

# EDUCATION REPORTER

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## Title I Fails to Deliver

WASHINGTON, DC — The final report of a five-year, \$29 million study has concluded that Title I, the federal government's largest K-12 education program, has failed to close the gap between low-achieving students and their peers. It is the largest longitudinal study conducted of Title I since its start in 1965. Title I costs taxpayers \$7.2 billion per year.

The study, called "Prospects," monitored the academic progress of 40,000 students over four years who received remedial education under the federal Title I program, formerly known as Chapter 1. In 1991, researchers began tracking students in grades 1, 3, and 7 and tested them each year until 1994.

The students have continued to trail behind their classmates despite the extra help in reading and math. As in the 1993 preliminary findings, the final report shows that the program did nothing to help close the achievement gap that existed before entering the program. In fact, the gap "increased slightly" between students in high-poverty and low-poverty

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schools.

"The way the old Chapter 1 program was organized was not a sufficiently strong intervention to close the gap," says the report summary. "The study does not tell us, however, why this occurred. For example, it may be that the presence of Chapter 1 was the reason that students grew at comparable rates and that without Chapter 1 the gap would have widened more."

Despite similar preliminary findings three years ago, Congress reauthorized the program in 1993, utilizing the early data to rewrite the program and remove its concentration on remedial instruction.

See Title I, page 4

## Common Sense Urged over 'Zero Tolerance'

WASHINGTON, DC — The Department of Education's Office of Civil Rights has issued sexual harassment guidelines for school officials that stress the need for sound judgment and common sense.

The new federal guidelines, which contain no hard-and-fast rules on specific behaviors, explicitly direct schools to take account of students' ages and maturity levels in administering "zero-tolerance" rules. The guidelines demonstrate, by use of example, what would and would not constitute sexual harassment.

The guidelines state that a single, casual incident of inappropriate behavior is not sexual harassment: "Sexual harassment must be sufficiently severe, persistent, or pervasive that it adversely affects a student's education or creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe."

The widely-reported case of 6-year-old Johnathan Prevette, who received a one-day suspension and was excluded from an ice-cream party for kissing a young classmate on the cheek, would not have qualified as sexual harassment.

School officials have instituted strict punishment to protect themselves from lawsuits. The guidelines emphasize the Department of Education's position that schools can be held liable for students harassing other students if school officials know about the problem but do not adequately address or take measures to prevent the incident.

"While any words about using common sense and judgment are helpful, schools are still very concerned about the prevention aspect," said Gwendolyn Gregory, deputy counsel to the National School Boards Association. "It's not that easy, and there's a real worry about being held liable for something you've tried to prevent. This is hardly going to cure all evils."

Curbing crime, like sexual harassment, has been the rationale behind zero-tolerance laws. Within the past three years, every state has instituted laws that order districts to expel for at least a year students who bring a gun to school. The measures comply with the federal Gun-Free Schools Act of 1994 that requires every state to pass such legislation or lose federal education aid.

However, widely publicized cases of over-zealous punishments for minor infractions have caused educators to reconsider how the rules should be enforced.

A few Tennessee legislators are working on loosening their "no weapons" law so that districts can use common sense and

See Common Sense, page 4

## E.D. Ready to Begin National Tests

*Congressmen and states not convinced, but big business is on board*

WASHINGTON, DC — President Clinton's call for a national testing program has elicited a letter from four Republican Congressmen questioning the Administration's authority to make such a "major change in federal education policy" without the consent of Congress. Clinton has made the voluntary tests the number-one priority of his second term.

Rep. Bill Goodling (PA), chairman of the Education and Workforce Committee, Rep. John Edward Porter (IL), chairman of the Appropriations subcommittee that oversees education, and Reps. Peter Hoekstra (MI) and Frank Riggs (CA), both members of the education committee, signed the March 5 letter to the Department of Education (ED).

