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Ed -
 Teacher
 Testing

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Many teachers fall short on qualifications

By Tamara Henry
 USA TODAY

WASHINGTON — A teacher's expertise has a major impact on student achievement, yet nearly a quarter of new public school teachers lack the qualifications for their jobs, says a report out Thursday.

The National Commission on Teaching & America's Future reviewed around 200 studies in two years and found:

- ▶ 27% of new teachers had not completed license requirements in their main teaching areas in 1994, compared with 25% in 1991; within that group, 11% were without any license and 16% held emergency, temporary or alternative licenses.
- ▶ 21% of veteran high school teachers had less than a minor in their primary teaching areas, including 28% of math teachers, 22% of English teachers, and 18% of science and social studies teachers.
- ▶ 59% had less than a minor in their secondary teaching areas.

"I think a lot of people have a romantic idea that anyone can teach if they care about children or know something about a subject area," says Linda Darling-Hammond, commission executive director and professor at Columbia University's Teachers College, New York City. "Untrained people

do not simply walk into classrooms and automatically become successful."

The report strongly suggests that ill-prepared teachers contribute to the country's difficulty in raising student achievement. The problems may worsen as student enrollments reach their highest level ever and teacher retirements and attrition create substantial vacancies. More than 30% of beginning teachers leave in the first five years. Darling-Hammond says more than 2 million new teachers will be needed by 2007.

Emily Feistritz of the National Center for Education Information, an advocate for alternative routes to teacher certification, says the information being touted is outdated: "To me this is just Chicken Little — 'the sky is falling.' This whole issue of who is a qualified teacher is very much up for grabs. The people who are responsible for teacher licensing continuously raise questions about their own criteria."

Education Secretary Richard Riley admits that schools have lowered their standards to fill teaching slots but warns the practice must end.

"Our teachers need to be prepared to teach all America's children," Riley says.

▶ State ratings, 19D

11/21/97
 USA TODAY
 BR -
 This strikes me as a problem. Tom.

Education

States' teachers by the numbers

The National Commission on Teaching & America's Future rated states on 12 indicators that reflect the quality of their teaching forces. The chart at right shows how states did on a few of those indicators. (Story, 1D.) In the categories shown:

► **Unqualified new hires** refers to the percentage of newly hired teachers not licensed in their main assignment fields. That includes teachers who moved or transferred into the state.

► **Well-qualified teachers** refers to the average percentage of public high school teachers (grades 9-12) teaching English, math, science and social studies who hold full state certification and a college major in the field they teach.

► **Out-of-field teaching** refers to the percentage of public high school teachers who taught one or more mathematics classes without at least a minor in the field.

Other indicators include professional accreditation, number of required weeks of student teaching — including teaching of special needs students — and professional development.

The commission noted that Minnesota ranked first by achieving standards of excellence in seven of the 12 total quality indicators. North Carolina and Iowa had six, followed by five in Kentucky and Ohio, and four in Arkansas, California, Colorado, Indiana, Michigan, North Dakota, Oklahoma, Pennsylvania, Wisconsin and Wyoming. The rest scored three or lower.

State	Unqualified new hires	Well-qualified teachers	Out-of-field teaching
Alabama	7%	71%	25%
Alaska	5%	52%	56%
Arizona	4%	68%	25%
Arkansas	9%	74%	30%
California	8%	65%	46%
Colorado	3%	74%	26%
Connecticut	4%	78%	23%
Delaware	12%	71%	23%
District of Columbia	17%	71%	23%
Florida	13%	66%	30%
Georgia	4%	76%	23%
Hawaii	23%	64%	23%
Idaho	5%	73%	34%
Illinois	7%	73%	22%
Indiana	2%	76%	25%
Iowa	2%	82%	14%
Kansas	3%	75%	22%
Kentucky	7%	71%	28%
Louisiana	23%	64%	33%
Maine	4%	73%	29%
Maryland	13%	70%	31%
Massachusetts	12%	78%	29%
Michigan	3%	73%	28%
Minnesota	5%	82%	14%
Mississippi	4%	77%	18%
Missouri	5%	77%	19%
Montana	3%	84%	20%
Nebraska	4%	75%	26%
Nevada	5%	73%	26%
New Hampshire	17%	85%	26%
New Jersey	2%	68%	30%
New Mexico	8%	68%	40%
New York	13%	73%	26%
North Carolina	18%	70%	23%
North Dakota	2%	83%	18%
Ohio	2%	76%	25%
Oklahoma	1%	74%	31%
Oregon	7%	69%	36%
Pennsylvania	0%	73%	17%
Rhode Island	3%	73%	23%
South Carolina	13%	73%	19%
South Dakota	4%	74%	25%
Tennessee	1%	69%	27%
Texas	13%	70%	30%
Utah	7%	70%	26%
Vermont	0%	73%	17%
Virginia	12%	77%	32%
Washington	2%	65%	51%
West Virginia	2%	66%	39%
Wisconsin	1%	84%	16%
Wyoming	1%	76%	25%
U.S. Average/Total	8%	72%	28%

