

Education

Paulus Says State Math, Science Scores Unacceptable

State School Supt. Norma Paulus today said 1995 Oregon math and science test results are unacceptable.

Paulus held a press conference today in Salem to announce results of 1995 state tests. Students in grades 3, 5, 8 and 11 took tests in math, science and reading. Students in grades 5 and 11 also took writing tests.

Math results show performance changed little from 1994 results. About one-fifth of 3rd, 5th and 8th graders and more than one-third of 11th graders performed below grade level.

The first-ever science test found that about one-third of 8th and 11th graders scored below grade level.

In addition to the multiple-choice math test, Oregon initiated "open-ended" math tests which require students to solve complicated story problems and explain their answers. Stu-

dents in grades 4 and 8 did not perform well when asked to apply math in these problem-solving situations.

"While this is our first year testing science, this is the fourth time I've sounded the alarm about poor performance in math," said Paulus.

"Too many students are skipping high-level math and science courses, and it shows." For example, 24 percent of Oregon high school students last year were enrolled in remedial and general math courses while only 9 percent took trigonometry or calculus.

Paulus urged parents to steer their children into tougher math and science classes. "Higher standards are sacrificed when parents allow their children to take easier classes whether the reason is protecting the GPA or holding down a minimum-

wage job in the evenings. I'd rather have a student get a B in calculus than an A in general math."

She also urged parents to demand that their local school boards hire math and science majors to teach

“ Too many students are skipping high-level math and science courses, and it shows. **”**

State School Supt. Norma Paulus

these critical subjects. "We need qualified teachers if we expect our students to meet higher standards."

She applauded Portland School District which, beginning with the 1996-97 school year, will eliminate high school general math courses

and require all students to take algebra. "I urge other districts to follow Portland's lead."

She called upon the teachers' union to put more effort into retraining teachers to help students perform

teachers' union stood up in support for school improvement and teacher training.

Paulus said poor student performance is an economic as well as an academic issue. "Dollars spent on remediation drain precious resources," she said. "Right now, 35 percent of college freshmen take remedial math courses and 20 percent take remedial writing. The buck has been passed all the way up the school system."

Paulus is gratified that the 1995 Legislature strengthened rather than repealed the school improvement law. "We're now in the final stages of planning and moving into implementation," she said. "It's important that people understand that the standards are very high and today students are a long way from reaching them."

Writing is the bright note in state

testing. Eleventh graders showed gains in all areas of writing and fifth graders also showed strong improvement. "Particularly impressive were the gains by 11th graders in spelling, Grammar and punctuation," Paulus said. "It's important that students express themselves clearly and know the fundamentals of good writing mechanics."

Reading scores remained the same at grades 5, 8 and 11. However, the score for grade 3 dropped 1 point. One-third or more of students at all four grade levels scored in the advanced level of reading performance.

Paulus expressed concern about low participation rates in some schools. "The scores at a particular school might be misleading if a significant percentage of students were not tested."

Missing Ingredient To Quality Education

BY ROSEMARY DUNSTAN

Is Your Child Prepared For Life?

It's no wonder students are graduating from school unable to read or write at a level adequate to hold a job or deal with life.

In 1993 the "New York Times" reported that businesses lose between \$25 billion to \$30 billion nationwide in lost productivity, errors and accidents—due to substandard literacy skills of employees.

And an alarming study released by the U.S. Dept. of Education in 1993 found that about 49% of the American adult population can perform only the barest of tasks such as signing their names, adding up a bank deposit slip, or finding an intersection on a map.

The U.S. Secretary of Education, Richard Riley, called the findings a "wake-up call to the sheer magnitude of illiteracy in this country."

We're all familiar with the routine of going to school, sitting in the

classroom, the teacher presenting information to us, and taking tests. But did anyone ever teach us how to study a subject, so that the subject was fully understood, and most importantly, so that the data could be used in life. In all of your schooling did anyone ever teach you how to study?

This gaping hole has been filled by a breakthrough educational technology developed by author and humanitarian, L. Ron Hubbard.

Hubbard isolated the three hidden barriers to leaning and developed a simple, yet precise method to overcome these called "Study Technology."

The Study Technology provides an understanding of the basics of learning and gives exact steps to overcome the pitfalls one can run into during studying. It is not speed reading or memory tricks—these haven't proven to raise literacy or raise one's ability to comprehend. The Study technology teaches a student how to

study in order to comprehend a subject so that the data can be applied, and provides lifelong learning skills that can be used to master any subject.

