of her co-workers were stymied when they had to assess their own work for performance reviews, she says. "I had mine done in about 10 minutes. Self-assessment is part of my entire life."

Students say that more than anything, their Alverno educations have given them confidence in their ability to speak up, to contribute, to disagree persuasively but courteously. "I didn't have much confidence in either my writing or speaking before I came to Alverno," says Ms. May. "Now I could speak before 1,000 people."

Such skills would be useful to men, too, but that doesn't seem to be in the cards. Many students cherish the single-sex classes, where, they say, women are more likely to speak up when they aren't competing with men. But Ms. McGraw has doubts. "The world isn't sex-exclusive," she says. "It contributes to the 'feel good' atmosphere -- you know, we're all nice, and we all get along. That's just one side of the picture."

Because Alverno is not well known among college presidents, deans and admissions directors, and because its students come with only average test scores and high-school rankings, it will never place high in the U.S. News & World Report college ratings. But numbers never capture real daring or imagination. On that scale, Alverno would be off the charts.

NEWARK STAR-LEDGER FRIDAY MARCH 7, 1997

Defending evaluations and classes for teachers

Klagholz denies he's creating 'sneaky way' to fire bad apples

By Nick Chiles
STAR-LEDGER STAFF

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State Education Commissioner Leo Klagholz said yesterday that the intent of his proposal to require teachers to update their skills and prove it in the classroom is not a "sneaky way" to get rid of bad teachers.

"It's exactly what it appears — a way to keep teachers' knowledge and skills up to date," Klagholz said after an appearance at Newark's Madison Avenue School with Gov. Christie Whitman.

Since the lifetime tenure of teachers in New Jersey is so politically touchy and fiercely protected by the powerful New Jersey Education Association, the 144,000-member state teachers union, many educators surmised that Klagholz was trying to find an easy way to get rid of teachers without challenging tenure.

In his presentation Wednesday to the state Board of Education, Klagholz proposed that all New Jersey public school teachers would have their licenses suspended if they failed to complete a well-defined continuing education program every five years. In addition, teachers would face evaluations every five years to make sure they are using their newly acquired skills and techniques in the classroom.

If they failed the evaluation, their license would be suspended or revoked, depending on the determination of the state Board of Examiners, which issues teaching licenses.

Klagholz predicted that very few teachers would lose their licenses if the state board approves his proposal.

"That's my sincere hope and my belief," he said. "This is a way to get people's attention. The kinds of things they would be asked to do are reasonable. It will be easy to avoid sanction and I would expect people to do that. This is not to rate them — it's more like verification."

Jersey's continuing education requirement less "onerous" than those in effect in most other states, where teachers' licenses automatically become invalid every five years and teachers must take courses, fill out a new application, pay an application fee and prove they have fulfilled the requirements.

"That's too cumbersome and it's unfair to place the burden on everyone to go through such a process," Klagholz said.

Whitman said she fully supports Klagholz's proposal, adding they discussed it before he made his presentation to the state board.

"I believe it's an important part of our program and it's something that teachers have been asking for," Whitman said as she was leaving the Madison Avenue School. "Education is dynamic and changing. The skills people had in the beginning need to be updated."

The state board is expected to start holding hearings over the next month to get public feedback on the commissioner's proposal. After the hearings, the Department of Education will prepare a more formal report and the board would hold further hearings to get reaction to the report before the board ultimately voted on the proposal. Actual passage could be as much as a year away.

According to Klagholz's proposal, teachers would be able to complete the continuing education requirement only in approved programs or college courses. A panel of educators would determine which programs are approved. Teachers would pay for the program, though Klagholz said he would expect many of the local districts to pick up the costs, which they do when teachers participate in professional development programs.

"This is almost universal in other professions — it's part of being a professional," the commissioner said. "It validates the profession. It says it is specialized and not everyone can do this."

State and Federal Officials Push to Improve Teacher Education

By Peter Schmidt

Like unruly schoolchildren, the teacher-education programs at many colleges have been labeled as underachievers and allowed to slide by with poor grades. Recently, however, a rapidly growing number of state and federal officials have been demanding that they shape up.

