

EDUCATION



21世纪新闻英语阅读系列

教育篇



贾国栋 主编

...but the plums would taste good on her face. So we tried to give her some, so she and her mother and all my people. You see, she was little, fifteen, playing outside, real hot an' sweaty, an' your father took you to tank down by the windmill an' took off your clothes to an'. Then two boys older than I was little then, but shade over the tank. Then he took off all his own an' got in with you. While he was playing in the water the Methodist preacher drove into our place, to say his neighbours was going to meet at the schoolhouse to pray for him. He drove right to the windmill, of there was your father and you three with needles in the kitchen door, an' I had no clothes for the red like he ain't never seen a naked man before. He embarrassed an' your father couldn't get to his an' was all hangin' up on the windmill to let the an' of em. So he laid in the tank where he was, an' on boys on top of him to cover him up a little, an' preacher.

you got through playin' in the water, he put clean around a cloth on his an' by that time Ed an' I had supper. He says, "It's too hot an' here to eat. Let's have a picnic in the orchard. We'll eat out of the mulberry bushes, under them hickory trees."

...an' the boys an' I went to the orchard. We got our apples, an' your father an' I went to the schoolhouse to pray for him. He drove right to the windmill, of there was your father and you three with needles in the kitchen door, an' I had no clothes for the red like he ain't never seen a naked man before. He embarrassed an' your father couldn't get to his an' was all hangin' up on the windmill to let the an' of em. So he laid in the tank where he was, an' on boys on top of him to cover him up a little, an' preacher.

"We'll get out an' eat," he says. "I got home. All the work in this country is a clock to day, like you'd needed it an' a crop. You mean you want to get no crop?" I couldn't believe it, after he'd worked so hard.

"No crop this year," he says. "I'm having a picnic. We might as well enjoy it."

"An' what's how, your father beh neighbours was so discouraged they could live. An' we enjoyed ourselves that year, our neighbours wasn't a bit better off for all you can do an' they just go on about what they did have."

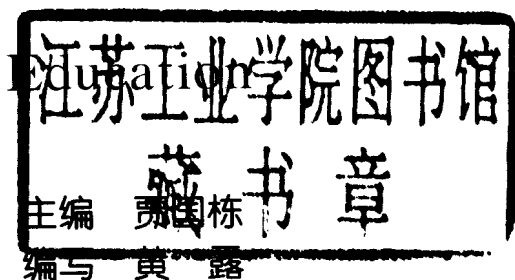
The youngest boys said they'd heard best of it. Then Radoff was thinking if neighbours had managed to get around the same that time. There must be some father was not doing things. He went

华南理工大学出版社

21 世纪新闻英语阅读系列

21st Century English News Reading Series

教 育 篇



华南理工大学出版社
·广州·

图书在版编目(CIP)数据

21 世纪新闻英语阅读系列. 教育篇/贾国栋主编. —广州: 华南理工大学出版社, 2003. 6

ISBN 7-5623-1929-4

I . 2… II . 贾… III . 英语-语言读物 IV . H319.4

中国版本图书馆 CIP 数据核字(2003)第 035188 号

总 发 行: 华南理工大学出版社

(广州五山华南理工大学 17 号楼, 邮编 510640)

发行部电话: 020-87113487 87111048(传真)

E-mail: scut202@scut.edu.cn

<http://www2.scut.edu.cn/press>

责任编辑: 黄 玲

印 刷 者: 广东农垦印刷厂

开 本: 850×1168 1/32 印张: 27.25 字数: 710 千

版 次: 2003 年 6 月第 1 版第 1 次印刷

印 数: 1~3 000 册

定 价(共 5 册): 45.00 元

版权所有 盗版必究

CONTENTS

1. Education Secretary Calls Teacher Shortage Contrived	(1)
2. 6 Million Kids at Risk of Failing in School	(3)
3. Student Mix Often Fails in Practice	(5)
4. Uncertified Teachers Declining	(8)
5. Health Food Fails Test at School in Berkeley	(11)
6. Math Teacher's Honor No Surprise to Students	(15)
7. School Hopes Long Classes Aid Students	(17)
8. Media Literacy	(21)
9. Schools Test New Curriculum	(23)
10. Full-Day, Half-Day: Parents Divided	(26)
11. Space Workshop Brings Students to Observatory	(31)
12. New Classes Cater to Concerns of 9/11	(33)
13. Teachers Will Travel Miles for Higher Metro Salaries	(37)
14. Seniors Toil and Trouble over Test	(40)
15. Monday Morning: Schools, Others Learn to Build on Cooperation	(45)
16. School Spirit in Short Supply	(48)
17. Algebra Likely to Be Added to Graduation Test	(52)
18. Schools Install Internet Filters to Receive Federal Money	(54)