Source: The National Commission on Teaching & America's Future

 **RAND McNALLY**

Mother Nature needed 4.5 billion years to create the original.
You'll need ten minutes for your version.

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Teachers
Testing

Diane Ravitch

Put Teachers to the Test

Last summer, a suburban school district in New York advertised for 35 new teachers and received nearly 800 applications. District officials decided to narrow the pool by requiring applicants to take the 11th-grade state examination in English. Only about one-quarter of the would-be teachers answered 40 of the 50 multiple-choice questions correctly.

As Congress considers reauthorization of the Higher Education Act, teacher education has emerged as a major issue. Many states—and now President Clinton—are clamoring to reduce class size, but few are grappling with the most important questions: If we are raising standards for students, don't we also need to raise standards for teachers? Shouldn't state and local officials make sure that teachers know whatever they are supposed to teach students?

Almost every state claims that it is strengthening standards for students, but the states have been strangely silent when it comes to ensuring that teachers know what they are supposed to teach. Most instead certify anyone with the right combination of education courses, regardless of their command of the subject they expect to teach, and many states require future teachers to pass only a basic skills test.

Today, in some states it may be harder to graduate from high school than to become a certified teacher. Something is wrong with this picture.

Last summer the U.S. Department of Education reported that approximately one-third of the nation's public school teachers of academic subjects in middle school and high school were teaching "out of field," which means that they had earned neither an undergraduate major nor a minor in their main teaching field.

Fully 39.5 percent of science teachers had not studied science as a major or minor; 34 percent of mathematics teachers and 25 percent of English teachers were similarly teaching "out of field." The problem of unqualified teachers was particularly acute in schools where 40 percent or more of the

students were from low-income homes; in these schools, nearly half the teaching staff was teaching "out of field."

Many states now routinely certify people who do not know what they are supposed to teach. No

"In some states it may be harder to graduate from high school than to become a certified teacher."

one should get a license to teach science, reading, mathematics or anything else unless he or she has demonstrated a knowledge of what students are expected to learn.

A majority of the nation's teachers majored in education rather than an academic subject. This is troubling, even though most of those who majored in education are elementary teachers. There is a widely accepted notion that people who teach little children don't need to know much other than pedagogical methods and child psychology; that is wrong. Teachers of little children need to be well-educated and should love learning as much as they love children. Yes, even elementary school teachers should have an academic major.

The field of history has the largest percentage of unqualified teachers. The Department of Education found that 55 percent of history teachers are "out of field," and that 43 percent of high school students are studying history with a teacher who did not earn either a major or minor in history. This may explain why nearly 60 percent of our 17-year-olds scored "below basic" (the lowest possible rating) on the most recent test of U.S. history administered by the federally funded National Assessment of Education-

al Progress. Only one out of every five teachers of social studies has either a major or minor in history. Is it any wonder that today's children have no idea when the Civil War occurred, what Reconstruction was, what happened during the progressive era, who FDR was, what the *Brown* decision decided, or what Stalin did? Many of their teachers don't know those things either.

There are many conditions over which school officials have no control, but they have complete control over who is allowed to teach. Why should anyone be certified to teach science or history who doesn't know what he or she is expected to teach the children?

Many state officials say that they have an abundance of people who want to teach and that this is actually an excellent time to raise standards. For career-changers with a wealth of experience in business or the military, however, obsolete certification requirements get in the way. Instead of requiring irrelevant education courses, states should examine prospective teachers for their knowledge of their academic field and then give them a chance to work in the schools as apprentice teachers.

