

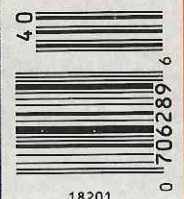
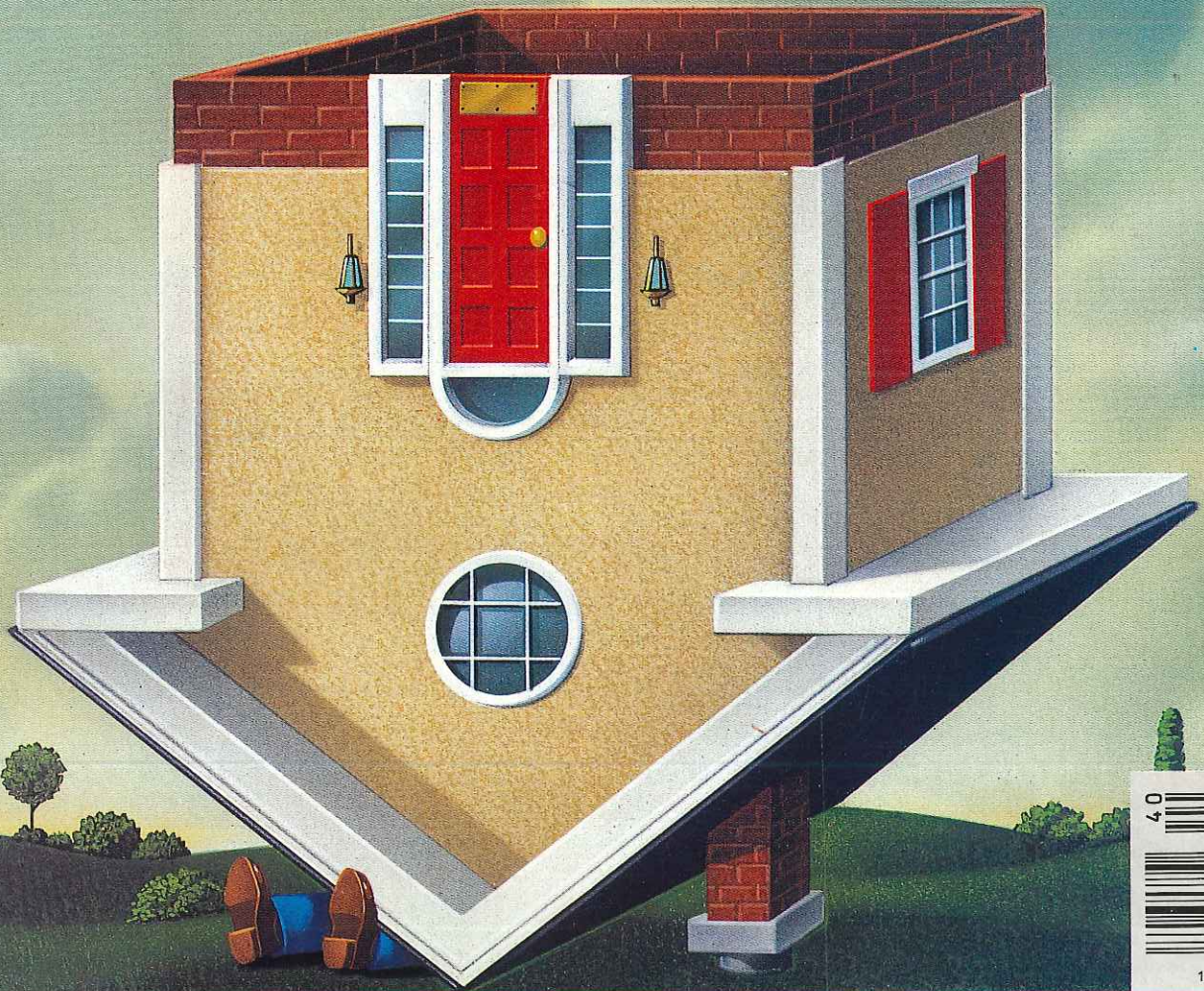
WHO 'LOST' KUWAIT?
The Search for Scapegoats

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The Real Estate **BUST**

How to Survive by Jane Bryant Quinn



RUDNAK

graduate school to acquire a degree in education. In the consortium's view, prospective teachers should earn a degree in liberal arts and then take most of their education courses in a fifth year. This proposal has touched off a contentious debate. "Holding a person in school longer just to give them more content is not the answer to our teacher-education problems," says Portia Shields, a professor of education at Howard University. "The expense of a fifth year would further discourage minorities from going into teaching. And we already have too few minority teachers."

Some states, like California, already follow the Holmes master's degree model. Other schools, like the University of Connecticut, are crafting compromises. "We do need a fifth year because there are additional things we want to teach, but we feel that education in pedagogy has to happen at the same time as the liberal arts," says Charles Case, dean of the School of Educa-

tion at UConn. This year, prospective teachers will begin taking some education courses in their junior year, but they must complete a fifth year of classes in order to receive an education degree.