19. Academy Flourishes by Sharing Art, Music	(58)
20. Two for the History Books	(60)
21. Bush Administration to Remove Barriers to Single-sex Classes	(62)
22. Rigorous Teacher Training Proposed	(66)
23. Home-Schooling Policy Adopted	(68)
24. Tutoring Helps Raise Test Scores	(71)
25. Local Educators Welcome Advent of New State Tests	(73)
26. Phoenix Will Get First High School in U.S. Aimed at Training Teachers	(77)
27. High-poverty Schools That Succeed Share Common Teaching Programs	(79)
28. Surprise Check of Private School Vans Finds Violations	(81)
29. High School Students Given Primer in Nursing to Plant Seed for Careers	(84)
30. Where the Jobs Are	(87)
31. Columbus Lives in Class	(88)
32. Birmingham Students Get Early Start in Journalism	(92)
33. More Paying to Attend Choice Public Schools	(95)
34. Lake Shore Earns Praise: District Solves Money Woes, Test Scores Rise	(98)
35. Businesses Share Ideas: Teachers Learn to Apply School Subjects to Workplace	(100)
36. U.S. Middle Schools Get Bad Marks: Districts Adopt K-8 Model to Improve Kids' Test Scores, Behavior ...	(104)

37. Internship Class Offers a Taste of Real Life at Work	(107)
38. Students Judge Peers in Teen Court	(109)
39. How It Was, Way back Then	(112)
40. Financial Tip Every Parent Will Want to Share With Their Children	(115)
41. East Wenatchee Educator Earns State's Top Honor ...	(117)
42. Personification of Homecoming	(119)
43. Country Day School Full of Scholars	(121)
44. At school, Fridays Mean Fitness	(124)
45. Basketball Star Loses Lawsuit	(126)
46. Chicago Urban League to Honor African American High School Students	(129)
47. How College Student Use the Net	(131)
48. Think Big, President Tells Students in Little Rock	(133)
49. Buses a Costly Necessity	(135)
50. Want More from High School?	(139)
51. Wanted: Readers	(141)
52. Gap Remains for College Minorities	(144)
53. Students Going Home Again — for Learning	(147)
54. SAT Scores for Blacks Drop Again	(150)
55. E-learn and Earn	(153)
56. Wanted: Web-Savvy Schooling	(155)
57. Education Department to Create Two Offices	(158)
58. Teachers and Parents: How do We Get Them on the Same Page?	(160)
59. Science Building Boom at U. S. Universities	(162)
60. Students Eating up Their Studies at Denver's Newest University	(166)

1. Education Secretary Calls Teacher Shortage Contrived

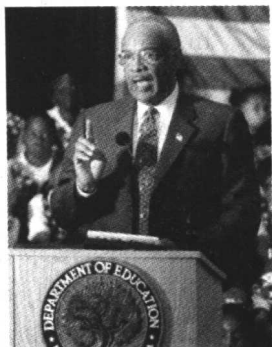
The nation's teacher shortage "is a contrived^① one", the Bush administration's top education official said Monday.

"I don't subscribe to^② the idea that there is a shortage of teachers," said Education Secretary Rod Paige. "I think there are some systems that block people out of the teaching profession who would be wonderful teachers."

His comments, at a meeting with Gannett News Service and USA TODAY, come as school districts around the country start to comply with President Bush's school reform law.

Education experts have estimated more than 2 million new teachers will be needed in the next decade and say demand will increase dramatically because the new law requires a highly qualified teacher in every classroom by 2006.

To meet those requirements, Paige said states should eliminate obstacles — such as requiring formal teaching credentials^③ — and open the teaching ranks to nontraditional applicants. Those include



① contrive *v.* 发明, 设计, 图谋

② subscribe to *v.* 同意, 订阅

③ credential *n.* (学历, 资历, 资格或成就等) 背景

professionals who teach as a second career and retired military personnel who enter the classroom through the Troops to Teachers program.

State certification is no guarantee of teacher quality, said Paige, who served as superintendent of the Houston Independent School District, the nation's seventh-largest, before joining Bush's Cabinet.

In Houston, Paige said he discovered that a large number of certified middle-school math teachers had little training in the subject.

"There were many certified teachers in our middle schools teaching math who had 12 hours of math or less" in college, he said. "The word 'certified' lost its magic for me right there."

Paul Houston, president of the American Association of School Administrators, said he supports the push for alternative certification programs, which allow nontraditional applicants to enter teaching without studying education for four years in college.

But Houston said "alternative approaches are only part of the solution". School districts must offer teachers better pay and better working conditions to attract them to hard-to-staff schools.

"There are places, very rural schools and high-poverty schools, where you just can't get people to go," said Bruce Hunter, the group's lobbyist^①. "You're going to have to pay a heck of a lot more to get good people with education and experience to go to those schools and stay."