As Congress ponders ways to improve the teaching profession, it should consider incentives for colleges of liberal arts to collaborate with schools of education in preparing future teachers. Representatives from both parts of the same campus should sit down together, study state academic standards and figure out how to prepare teachers who know both their subject and how to teach it well. Teachers need a strong academic preparation as well as practical classroom experience to qualify for one of the toughest jobs in America.

Every classroom should have a well-educated, knowledgeable teacher. We are far from that goal today. Congress can address this problem by focusing on the quality, not quantity, of the nation's teaching corps.

The writer, a senior fellow at the Brookings Institution, was an assistant secretary of education in the Bush administration.

WEDNESDAY, FEBRUARY 25, 1998
The Washington Post

Michael Kelly

Message To Saddam

"This should not be about trust," said President Clinton on Monday, as he made unseemly haste to grab the deal brokered by U.N. Secretary General Kofi Annan that will bring the usual end to the usual dance in the continuing crisis of Iraq. Actually, this is about trust—about trusting Bill Clinton, and on matters public, not personal. Do we trust this president to make war (and peace), not love? We really shouldn't. In Baghdad on Monday, President Saddam Hussein ordered that Feb. 23 be consecrated as the "Day of the Flag," a day of celebration for Iraq's victory over the United States. Iraqi Deputy Prime Minister Tariq Aziz declared the Annan deal "a great victory," and hailed the concessions Iraq had won as significant. The Iraqi newspapers carried a statement by leaders of the controlling Baath Party that the deal will end U.S. "hegemony" and "dominance" of the United Nations, and will speed the end of all U.N. sanctions against Iraq.

The White House's position is that this sort of bluster is just a bit of face-saving. The president says that "diplomacy backed by strength and resolve" has in fact forced Saddam to truckle, providing the United States with "a written commitment to provide immediate, unrestricted, unconditional access for the UNSCOM weapons inspectors to all suspect sites in Iraq."

Hmmm, whom to believe—the president of the United States or a despotic megalomaniac whose capacity for self-delusion is so vast that he thinks he won the Gulf War? Door No. 2, Monty.

The Annan negotiations marked the second time in a row that the Clinton administration abandoned negotiating authority in a crisis with Iraq to non-U.S. officials, and in each case the predictable result has been the same: a deal in which Saddam concedes no fundamental principle, and the United States does. That Saddam agreed to allow United Nations inspectors the right to inspect the eight so-called "presidential sites" he had formerly placed off-limits is not a real concession. Saddam merely agreed to do what he has always been obliged to do under the terms of the peace treaty that ended the Gulf War.

But the Annan deal commits the United States to a very real and very large concession of both fundamental principle and practical power. The U.S. position on inspections in Iraq has always been that Saddam enjoys no say whatsoever in the composition of the inspection teams or in the manner in which the inspections

are conducted. Saddam has always fought this, for the excellent reason that the UNSCOM inspection operation has, in the face of persistent Iraqi deception and intimidation, proved itself effective in rooting out the weapons of mass destruction that Saddam is required to destroy and is determined to keep. One reason UNSCOM has been so effective is that it operates independently of the United Nations and its political pressures; it may not be swayed from its duties by the machinations of Iraq's corrupt and self-interested allies in Russia and France.

Annan gave up UNSCOM's independence in Baghdad, and he gave up also the principle that Saddam Hussein could not dictate the terms of the inspections to which he is required to submit. The deal Annan struck, which Clinton promiscuously clasped to his bosom, would strip the U.N. Special Commission of authority over the eight presidential sites, and would transfer this authority to a new panel controlled by Secretary General Annan. The new panel would develop "specific detailed procedures" for inspection that are sensitive to "the special nature of the Presidential Sites." And the inspection teams themselves would be shadowed