In his March 19 response, Acting

Deputy Secretary Marshall S. Smith, speaking for the ED, stated that Department officials do not believe they need additional authorizing legislation to develop and distribute the tests to states and school districts. The Department plans to use money from an existing fund under the Office of Educational Research and Improvement.

Smith cited a price tag of \$10 million for test development the first year, up from the original \$7 million estimate one month ago. The second year, Smith projected, the cost may rise to \$12 million.

However, by 1999, the testing project would need more money from Congress for that year's and possibly subsequent years' administration costs, Smith said in his letter. With new tests created annu-

ally, the ED expects yearly costs to hover between \$10 million and \$12 million per year. Projected per-student costs have also risen from \$5 to \$10-\$12 per pupil.

The two proposed national tests, which would measure reading abilities in the 4th grade and mathematics skills in the 8th grade, are slated for 1999. The tests would rely on the framework of the National Assessment of Educational Progress (NAEP) exams, but would contain new questions. The Department plans to award contracts worth \$9 million over the next few years to nongovernmental groups to rework the tests. Lynne Cheney, senior fellow at the American Enterprise Institute, warns, "If those groups are so inclined, they can turn out a product that differs significantly from the model, just as outside groups did in the last round of standard-setting."

The citizens' board governing the NAEP, the National Assessment Governing Board, "currently has no relationship to the national tests," wrote Smith.

In contrast to the NAEP, the program would establish the first federally sponsored national tests that would supply results on individual students' performances. The congressionally mandated NAEP, run since 1969, reports on national achievement levels and does not provide individual results.

### The States Balk

The Council of Chief State School Officers (CCSSO), a group representing the states' top education officials, has adopted a one-page resolution supporting Clinton's testing plan for 4th and 8th graders. Henry R. Marockie, the group's president and the su-

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## NAEP Targeted for Change

STANFORD, CA — The panel of the National Academy of Education has issued a new report that calls for the National Assessment of Educational Progress (NAEP) to measure students' affective qualities. The NAEP is the only nationally representative and ongoing assessment of American students' knowledge of academic subjects.

The panel, made up of 15 scholars and education leaders, says the NAEP, often called the nation's report card, needs to go beyond paper-and-pencil skills to assess qualities such as team work and sociability. The group's recommendations come after 6 years of studying the NAEP.

The report, *Assessment in Transition: Monitoring the Nation's Educational*

*Progress*, lays out the panel's vision for the NAEP by the year 2015. By that time, the assessment should report student scores in categories, such as knowledge and skills, problem-solving and interpretation, and performance in groups. The panel also recommended administering the NAEP via computer. The Department of Education funded the report.

The NAEP is a project of the Education Department's National Center for Education Statistics. An independent panel, the National Assessment Governing Board, sets NAEP policy.

Copies of the report are available for \$32 from the National Academy of Education, CERAS Building, Room 108, Stanford, CA 94305-3084; 415/725-1003.

## EDUCATION BRIEFS

**Home-educated Chad Sommers, 12, won the 10th annual New Orleans spelling bee March 22.** Chad, who credits his mother with teaching him to spell, clinched victory by correctly spelling "surreptitious" and "excelsior." The champion won an all-expense paid trip to Washington for the national spelling bee, a \$500 savings bond, an encyclopedia CD-ROM, and a copy machine.

**The number of school-based health clinics in the U.S. has increased 50% in two years.** In a 1996 survey of all 50 states conducted by Making the Grade, pollsters counted 913 clinics as compared to 600 in 1994. New York leads the nation with 149, and Florida takes second with 66 sites. Last year, 34 states allocated \$42 million in state and federal money to such centers.

**Participate in school lunch programs at your own risk.** Officials blamed an outbreak of hepatitis A infection among Michigan school children and teachers on strawberries imported from Mexico. The strawberries were served as part of the school lunch program conducted by the U.S. Department of Agriculture. Those children at risk of infection are advised to receive gamma globulin shots to prevent the viral liver ailment.