The administrators' association is pushing a plan to give teachers and principals who work in high-poverty schools a federal tax credit

① lobbyist *n.* (受雇游说官员的) 说客

of up to \$ 4,000.

Paige also criticized the National Education Association, the nation's largest teachers' union, for its resistance to some aspects of the school reform law.

Paige, who said he met recently with association President Reg Weaver, and said he hopes to "find some common ground" with the union.

The NEA and the Bush administration are at odds on issues such as taxpayer-funded vouchers for private school tuition. Bush supports vouchers; the union is leading the opposition to them.

2. 6 Million Kids at Risk of Failing in School

Nearly 6 million middle and high school students perform so poorly in school that they are likely to drop out or become trapped in dead-end^① jobs — a circumstance that puts the nation's productivity at risk, according to a report out Monday.

One in four high school students read at "below basic" levels, and more than one in four eighth-graders fail to graduate on time from high school, said the report from the Alliance for Excellent Education, an advocacy and research group that focuses on improving secondary education.

To address what it calls a "growing academic crisis", the alliance wants Congress to expand literacy programs to teens and give a \$ 4,000 annual income-tax credit to teachers and principals who

① dead-end *adj.* 无出路的

work in schools that serve poor kids.

The report comes as the nation's schools focus on putting in place President Bush's No Child Left Behind law, which requires annual testing in reading and math in grades three through eight and once in high school.



Districts focus on younger children, the alliance said, and only 15 percent of federal money to help poor children goes to low-performing secondary students.

"Students who drop out or fail to advance to college have significantly lower annual and lifetime incomes than those who stay in school and earn higher degrees," said Richard Riley, an advisory board member and education secretary during the Clinton administration.

The group said college grad jobs will grow by about 25 percent by 2008, but high school graduate jobs will grow by just 9 percent.

Substandard math and science skills among high school graduates have long troubled education policy experts and business executives. Increasingly, U.S. companies have turned to talent from abroad.

The alliance also recommends:

- * Creating a literacy program to train teachers in all subjects to improve reading and writing skills of middle and high school students at high-poverty schools.

- * Supplying up to \$ 20,000 in grants to college juniors with a 3.4 grade-point average in their major and who agree to teach in schools with serious staffing problems.
- * Forgive^① up to \$ 17,500 in college loans for highly qualified teachers who agree to teach for four years in understaffed schools.

3. Student Mix Often Fails in Practice

The Rev. Martin Luther King Jr. was fond of saying that the most segregated hour of the day was 11 a.m. Sundays, the time when blacks and whites attended their separate churches.

Now, 48 years after the landmark U.S. Supreme Court decision that integrated the nation's public schools, a different kind of school segregation^② persists.

And it's by choice.

Visit a local school cafeteria and you'll likely see clusters of black and white students sitting among themselves and eating at separate tables.

During lunchtime at Perry Meridian High School, Shanea Howell and April Woods, both 16, and their classmates Demetria Faine and Jennifer Lee, both 17, typically sit apart from their white peers.

But these teens, all bused from the same Eastside Indianapolis neighborhood to help integrate the mostly white, Far-Southside Per-

① forgive *vt.* 宽免 (某人) 之债务

② segregation *n.* 种族隔离

ry Township school district, say it's not because they dislike their white classmates.

"All of us are from the same 'hood," Shanea said, adding that she and her friends often don't share the same classes and have the opportunity to see each other only at lunch.

Jennifer is more direct.

"There's no rule that says (this table) is just for African-Americans. They can join us, too," she said.

While public school officials in Indiana and nationwide are obligated by law to ensure that schools are desegregated, there's nothing that requires them to promote social self-integration.

Whether it's based on race, income, neighborhoods or such interests as athletics, cheerleading^① or band, students tend to form cliques^② and groups based on shared experiences.

That's not always bad, because the tendency for social self-segregation is natural, national experts say. But they add that schools can do more to encourage greater interactions among students.

The issue was the focus of a 1997 book, "Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race", written by Spellman College President Beverly D. Tatum.



① cheerleading *n.* 带领啦啦队

② clique *n.* 派系, 集团

The book's primary focus was on how racism manifests itself in schools, its impact on students and adults, and what can be done about it. It's a fact not lost on veteran educators. South Bend Community Schools Superintendent Joan Raymond, for example, has called her northern Indiana district desegregated, but not integrated.

If there are doubts that students are socially self-segregating, visit a school at lunch hour. Students frequently gather with people with similar identities.

"It's a school dynamic^① that's going to happen, among kids and adults," said Pat Payne, director of multicultural education for Indianapolis Public Schools, who conducts workshops on race relations for students and adults.

It's human behavior, but there are ways to rise above it as well.