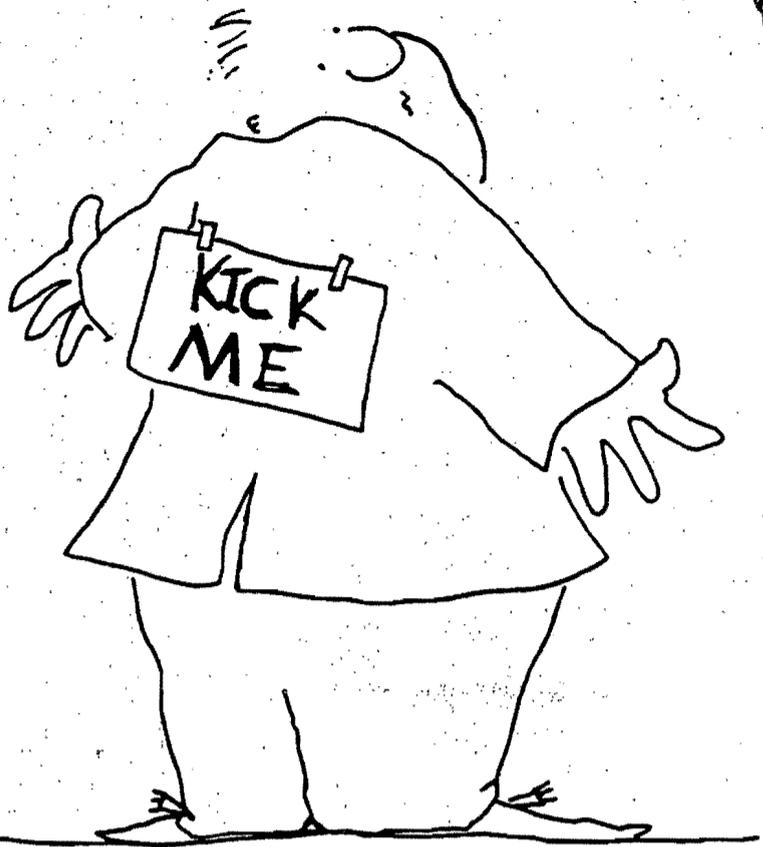
by diplomats chosen by the U.N. Security Council.

How comforting to Saddam to know that the inspections he hates and fears will now be conducted not under the auspices of the dangerous UNSCOM, but under a secretary general more attuned to the "special nature" of his hiding places. How comforting for the inspectors who risk their safety in Iraq every day to know they will be accompanied by men who may be reporting back to Saddam's friends in Moscow and Paris. How discreet of the president not to mention any of this when he praised Annan's work on Monday.

Clinton talks about sending Saddam a message. No need; the message has been sent and received many times. The pattern is unvarying: Saddam breaks the peace, and Clinton talks tough, and Saddam promises to back down to where he used to be before he broke the peace—and Clinton concedes another piece of U.S. authority and declares another triumph.

Not a bad deal if you can get it, and with this president, you can get it if you try.

Michael Kelly is a senior writer for National Journal.



BY T. GIBSON

The Washington Post
WEDNESDAY, FEBRUARY 25, 1998

Ed-
Teacher
Testing

States test exams for teachers but question standards

The Associated Press



By Andre Teague, Bristol Herald Courier, via AP
Gilmore: Issued a warning about teacher candidates failing

INSIDE TV / BY PETER JOHNSON

4 Denver stations face fight at FCC over news violence

A Colorado media watchdog group says local news on four Denver TV stations is too violent and has asked the Federal Communications Commission to deny them broadcast licenses.

The license challenges, by the Rocky Mountain Media Watch may become a national test case, says media critic Danny Schechter.

"TV news operations are notoriously unaccountable to anyone but their corporate controllers," Schechter says. "The thought that a citizens group is attempting to hold them to certain standards of public interest accountability is unique."

Independent KWGN, ABC affiliate KMGH and NBC affiliate KUSA, had no comment. Jack MacKenzie, news director for CBS affiliate KCNC, told The Associated Press: "We have a lot of people who give us advice on how to cover the news. And we take a lot of it seriously. We do have a public license, and we do have to take it seriously."

For the past three years, Rocky Mountain Media Watch has studied local TV news in Denver and

found it to be either too violent or too fluffy. Missing, says executive director Paul Klite, are stories about social issues, elections, arts, education and the environment.

"We're fighting the onslaught of tabloid journalism," says Klite, who thinks Denver's stations typically the way local news is presented across the nation. "Night after night, audiences are terrified and titillated, aroused and manipulated, but not informed."

"Like an unbalanced diet, which gradually can lead to serious illness, local TV news threatens the health of our community."

In petitions sent to the FCC, the group says the stations air local news programs that are harmful. It asks the FCC, which regulates stations, to deny licenses unless the stations air public service ads alerting viewers to "potentially harmful" side effects of TV news, air literacy programs for kids and adults, train news staffers on the effects of media violence and improve local election coverage.

Inside TV appears Monday through Thursday.
Tonight's TV listings: 12B

Virginia's governor, James S. Gilmore, meant to shock his audience this month when he reported that as many as one-third of would-be teachers in the state flunked a national test of basic reading, writing and mathematics.