**Will procreation without a state license become illegal in Minnesota?** A bill introduced in the Minnesota state legislature would require prospective parents to apply for parental licenses. To qualify, both parents must be at least 21-years-old, be legally married, provide proof of economic well-being and lack of a mental disorder, and submit to a search of police records. The bill would require physicians to report any unlicensed pregnancies to the local child protection agency.

**The re-election of Wisconsin Supreme Court Justice Jon Wilcox is a good omen for supporters of school choice.** Wilcox, who has a record of supporting school choice, will be on the bench when Gov. Tommy Thompson's proposal for expanding Milwaukee's voucher program to include religious schools is tried in the state's Supreme Court. Wilcox defeated an NEA-backed candidate described by Charles J. Sykes as the "most left-wing candidate ever to run for statewide office."

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# Hillary Promotes Early Childhood Intervention

WASHINGTON, DC — In an interview on *Good Morning America*, Hillary Clinton admitted that new findings on early childhood development might fuel working mothers' guilt. She was referring to recently published studies at a White House conference April 17 showing the importance of parents' verbal stimulation in a child's first three years.

The week of the conference, Mrs. Clinton lashed critics of federal programs for children who say "it's too expensive, it's too interventionist, and it won't work, and that what we need to do is get back to a time when each individual was responsible for him or herself. . . . We are all in this together, whether we like it or not."

"We just have to acknowledge that there are certain kinds of investments that will save us money," Mrs. Clinton said. "If we invest in the front end of some of these early intervention strategies, I honestly believe that we would not be spending so much money on prisons and mental health and drug abuse treatment."

House Minority Leader Richard Gephardt (D-MO) bemoaned that America is suffering from a "child-raising deficit" that is worse than the federal budget deficit. "We all know that government can't raise children. But we all know that kids can't raise themselves," Gephardt told the Children's Defense Fund, making no mention of parents. He believes that "government has a responsibility to help."

Gephardt advocates government-funded child care so both parents can be employed as well as federal subsidies or tax breaks so that children can be put on

the public dole for health insurance.

Following in step is Missouri Governor Mel Carnahan, who announced in

years" and documented stories of parents who receive "child-rearing guidance from an active community-support system," *i.e.*, tax-funded social services. Johnson & Johnson, the corporate arm of the Robert Wood Johnson Foundation, sponsored the show.

Reiner credited a 1994 Carnegie report, called "Starting Points," as the show's inspiration. The report emphasized the first three years of a child's life as crucial for proper emotional, physical, social, and intellectual development. The New York-based Carnegie Corporation's Task Force on Learning in the Primary Grades also

advocated universal (*i.e.*, public) preschool starting at age 3 in order for all children to be successful students. (*See Education Reporter, December 1996.*)

"From a purely practical standpoint," Reiner told *TV Guide*, "if we shift our priorities and focus on the first three years of life, we can save so much later. We are fools if we don't look at social ills through the prism of the first three years.

"This is the time of the greatest opportunity and the greatest risk," he continued. "Unfortunately, there is virtually no public funding for children under age 3—when 90% of brain growth occurs."

In conjunction with "I Am Your Child," an all-out public awareness campaign has been launched, including a *Newsweek* special issue, Public Service Announcements, and an on-line information service.

The campaign's goals for public policy include creating comprehensive preventative health care for families, expanding the availability of child care and early education, and reversing "current patterns of [parental] neglect."



March his intentions for a study of children's early years of life. The group, called the Governor's Commission on Early Childhood Care and Education, will evaluate programs available for children ages 0 to 5. By year's end, it will offer recommendations on how to improve education and care for children.

"Our goal is to make sure our children enter school ready to learn," said Carnahan, echoing the first of the eight National Education Goals.

Carnahan, a Democrat, has also pledged to start pilot projects at schools with full-day child-care centers. He also wants to see pre-kindergarten schools started for 3- and 4-year-olds. Missouri's Parents as Teachers program involves children from birth to age 3.