Convinced that inadequate teacher training is a major impediment to elementary- and secondary-school reform, the officials have begun a wave of efforts to overhaul teacher-education programs at colleges and universities.

Their goal, they say, is to hold the programs accountable for producing teachers who can pass tough certification standards, are familiar with the subject matter they will teach, and have enough field experience to perform well in the classroom. Some are threatening to close any teacher-education programs that fall short.

More than a dozen states, including Illinois, Minnesota, New York, and Texas, are seeking to exert much tighter control over teacher-training programs.

"For too long, the colleges of education have been cash cows -- with big classes and little quality control, so they can bring in lots of students to support more prestigious programs," says Sarah B. Burkhalter, who reviews new teacher-education programs at colleges for the Texas Higher Education Coordinating Board.

South Carolina, as part of a continuing effort to devise a formula for spending on public colleges based largely on their performance, plans to reward or punish institutions financially, based partly on the quality of their teacher-training programs and how well they meet the needs of the state's public schools.

On the federal level, meanwhile, several members of Congress reportedly are considering whether Washington should become more involved in insuring the quality of teacher-training programs.

"There is extreme interest in the House and Senate in teacher education," says Penelope M. Earley, senior director of the American Association of Colleges for Teacher

Education. "I have had more calls from Congressional staff at the beginning of the 105th Congress than I have had at any time in the 21 years I have been here."

In a speech last week, Education Secretary Richard W. Riley said that all teachers should be required to pass performance-based licensing assessments and that schools of education should be held accountable for how their graduates fare. He encouraged college presidents to strengthen the links between their liberal-arts schools and their schools of education, which, he said, "too often are treated like forgotten stepchildren in our system of higher education."

The drive to overhaul schools of education appears to have gained momentum from a report issued in September by the National Commission on Teaching and America's Future, a 26-member panel that includes state and federal officials, college presidents, and leaders of teachers' unions. Describing the inadequate preparation of teachers as a major obstacle to school reform, it said that schools of education should be required to gain accreditation and that inadequate ones should be closed.

Some education deans questioned the report's objectivity, since the commission included leaders of the National Council for the Accreditation of Teacher Education as well as another group that backs national standards for teacher certification. But the document nonetheless has been credited with inspiring a surge of activity in the states. So far, 11 states -- Kansas, Kentucky, Illinois, Indiana, Maine, Maryland, Missouri, Montana, North Carolina, Ohio, and Oklahoma -- have entered into agreements with the national commission and are moving to carry out nearly all of its recommendations.

The Texas Higher Education Coordinating Board responded to the commission's report by analyzing the state's teacher-education programs. In a report last month, it criticized several state colleges for producing graduates who have difficulty passing certification tests. "This is an early warning to a lot of universities that they'd better get their programs in

better shape or they will lose their ability to certify teachers," the Texas commissioner of higher education, Kenneth H. Ashworth, told members of the board. He recommended that the board refuse to let universities establish new academic programs of any sort as long as the graduates of their education schools have trouble passing state certification tests.

"There's probably no single subject more important to the State of Texas than teacher certification, and we're only now starting to realize how much work we have to do," Dr. Ashworth said.

Experts on elementary- and secondary-education policy note that the nation's schools of education have encountered such scrutiny before. In the mid-1980s, for example, many states enacted legislation that provided for stricter regulation of such programs and opened up alternative paths to teacher certification.

"The reform of teacher education is politically easy and economically cheap," observes Willis D. Hawley, dean of the University of Maryland's College of Education.

The proposals for reforming teacher education that are now under consideration are generally viewed as not nearly as punitive or regulatory as those in the past. "You don't hear a lot of talk about the state bludgeoning us into submission," Dr. Hawley says.

State officials say they hope that a more cooperative approach will help them avoid the finger-pointing that has complicated past efforts to reform teacher education, for which responsibility often is shared by colleges, public schools, and several state agencies.