If it was bad news for Virginia, it was worse for the nation. Virginia has the country's highest cutoff score for the Praxis I, used in 20 states to screen teacher college candidates and beginning teachers. Scarcely more than half the students who took the test nationwide would have made the Virginia cut.

"Virginia students would be doing much better than the national average," says Charlotte Solomon, in charge of the Praxis examinations for the Educational Testing Service, a private company that supplies the tests. "It begs the question of whether it's good enough."

Around the country, state education officials are asking whether tests of general knowledge and of specific subjects are rigorous enough to ensure that able people become teachers. The issue has risen in importance because of widespread efforts to raise standards for children.

Some states are setting standards for the first time.

In October, New Hampshire's board of education voted to adopt Praxis I starting this fall after years of opening the profession to anyone with a college teaching degree who could find work. Gov. Jeanne Shaheen, a Democrat, vetoed legislation that would have required the tests for teachers who already have jobs.

Some 35 states use Praxis I or more advanced tests in the Praxis series to certify graduates for general knowledge, professional skills and subject knowledge. Some states have their own tests.

Explanations vary on why scores are low, but poor pay tops the list. "It clearly holds back who it is that's entering," says Gordon M. Ambach, executive director of the Council of Chief State School Officers.

Teaching has become less attractive for women and minorities since barriers to more lucrative and prestigious jobs have been lowered.

In Pennsylvania, education

officials are beginning to raise the bar for a number of tests. Among those being examined is a 120-question test for beginning teachers that covers social studies, math, literature, the arts and science.

"We have a relatively high pass rate, but ... we're not convinced that it is a meaningful exercise," says Michael Poliakoff, a deputy secretary of education in the state. Nearly 91% of would-be teachers who took the general test last fall passed.

But most of the test takers scored just about at the national average of 657 on a scale of 600 to 695. The state passing score is 644, close to that of several other states. The highest cut score of any state is 649, used in Maine, New Jersey, New York and Rhode Island.

Like other critics, Poliakoff says the national average would look good if the test were demanding. But people are asked to do such things as put World War I, the start of the Great Depression, the New Deal and the Korean War in the right order.

But high standards often run afoul of the need to staff schools, especially in hard-to-fill rural and inner-city schools.

North Carolina had to back off from higher standards several years ago. Mississippi is debating waivers for its cutoffs. Florida has allowed waivers.

Shortages also worry the same Virginians who advocate tough standards.

"You can begin to wonder, what's going to happen down the road when more and more people turn away from preparing to teach," says Thomas A. Elliott, an assistant state superintendent of education.

Stocks carry college endowments up 20.4%

By Glenn O'Neal
USA TODAY

A bull market in the '90s has led to strong returns on investments made by the nation's colleges and universities, but don't expect to see schools opening up their purse strings. A report released today by the National Association of College and University Business Officers (NACUBO) in Washington, D.C., shows that colleges and universities had an average return on their endowments of 20.4% for the fiscal year that ended in June.

"A strong economy translates into a strong stock market, and that translates into high returns on endowments," says NACUBO's senior vice president, Larry Goldstein.

The cash, property and other gifts to schools that make up endowments are invested, by the schools, most often in the stock market.

While schools have more money to spend because of the high returns, many schools say the percentage of endowment money they spend annually will likely remain the same — typically 5% of an endowment's market value.

"When there are nice times in the markets, you need to be prepared for the reverse," says V-Ella Warren of the University of Washington, Seattle.

"It would be prudent" to plan for a downturn in the next five years, says Laurance Hoagland, the CEO of Stanford (University) Management Co.

Last year's average return was the second-highest since NACUBO began doing its annual report in 1971 and the sixth time this decade that returns have been in double digits.

Among NACUBO's findings:
 ▶ Harvard University held the largest endowment last year at more than \$10.9 billion, followed by the University of Texas System at \$6.7 billion, Yale at \$5.7 billion, Princeton at \$4.9 billion and Stanford at just under \$4.5 billion.

▶ Colleges and universities outperformed the 8.2% return of the Lehman Brothers Aggregate Bond Index, but they did not do as well as the 34.7% of the Standard & Poor's 500 stock index.

▶ The nearly 500 schools that participated in NACUBO's study had return rates ranging from 6.8% to 46.9%, but the organization would not release rates for individual schools.