Hollywood is jumping on the bandwagon, too. "I am Your Child," a one-hour special hosted by Tom Hanks and directed by Rob Reiner, aired on ABC on April 28.

The show's purpose was to educate the public on the importance of "nurturing of children during their formative first three

## National Tests

*Continued from Page 1*

perintendent of West Virginia Schools, is convinced that the tests will "raise standards."

However, dissenters within the group express caution. Some say they would prefer to use their own state testing programs; others are waiting to learn the details before signing up.

Gary Huggins, executive director of Education Leaders Council, a group started by a number of state superintendents and board members, expresses hesitancy about Mr. Clinton's testing plan. "Our states are real concerned about the bar being lowered," he said. "I don't see them doing a national program that will do anything but that."

Anne C. Fox, superintendent of Idaho, plans to ignore Clinton's program and continue to use the Iowa Test of Basic Skills for students in the 3rd through 11th grades.

Utah also appears ready to turn the plan down. Barbara Lawrence, Utah's coordinator for evaluation and assessment said,

"We get all the information we need from NAEP." Clinton's proposal "introduces more testing into our system and is not worth the effort and the funds."

Barbara Nielson, South Carolina's education commissioner, questioned the Administration's motives for wanting to begin administering the test in two years. "The rush makes me wonder whether it's political, or what's best for the kids."

Illinois superintendent of education, Joseph Spagnolo, told Department of Education officials that the plan will "be a very tough sell" to governors, legislators, and state school boards whose approval are needed for state participation.

Although the details are yet unknown, officials in Michigan, Maryland, and North Carolina have already announced their intentions to adopt the tests. Military-run schools have no choice; Mr. Clinton has mandated the 233 schools operated by the

Department of Defense to administer the assessments.

### Business on Board

At a recent White House meeting, more than 200 executives of technology companies pledged their support of the national tests. The business community will promote Mr. Clinton's tests in meetings with local officials and through media campaigns, according to John Doerr, a partner in a California company that underwrites technology businesses. At Al Gore's request, Mr. Doerr has rounded up support from CEOs at companies such as IBM, Hewlett-Packard, and America Online.

"It's a very smart strategy to get CEOs involved," said Paul Houston, executive director of the American Association of School Administrators. "If you get the money people on board, it changes the geometry of it."

# FOCUS: What's Wrong with School-to-Work?

The following speech was given at a conference entitled "What Goals 2000 Means to the States" on February 12 on Capitol Hill.

by Robert Holland

What's Wrong with School-to-Work?

That is, succinctly, the question many of us will need to answer for our local, well-meaning chamber-of-commerce folks, educators, journalists, and parents, who believe this federal push is merely about helping young people make a smooth transition into careers—a benign upgrading of vocational education to 21st Century, Information Age standards.

Unfortunately, the School-to-Work system—for it is just

that and not merely another program of federal aid—is not about expanding individual career choices or educating students broadly so they can change jobs many times in a lifetime.

Let me answer the question "What is Wrong with School-to-Work?" as concisely as I can, and then go back and explain briefly.

1. School-to-Work, which is linked with Goals 2000, injects the federal government deeply and dangerously into shaping the curriculum of American schools. It puts the United States in the camp of regimes that decree what knowledge is "official," and, even more than that, how that knowledge should be taught and for what purpose.

2. School-to-Work locks students into career tracks much too early, chilling opportunity and killing youthful dreams.

3. School-to-Work drastically narrows the curriculum, making it less likely that schools will produce literate, well-rounded generalists who can cope with rapid change in civic life as well as the workforce. School-to-Work is about the servile arts, not the liberal arts. We should remember that the liberal arts derive from the Latin *libera*, which means freedom. Vocational training can be liberating, too, but not compulsory training to meet state workforce quotas. That is a form of slavery.