The Holmes Group also wants to greatly expand the ancient practice of student teaching. Instead of dispersing student teachers to schools throughout the city, the Holmes Group wants universities to concentrate on a few key primary and secondary schools and turn them into "professional development centers." The education schools won't take over the local schools—they'll work as partners. For instance, when UConn education professor Gil Dyrli arrived in suburban Tolland, Conn., his first task was negotiating a five-year contract between his university and the principals and district superintendent. Instead of lecturing three times a week at UConn, Dyrli now spends most of his time in Tolland, doing everything from supervising

student teachers to coordinating weekly UConn seminars that are open to high-school teachers, too.

Oddly, the current movement to reform public schools hasn't emphasized teacher education; not one of the president's six national education goals mentions teachers. But surely, says Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, "teacher training and the recruitment and retention of outstanding teachers should be at the top of the list." Change must begin with the nation's next crop of teachers, says Holmes Group president Judith Lanier, dean of Michigan State's School of Education. And if the states and the deans keep up the pressure, change will be possible. It's hard to imagine the 1,300 education campuses becoming hotbeds of reform, but it's either that or the mediocrity we can no longer afford.

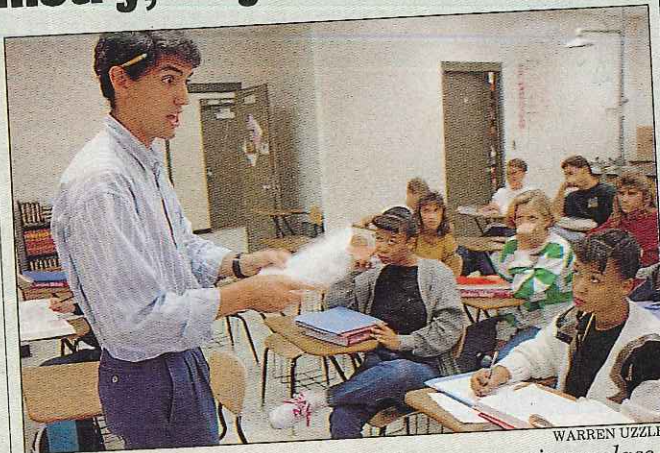
CONNIE LESLIE with SHAWN LEWIS in Detroit

Biology, Chemistry, Physics and Tears

When his students are jumping out of their seats with enthusiasm, Marc Winiecki looks like the tobacco patch's version of Jaime Escalante, the inspiring teacher in "Stand and Deliver." But at night, back in the small room he rents from an elderly woman, sometimes he cries. He teaches biology, chemistry and physics, and he's overwhelmed. Of the 215 students at Jamesville High School in Martin County, N.C., 120 are enrolled in his courses. And some days it seems like they're all lined up outside his door with questions. "Marc is an answer to our prayers," says principal Bob Jones.

Winiecki is part of the first wave of volunteers from Teach For America. Modeled loosely on the Peace Corps, the program is designed to entice smart, idealistic college graduates to work as public-school teachers.

After an eight-week training course in Los Angeles, the first class of 500 has started teaching in disadvantaged school districts. Eleven have dropped out, but Winiecki, a Colby College graduate, and art teacher Laura Kays, a Smith College graduate, stay



Educational missionaries: Winiecki livens up a science class

the course in Martin County. On opening day, the only advice that his fellow teachers gave Winiecki was not to smile until Christmas, so the students would know who was boss. He laughed. "If I'm going to go down, it's going to be smiling," he says. On a hot September morning, his biology classroom is set up like TV's "Family Feud." The class is divided into two teams. "A trait that gives an organism an advantage is called?" asks Winiecki. Stephen, a slight, bespectacled boy, shoots up his hand. His opponent, Barry, a stocky

10th grader with a flattop, is stumped. "Adaptation!" screams Stephen, who saunters back to his chair slapping the raised hands of his teammates. "We're stompin' ya'll now!" yells a boy on Stephen's team.

Behind the stomping, there seems to be learning. "Mr. Winiecki explains more and shows examples," says chemistry student Connie Whitley, who's repeating the course after failing last year by one point. "Our last teacher just wrote notes on the board. If we asked questions, she would embarrass us." The teachers

at Kays's and Winiecki's schools are more grateful to the upstarts than threatened by them. "Young teachers have creative ideas and aren't burned out," says Brenda Davis, whose students take an art class with Kays.

Cabbage leaves: Kays, a shy, bohemian art and anthropology major, works in Bear Grass High School. Anticipating the resistance her self-conscious students would have to studying art for the first time, Kays brought a drawing of the human brain to her first day of class. She explained the difference between the right and the left lobes—the left being art's enemy, the controller of reason. As her students attempt to draw the insides of a cabbage, Kays asks them to "get lost in the line of the cabbage. Catch every detail, every change in the relief." It's an arresting notion for the class, except for the four boys more determined to turn the cabbage leaves into small missiles. You're left-brain victims, she tells them. The class looks up. There, amid the teased and permed students, stands Kays, without makeup or guile. "She's different," says Lashaun Stokes. Then it's back to the cabbages.

CLARA BINGHAM in Martin County