Growth in good-paying jobs better than predicted

By Del Jones
USA TODAY

We're not becoming a nation of hamburger flippers after all.

The U.S. economy is creating twice as many good-paying jobs as low-paying jobs, according to 1997 Bureau of Labor Statistics (BLS) data obtained by USA TODAY.

Most job creation has come in the service sector, so most past studies have concluded that new jobs must be largely going to retail clerks and security guards. But evidence shows that the majority of jobs being added in the service sector are for managers, computer systems workers and other jobs that pay well.

BLS economist Randy Iig divided occupations, not by industry as usual, but into three equal parts by pay. He found that from 1989 to 1997 there have been 7.6 million jobs created that pay more than \$501 a week in

1993 dollars, up 18.8%. Jobs in the lowest third, that pay less than \$340 a week, rose 9.4%.

Also encouraging is that jobs in the middle that pay from \$340 to \$501 — largely blue-collar manufacturing jobs — have staged a comeback. Between 1989-93, 1.6 million of those jobs were lost and the trend line was heading down. But by the end of 1997 all 1.6 million had been recovered and the trend was up.

Adjusted for inflation, the \$26,000 a year that put a worker in the top third in 1993 would be nearly \$29,000 now. BLS statistics do not include self-employed workers, including business owners and professionals such as doctors and lawyers. Per capita income in 1995 was \$22,562 for men and \$12,130 for women.

The growth in good-paying jobs reflects education and training, says Employment Policy Foundation economist Max Lyons, because pay

increases are ultimately the result of productivity increases.

For example, Marion Gehl's job title 15 years ago was secretary. Today it's administrative assistant, and her responsibilities at Deloitte & Touche in Milwaukee have expanded from typing and answering the phone to using spreadsheets and desktop publishing. She creates graphics that, if done by a partner, would be billed at \$350 an hour.

"In a nutshell, it's high skills high pay, low skills low pay," says Rick Stroud of Professional Secretaries International.

Michelle Coward of Los Angeles worked in a grocery store for 12 years before becoming a computer animator. She works for DreamWorks SKG where she makes three times as much creating crowd scenes for the movie *Prince of Egypt*.

Growth in good-paying jobs is likely to continue to outstrip growth in

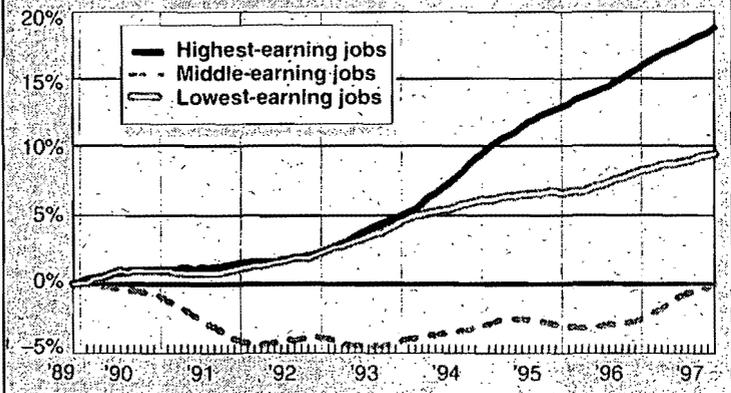
low-paying jobs. Among the seven occupations New Jersey says will grow the fastest by 2005, one (home health aid) pays less than \$10 an hour, while three pay more than \$25 an hour. In Colorado, two of the 10 fastest-growing professions pay less than \$26,500 a year.

As recently as 1993-94 the picture was more bleak: The last recession ended in 1991, yet jobs in the lower and upper thirds were being created at the same rate, and the middle third was losing ground. It was so dire that the Economic Policy Institute warned in 1994 that most jobs created in the 1990s would be low wage and low skill.

Although he's critical that the BLS data ignore the growing wage gap, Economic Policy Institute economist Jared Bernstein says the BLS study accurately "stops the misconception that we're creating only hamburger-flipping jobs."

Good-paying jobs grow fastest

Over the past eight years, the U.S. economy has created 18.8% more jobs that are in the top one-third by pay. That's double the job increase in the bottom third. The loss in middle-paying jobs, which appeared to be turning down again as recently as 1996, has been fully recovered.



Source: Bureau of Labor Statistics

By Suzy Parker, USA TODAY