4. School-to-Work infringes on the sovereignty of the individual and the family.

5. School-to-Work, as part of a national human resource development system, cuts local school boards and state legislators almost completely out of the decision-making loop.

6. School-to-Work is part of a managed economy and data-collecting network that poses grave dangers to Americans' liberty and privacy.

And finally, but not least . . .

7. Judging by the historical record, School-to-Work simply does not work. Throughout their history, Americans have

rejected efforts to have the government track their children into jobs satisfying the designs of economic planners. This has been, and remains, the land of boundless opportunity, and everyday folks who are not drunk on the heady brew of government-subsidized think tanks like it that way.

Furthermore, history is littered with the remains of regimes—such as the Soviet Union and Nazi Germany—that sought to create the New Economic Man and shape him to the specifications of the all-powerful state.

How about some details to back up those points? Let's look at the illegal encroachment of the federal government, particularly the Labor and Education Department, into the shap-

ing of school curricula.

The language of the School-to-Work Opportunities Act, the companion of Goals 2000, both of which were enacted in the spring of 1994, is amazingly blunt; there is nothing subtle about it. Those who would understand School-to-Work would be well-advised to read it carefully. I would hope that would include current members of Congress—we could only hope that they would all become as well-informed on the intricacies of the "seamless web" as is our host today, Chairman Henry Hyde.

The section on congressional intent repeatedly refers to "all students" and "all states," making evident its breathtaking sweep. The act stipulates that it is to be a "national framework" within which "all states" are to create School-to-Work systems as part of "comprehensive education reform." All School-to-Work plans are to be "integrated with the systems developed"

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*"Every state and school must shape curriculum to reflect these [national] standards."*

— President Clinton, *State of the Union Address, Feb. 4, 1997*

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under Goals 2000, among them the National Skills Standards Board (NSSB), which is hard at work preparing to identify and eventually certify the skills necessary for every type of job in the country, from manure spreader to airline pilot.

Recently, the NSSB carved the economy into 16 sectors—communications, manufacturing, retail sales, construction, etc.—and will now prepare skill certificates for all the jobs in those sectors. The influential *Education Week* reported that these certificates, though initially voluntary, are expected to profoundly influence what

is taught in America's schools.

That's where School-to-Work comes in. It will teach those skills the government planners say that children—whom they consider to be "human capital"—need to have in the Brave New Millennium. Furthermore, according to official board minutes, NSSB members have said that they envision their skill certification plan eventually becoming compulsory.

Despite statutory prohibitions against federal dictation of school curricula, the School-to-Work Opportunities Act declares as a federal purpose "integrating academic and occupational learning," and "integrating school-based and work-based learning." It also calls for "all students" to participate in "high-quality, work-based experiences" (including apprenticeships) during the school day. ALL students, mind you.

Now, *some* students might prize the opportunity to serve as apprentices in local industries. But shouldn't that be optional, not a condition of universal education? And shouldn't such work be done after school, so that precious class time is spent on learning the basics of language, literature, science, mathematics, and our heritage as Americans?

In Dresden, Ohio, high school students can use two class periods a day to learn basket weaving on the job at a local manufacturing company. The students receive academic credit. The company gets to sell the baskets for a profit.

At Milwaukee's Hamilton High School, students must choose at Grade Eight the "career cluster" they will pursue. Thus, for example, a student in the Health and Human Services Cluster studies such profound subjects as food service, fashion and fabrics, parenthood education, and human diversity—while not being required to take any foreign language. Core subjects like English are integrated into the vocational training.

Suppose by the 12th grade the youngster has decided he wishes to be a scientist or doctor. That's awfully late to get the credits needed for admission to a top-quality university. In some majority black and Hispanic districts in California, portions of high schools are being turned into hospitality or food service academies. There is a great potential for School-to-Work to have the most severe impact on minority youngsters, who will be taught that they should not aspire to loftier goals than cleaning tables or toting luggage for the elite.