Applied Scholastics International, a non-profit organization based in Los Angeles, which utilizes Hubbard's Study Technology to improve the quality of education in communities around the world, believes that there is a direct link between study difficulties and the high levels of crime, violence and drug use we see in the headlines today.

"In our remedial education projects which we have been running in select inner-city areas (beginning in South Central Los Angeles after the civil unrest of 1992), we are finding almost one-for-one that gang members and youth well on the way to a life of serious crime or substance abuse have significant study problems," said Ian Lyons, President of Applied Scholastics. "These children tend to have reading levels far below

average and they have great difficulty learning."

"What is remarkable, however, is that when these study problems are handled in our programs, these children in most cases cease to be attracted to either drugs or crime."

A study published by the U.S. Department of Education backs this up—the study found that 85% of all juvenile offenders have trouble reading; and 65% of prison inmates are illiterate. (These percentages could be even higher, as the study was conducted in the mid-80's, while literacy levels have continued to drop through the 90's.)

Parents can benefit greatly from the lessons learned in these highly successful inner-city literacy programs, and any parent can improve the quality of his child's education by assisting with their studies at home utilizing this breakthrough technology.

For more information call 800-424-5397.

Sinbad Tells America's Teenagers: Get Math And Science Or Get Left Behind

When more than 18 million American middle, junior and high school students return to their classes for the new school year, over half will be tempted to make the mistake of their lives -- without even knowing it.

According to a Louis Harris Poll commissioned and just released by NACME -- the National Action Council for Minorities in Engineering -- more than 50 percent of all students plan to drop high school level mathematics and science, regardless of their career interests and

without knowing the most serious consequences.

Schools are failing to tell students and parents that without the skills acquired in academic track math and science courses, they will have no place in the workforce of the coming century -- a workforce heavily reliant on high technology.

The only 10 percent of all students in the United States graduate from high school with the requisite skills to begin any science-based course of study in college is sending warning signals, not only to parents

and educators but to business and industry as well."

Scientists and engineers will play a vital role in defining our country's economic productivity in the 21st century," said Dr. George Campbell Jr., president of NACME. "If the United States can't produce the engineers and scientists the global marketplace needs, business and industry will go elsewhere -- South America, Eastern Europe, the Pacific Rim -- and the standard of living we now enjoy will be imperiled," he added.

The Harris Poll reveals that kids

and parents need to think long and hard about any advice they may receive that suggests students can or should opt out of math and science.

The poll indicates that no counseling, poor counseling and incorrect counseling is leading to bad decisions, nationwide:

Over 50 percent of all students plan to drop math and science at the first opportunity. In discussing mathematics, 63 percent of African Americans, 60 percent of Latino, and 58 percent of American Indian students express this.

I was only remembered as a runner, because I feel my contribution to the youth of America has far exceeded the woman who was the Olympic champion."

During her early years, however, Rudolph was racing against the many physical challenges she was forced to face. Her childhood years were dotted with a series of devastating illnesses which included polio, scarlet fever and double pneumonia. She wore a leg brace until age nine.

After the brace came off, she learned that she could run, and the world would soon have to brace itself for her accomplishments.

Among those accomplishments was winning the 1961 Sullivan Award presented by the Amateur Athletic Union for most outstanding amateur athlete in any sport. This award is the highest athletic award an amateur athlete can receive. Another achievement was earning a bachelor's degree in education from Tennessee State University in 1963.

Rudolph died of cancer Nov. 12, 1994.

Students Learn How Government Works



Rep. Margaret Carter (from left) and Albina Youth Opportunity School students Theresa Cook, Mylo Moore, Rebecca Magallon, Andrea Vega and Chris Rose at the capitol in Salem.

Five area students got a lesson in government near the end of the 1995 Legislature as guests of State Rep. Margaret Carter, D-Portland.

The students from the Albina Youth Opportunity School in north Portland were Theresa Cook, Rebecca Magallon, Mylo Moore, Chris Rose and Andrea Vega. The were joined by AYOS Head Teacher Jeri Shaw and Diane Farmer Linkhart, a school representative.

The group was escorted on a personal tour of the capitol building in Salem, currently being renovated and assisted in duties on the floor of the House of Representatives.

As honorary pages during a special educational day, they also took

turns observing restricted entry to the Legislative session and delivered messages to the busy legislators.