"Schools have some control over this, but they often don't realize it," said Mark D. Feinberg of the Prevention Research Center at Penn State University, who has written about the psychology of racism. "Integration in the classroom doesn't lead to social integration."

School officials can encourage minority students to become involved through afterschool activities that require teamwork, interactions that could ultimately lead to friendships among different races.

That's the approach at Southport High School, where Principal Terry Thompson has given a directive on inclusiveness. Of the high school's 1,751 students, 222 are black, and most — 183 — are bused in from the IPS district.

① dynamic *n.* 动力, 尤指政治的、社会的或心理上的

Thompson said he's approached several black female students to encourage them to seek leadership opportunities in activities such as cheerleading or volleyball.

"It's about making them feel a part of the school environment. This is where it starts — learning to respect and to get along with each other. It's our greatest educational value." Thompson said.

4. Uncertified Teachers Declining

The number of uncertified teachers in Buffalo's public schools has been cut by more than a third since last spring, and district officials pledge an all-out effort to have every teacher fully certified next school year in order to meet a state deadline.

"We have no choice," said Laura S. Dudley, the district's human resources director.

"We have to do it. If not, we have to work with the state to determine a (corrective) course of action."

District officials stunned Board of Education members and parents in March when they told the board that 543 teachers — or about 13 percent of the staff — lacked certification. A few days later, they said that the original figure was badly inflated^① and that no more than 226 teachers — or 5.6 percent of the teaching staff — did not meet all the state's teaching requirements.

Now, fewer than 150 of Buffalo's approximately 4,000 teachers

① inflated *adj.* 夸张的

lack certification, and all of them hold temporary, non-tenure^① track positions, Dudley said.

Most other local school districts have few if any problems with uncertified teachers. But other big cities — both in New York State and around the country — are also struggling to find qualified teachers.



Dudley said the previous confusion was due largely to years of poor oversight.

“No one ever checked on it,” said Dudley, who assumed her post last year. “We now have a complete database of everyone, and we’re tracking it.”

Some uncertified teachers need simply to complete their paperwork or pay fees, while others lack course work or have failed to earn their master’s degrees in five years, as required by the state, Dudley said.

With both the state and federal governments now requiring that all teachers be certified, Buffalo school officials will work with individual teachers seeking to complete that process but will not allow it to drag on, Dudley said.

“I’m going to try to replace everyone of the teachers who is uncertified,” Dudley said. “If you’re not certified with the state, you can’t be here. Everybody knows that.”

① non-tenure *adj.* 没有任期的

She said students and parents deserve and need teachers who have met all requirements, especially in light of the state's high-stakes^① Regents graduation standards.

In Niagara Falls, just one music teacher lacks full certification. "It has never really been a problem," said Cynthia A. Bianco, assistant to the district superintendent.

And all teachers are certified in the Kenmore-Town of Tonawanda School District. "We've had enough applicants and enough candidates for our positions that finding certified people has not been an issue for us," said Mary Anne Kermis, assistant superintendent for personnel.

But that's not the case in big cities. New York City, for example, had about 13,000 uncertified teachers as of the spring.

And a recent study in California said uncertified teachers there are concentrated in poor and low-performing schools.

"Students in low-achieving, high-poverty and high-minority schools are up to five times more likely than their peers in high-achieving schools to have a teacher who has not yet passed the state's minimum threshold for entrance into the profession," said the Center for the Future of Teaching and Learning.

Dudley said developing a fully certified teaching staff will be difficult for Buffalo, especially in shortage areas such as math, foreign languages or bilingual education. She cited these key obstacles:

- The Buffalo schools expect a third consecutive year of deep budget cuts next September, and the resulting uncertainty makes it

① high-stakes *adj.* 高度关注的

hard to draw up staffing plans. "You can't hire people and guarantee them a job if you're not sure you have one for them," Dudley said.

• The district's teacher contract encourages teachers to inform the district if they plan to retire by May 31, but notices are sometimes filed as late as June. "By June, you're behind the eight-ball," Dudley said. "The best teaching prospects are gone to other districts."

On the plus side, she said that federal funds will be used to hire a certification expert who will focus entirely on that issue and that grant money will be used to provide new teachers with up to \$ 3,000 a year for three years to pursue their education.

In addition, the district's revised residency requirement allows teachers living outside Buffalo to be hired for positions in which qualified city residents are not available. Once hired, they do not have to move into the city.

Because of aggressive recruiting, the district's science department no longer has any uncertified teachers, even though science teachers are considered very hard to find, said Clarann Josef, the city's director of science.

"It shows that if you target, you can make a huge difference," Dudley said.

5. Health Food Fails Test at School in Berkeley

Vincent Trahan, owner of Doggie High, a hot dog joint across the street from Berkeley High School, has a theory about why a school lunch program featuring organic chicken, stir-fried tofu and