The buzzwords for this pervasive vocationalism are "curriculum integration" (meaning the total merger of academics with vocational training) and "applied learning," which owes much to John Dewey's progressive education doctrine that all instruction should be socially relevant. Influential as he was in the schools of education of the '20s, Dewey could not have dreamed of having the money and power behind him that his latter-day disciples possess.

Under a Carl Perkins Vocational and Applied Technology Act grant from the U.S. Department of Education, the California School Boards Association has prepared

a manual intended to bring all local school boards on board with curriculum integration. The manual stresses the "critical role" of local school boards in bringing about this radical change, and it defines "leverage points" to use in bringing others along. So much for local autonomy and variety of approach among the nation's 15,000 school districts.

Career counseling, under the School-to-Work Opportunities Act, is to begin "at the earliest possible age, but not later than the 7th grade." All students must select a "career major" in secondary school (and in practice, many School-to-Work schools put students in a "career pathway" in middle or even elementary school). Intriguingly, the act specifies that curricula should "incorporate instruction . . . in all aspects of industry, appropriately tied to the career major of a participant."

Ohio has one of the most elaborate School-to-Work implementation plans to

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*"We can no longer hide behind our love of local control of the schools and use that as an excuse not to hold ourselves to high [national] standards."*

— President Clinton, *speech at Northbrook, IL, Jan. 22, 1997*

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date. It contemplates inculcating work skills in kindergarten, and requires that all student prepare a Career Plan by the 8th grade. All must finish their secondary education with a Career Passport (more commonly called a Certificate of Initial Mastery), without which they need not apply for a job. The system is geared to industry's "labor market needs" and will train students for jobs in accordance with "the state's workforce development and economic development strategies."

Essentially, School-to-Work envisions tracking children not only into a general career field but, when possible, into a specific industry. The law calls for a sequence of study providing students "with strong experience in and understanding of all aspects of the industry the students are planning to enter." This is vocationalism with a vengeance.

At a national School-to-Work conference in Orlando last November—a session sponsored by the National Education Association—national School-to-Work officials stated repeatedly that college-bound students should be required to follow this work-specific track as well. "All means all" was the conference mantra.

School-to-Work's infringement on the sovereignty of the family will become increasingly apparent as more and more children receive career counseling in elementary and middle schools. As School-to-Work attempts to steer children into slots deemed in the interest of regional labor

*See School-to-Work, page 4*



Robert Holland

# Children Will Love Discovering 'Lost Classics'



Lost Classics Book Company has just completed its first line of eight treasured children's books from the late 19th and early 20th centuries. The books are faithfully reproduced with their delightful original illustrations, recalling the values of a bygone era, as well as standards of good writing and art.

**The Minute Boys of Lexington** by Edward Stratemeyer, 1996, Lost Classics Book Company, 300 pp., \$17.95 paper. Reprinted from the 1898 edition. This was Edward Stratemeyer's first book in his historical fiction series for young people about the American Revolution. Written in the late 19th century, this adventure story revolves around a young patriot named Roger Morse who courageously fights the British in the name of justice and liberty. This book includes a build-your-vocabulary glossary.

**The Minute Boys of Bunker Hill** by Edward Stratemeyer, 1996, Lost Classics Book Company, 300 pp., \$17.95 paper. Reprinted from the 1899 edition. This second book in Stratemeyer's series continues to chronicle the historical events of the American Revolution through the adventures and experiences of Roger Morse. Children learn American Revolutionary War history along with virtues such as love of liberty, bravery in the face of tyranny, courage against overwhelming odds, fierce determination, and loyalty to country, family, and friends.

**Stories of Great Americans for Little Americans** by Edward Eggleston,

1996, Lost Classics Book Company, 163 pp., \$17.95 cloth. Reprinted from the 1895 edition. This wonderful book teaches American History through 52 stories about great Americans, written to bring the people and the times to life in the minds of children. The 52 chapters include stories about war heroes, statesmen, explorers, inventors, writers, artists, scientists, and others who have impacted American history. The lives of the men and women Eggleston illustrates exemplify timeless virtues children need to learn.