Moore was chosen to act as Carter's personal aide, gaining firsthand experience about the legislative activity that surrounds the north and northeast Portland official.

After lunch in the Capitol building, the students worked in the offices of Carter and State Rep. Avel Gordly, who represents northeast Portland.

The students agreed that it was an intense day of learning how Oregon laws are enacted and they planned to share their knowledge and experience with other students at the school.

School Offices Open Aug. 21 For Registration

School offices in all Portland Public Schools open for new student registration beginning Aug. 21 from 8 a.m. to 4:30 p.m.

To register, parents must provide documents citing their child's birthdate (kindergarten and prekindergarten students), up-to-date immunization records (all students new to Portland Public Schools) and other information relating to the child's home address

and emergency contacts.

Sixth-graders and high school freshman can attend special orientation sessions scheduled at most middle and high schools before school officially begins on Sept. 5. Parents and students can call their neighborhood school for orientation dates and times.

Teachers and counselors will return to schools Aug. 29 for planning.

Hispanic Stay-In-School Program To Expand

A Portland-area program that encourages Hispanic students to complete high school and pursue higher education will be expanded thanks to a three-year \$140,000 grant by the Meyer Memorial Trust.

The Oregon Council for Hispanic Advancement and its Oregon Leadership Program will use the monies to serve about 75 high school students from throughout the Portland area and Willamette Valley.

The program is based at Portland State University and Clackamas Community College. It helps Hispanic students develop leadership skills, explore career options and gain access to institutions of higher education.

The grant will allow the institute to expand to four new locations beyond the Portland area and reach an additional 200 students statewide, said Dianna Villarreal, Oregon Leadership Institute director.

The program consists of nine eight-hour classes one Saturday per month from October through June. Students hear guest speakers, acquire new leadership skills and learn how to give effective presentations and interviews.

The students also develop intercultural communications skills, learn about the history of Hispanics in Oregon, gain information about career opportunities and learn how the Oregon legislative system operates.

Tennessee State University To Dedicate New Residence Center To Olympic Great Wilma Rudolph

Mention Wilma Rudolph's name and most people think Olympic gold. That name will once again be displayed in gold on the new Wilma G. Rudolph Residence Center at Tennessee State University that opened officially in August. Rudolph is one of the University's most famous alumni and the first American woman to win three gold medals in a single Olympiad.

A special dedication and ribbon-cutting ceremony took place August 11 at 10 a.m. in front of the Center located on Tennessee State University's main campus, 3500 John Merritt Blvd. Rudolph's former coach, the legendary Edward Temple who inspired her to Olympic victory, was among a notable line-up presenting remarks. Temple coached Rudolph during her days as a Tigerbelle on the Tennessee State University track team.

The Residence Center, a modern, six-story brick and pre-cast concrete structure, will be home for as many as 420 women in suite-style rooms, some of which are handicap

accessible. Amenities will include: a cafeteria, a beauty salon, laundry facilities, study lounges, social lounges and computers. The facility also will have an honors floor designated for honors students. Students living in the Center also can participate in periodic social, cultural and educational programs.

Dr. James Hefner, president of Tennessee State University, said, "Wilma Rudolph was an example to us not only in winning in sports, but she also taught us the meaning of triumphing over the odds and winning at life. Because of the strength of character with which she faced life's challenges, we are indeed proud and honored to dedicate Tennessee State University's newest Residence Center in her name."

Temple said, "The Center is certainly named after a class young lady. It's a great tribute. Wilma would have been awfully happy that such a magnificent structure was named in her honor." Temple also recalled that Rudolph saw the Center under construction before her death and re-

marked about its beauty.

Wilma Glodean Rudolph first raced her way into the record books in 1956 when she won a bronze medal in the Olympics in Melbourne, Australia, at only 15 years of age. She struck gold in 1960 and became the first American woman to win three gold medals at a single Olympiad. She claimed victory in the 100 and 200 meter dash and the 400 meter relay at the Olympic Games in Rome. Media worldwide began touting her as "the fastest woman in the world."

She was now the world's sweetheart, but she was not one to rest on her laurels. She went on to become an inspiring speaker, a community and business leader and an example to young people and people of all ages.

She had a particular interest in making a contribution to the youth of America and spent countless hours in community service programs for their benefit. She was quoted in Midway Magazine (August 1991 issue) as saying "I would be disappointed if