Schisms are occurring as the various players focus on the details, however. For example, although nearly everyone involved in reforming teacher education agrees that such programs should be accredited, they disagree on who should do the accrediting.

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Teacher Education cont.

The National Council for the Accreditation of Teacher Education, a coalition of 30 education organizations, is seeking to be the sole accreditor of the nation's teacher-training programs. But many institutions disagree with its methods and standards, and, so far, it has accredited less than half of the 1,263 higher-education institutions that offer teacher education. The Council of Independent Colleges is leading an effort to establish an alternative certification body.

Calvin M. Frazier, a senior consultant with the Education Commission of the States, predicts that the latest efforts to reform teacher education will run into trouble as the programs are prodded to adopt more-subjective measurements of student progress aimed at determining how their graduates will perform as teachers.

John T. MacDonald, director of the state leadership center at the Council of Chief State School Officers, predicts that the demands on colleges to produce high-quality teachers will put them "under a great deal of pressure to look at who they are admitting into these programs."

More Than 10% of Colleges Broke Law Requiring Crime Reports, U.S. Says

More than 10 per cent of colleges failed to publish annual security reports required by federal law in 1995, according to a report released Tuesday by the U.S. Education Department.

An equal number did not use the definitions of crimes prescribed by the law, the department said.

The report was based on a survey of more than 1,400 colleges. The survey asked about security issues, including crime statistics, awareness programs, and such security measures as escort services and improved lighting.

Since 1992, colleges receiving federal student aid have been required to publish annual reports on campus crime and descriptions of their safety policies and programs. The law, passed in 1990, also requires colleges to keep their students and employees informed about crimes during the year.

The Education Department found that 13 per cent of the colleges in the survey had not compiled the annual reports. The biggest offenders were trade schools and colleges enrolling fewer than 200 students each. The department did not release the names of colleges that had not followed the law, nor did it release information on crime on specific campuses.

Almost all colleges with enrollments of more than 3,000 produced the reports, leading the researchers to conclude that 98 per cent of all college students attended institutions that reported.

The law also requires colleges to use crime categories defined by the Federal Bureau of Investigation. The report found, however, that only 40 per cent of colleges had done so. An additional 45 per cent used definitions from state statutes that researchers considered comparable to the F.B.I. terminology. The remaining institutions used definitions that ranged from local ordinances to "common knowledge." Again, compliance was best among large institutions and four-year colleges.

David A. Longanecker, Assistant Secretary of Education for postsecondary education, acknowledged the compliance problems Tuesday and said the department would have to decide such issues as whether the failure to use the F.B.I. definitions had compromised the accuracy of the statistics. He said his

staff might decide to work with national organizations representing proprietary schools to insure that they know what the law requires.

"If you have a barbering school with a daytime program, what they are going to need to put together is substantially different than Ohio State University," he said.

The department's report also includes aggregate statistics on campus crime for 1992, 1993, and 1994 that were reported by the colleges. In 1994, the data show that 26 per cent of all institutions reported violent crimes, including murder, rape, robbery, and aggravated assault. About 44 per cent reported property crimes, including burglary and motor-vehicle theft.

The report does not deal with the biggest complaint of critics — that the statistics don't capture all crimes because the data often don't include incidents reported to officials other than the police, such as counselors and deans.

Benjamin F. Clery, president of Security on Campus, a watchdog organization, said Tuesday that he had not had a chance to read the report but that he was frustrated that it was 18 months late. The 1990 law required that the department produce it by September 1995.

Mr. Longanecker said the report had fallen between budgetary and planning cracks. "I got here in 1993," he said. "We should have been starting at that point. I didn't know it was a requirement. By the time I discovered it was coming up, we simply couldn't get started and completed by the deadline."

The report, "Campus Crime and Security at Postsecondary Education Institutions," was compiled by the National Center for Education Statistics. Surveys were sent last spring to 1,500 postsecondary institutions, ranging from public research universities to proprietary trade schools. About 93 per cent responded.

The report is available on the agency's World-Wide Web site. Printed copies cost \$11 each and can be ordered by mail from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh 15250-7954.

— Kit Lively