**A First Book in American History** by Edward Eggleston, 1996, Lost Classics Book Company, 240 pp., \$24.95 cloth. Reprinted from the original 1889 edition. To Eggleston, the cardinal rule in writing history texts for children was to make history interesting. The author weaves the events of history around living, breathing Americans who built the United States. Christopher Columbus, John Cabot, Pocahontas, Henry Hudson, Myles Standish, Samuel Morse, Benjamin Franklin, George Washington, Thomas Jefferson, and Abraham Lincoln are included among Eggleston's great Americans. This book is particularly teacher-friendly and well-suited for home schoolers. Included are study questions after each chapter, definitions of important words, maps and illustrations, and an index for easy cross reference.

THE MINUTE BOYS OF BUNKER HILL



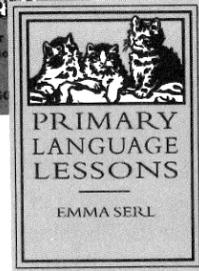
**Primary Language Lessons** by Emma Serl, 1996, Lost Classics Book Company, 148 pp., \$17.95 cloth. Reprinted from the 1911 edition. "The object of this little volume," says the preface, "is to lead children of the second and third grades into the habit of speaking and writing the English language correctly." Emma Serl, a teacher from Kansas City, Missouri during the early 20th century, recognized the necessary ingredients for teaching proper English: capture the child's interest and drill, drill, drill. To make learning interesting, Serl wrote short, jargon-free lessons using fables, folklore, and maxims from the English language heritage. "The book," continues the preface, "is so unconventional that the suggestions to teachers, which follow, are all that is necessary to guide the novice in the successful use of it."

**Intermedial Language Lessons** by Emma Serl, 1996, Lost Classics Book Company, 344 pp., \$24.95 cloth. Reprinted from the 1914 edition. Serl's second volume in her language series simplifies the teaching of intermediate years: grades 4, 5, and 6. Like the first volume, Serl utilizes literature that teaches and interests young students, including works by Louisa May Alcott, Henry W. Longfellow, Alfred Lord Tennyson, Helen Hunt Jackson, Percy Bysshe Shelley, Edward Everett Hale, George MacDonald, and Shakespeare. Students are taught literature and poetry studies, letter writing, creating an outline, grammar and word usage, all forms of composition, memorization and oral presentation,

debating, and dictation.

**With Lee in Virginia** by G.A. Henty, 1996, Lost Classics Book Company, 410 pp., \$19.95 paper. Reprinted from the 1900 edition. George Grant called this prolific 19th century author "a Victorian literary phenomenon." *With Lee in Virginia* tells the story of young Vincent Wingfield, who just returned to the antebellum South after four years in England. Soon, civil war breaks out, and Vincent goes to fight for the South. Henty weaves Vincent's adventures with historical events and people of the Civil War, teaching history and celebrating the virtues of family loyalty, honor, bravery, and determination in the face of adversity. *With Lee in Virginia* includes a build-your-vocabulary glossary.

**Hope and Have** by Oliver Optic, 1996, Lost Classics Book Company, 275 pp., \$17.95 paper. Reprinted from the 1875 edition. *Hope and Have* introduces readers to a young orphan named Fanny Jane Grant who undergoes a miraculous transformation. Fanny, initially, is a very ordinary girl who lacks direction, respect, and self-discipline. Fanny experiences a change of heart through trials, triumphs, and faith in God. The second part of the story follows Fanny's adventures during the terrible Indian massacre of 1862 in Minnesota. The escape Fanny and a young man named Ethan French from the Indians illustrates how God's grace saves us—in many ways than one. *Hope and Have* includes a build-your-vocabulary glossary.



Both parents and children will treasure these wholesome resources that richly contribute to a sound, morally-structured education. Each book comes from an era when writers directed their attention to the proper training of young minds and souls. These books are available from Lost Classics Book Company, P.O. Box 3429, Lake Wales, FL 33859-3429, 888/611-BOOK.

## School-to-Work

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market and economic development needs, it will become obvious how children are being cheated and deprived of a chance to realize their dreams and achieve their highest potential.

Computerized career inventories are being used in early grades to begin guiding children into career tracks. In Las Vegas, young Ashley Jensen, who has a 4.0-plus GPA, dreams of one day going to work for NASA, but her middle-school inventory says that her choices ought to be between sanitation worker and interior decorator. Another Nevada student aspires to be a veterinarian, but was told by her counselor she ought to become a bartender. Her Christian parents understandably felt that their rights had been trampled; they would not want their daughter to become a server of alcoholic drinks.

Finally, a disturbing feature of the School-to-Work system is the use of sophisticated technology to sort out and track students. This is happening even without the Labor Market Information System, the national databank that would have been set up by the workforce development legislation that expired with the last Congress (but that may be revived with the current one).

At last spring's National Education Summit, which was exclusively for corporate CEOs and governors, IBM showed off electronic portfolios being assess-

ments of students' social/workforce skills. Most state School-to-Work implementation plans make heavy use of the SCANS reports, those infamous Labor Department documents that called on schools to keep electronic resumes of students' personal qualities and workforce skills. And at the Summit, governors and CEOs approvingly reviewed the first scannable workforce Smart Cards, which students in some places (like Nevada) already must present when applying for a job. These uses of technology are horrendous invasions of personal privacy.

It is hard to believe that all this is happening in free America. In the aftermath of his re-election, our President lectured us in an appearance in Northbrook, Illinois, that we must "no longer hide behind our love of local control of schools." It would be healthier for the nation, however, if he and the First Lady got over their love of socialist prescriptions for such services as education and health care. School-to-Work is going to rob many dreams, not to mention many pocketbooks, before the people finally catch on, rise up, and demand that this hushed takeover of American education be rolled back.

Let's hope for the sake of our children that repeal comes sooner, not later.

Mr. Holland is a columnist and Op-Ed Editor for the *Richmond Times-Dispatch*.

## Title I

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The revised Title I theoretically requires schools to raise standards for students in disadvantaged schools and give all students the opportunity to meet those standards.

However, while the revision increased the scope of the program, it did not require educators to follow learning methods with a proven track record. Currently, Title I lets grant recipients use whatever methods they desire, even if there is no evidence they are effective.

"It's been a federal subsidy of K-12 education," said Chester Finn Jr., a senior fellow at the Indianapolis-based Hudson Institute. "It has not been an effective compensatory-education program for low-income kids."

Title I advocates downplay the study's findings, reasoning that the 1994 overhaul has not had a chance to take effect.

The Education Department released the final version of "Prospects" after delivering copies to Congress on April 4. Some leading Republican Congressmen appear to want to give the program more time to show better-than-mediocre results.

## Common Sense

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discretion in enforcing the law. "There is action to further clarify the zero-tolerance policy so a kindergartner won't be expelled if his parent puts a knife in with his birthday cake," said Sidney Owen of the Tennessee education department.

Many states have gone beyond the federal mandate to enforce zero-tolerance penalties for non-weapon assault and possession of illegal drugs. Some district discipline codes include suspension for carrying items such as nonprescription drugs and nail files. School officials, who may understand they have discretion in administering penalties, choose to follow the letter of the law to avoid lawsuits and to send a clear message to students. The benefits of the zero-tolerance policies, they say, outweigh any harm done to a child who mistakenly breaks a rule.

The National Center for Education Statistics (NCES) says that no evidence exists that proves that zero-tolerance laws lower school crime rates nationwide. The NCES, an arm of the Department of Education, is conducting a study on the effectiveness of such laws. NCES will publish the report next year.