

Principal Hired for Jefferson

continued ▲ from Metro

emy of Arts and Technology and the Academy of Science and Technology (both to open this September), and the Academy for Young Men and the Academy for Young Women (to open in September 2007).

The Jefferson Design Team recommended that Portland Public Schools actively recruit candidates nationally for Jefferson's principal. Top candidates were interviewed by a panel that offered ad-

vice to the Superintendent. That panel included students, teachers, parents and representatives of the PTSA and the community.

Dudley has a master's degree in educational administration at the University of North Texas and is a doctoral fellow in the Cooperative Superintendency Program at the University of Texas. He replaces Larry Dashiell, Jefferson principal since 2002.

Cynthia Harris, a school administrator from Contra Costa Unified School District in California, has

also been hired as a new area director for all schools in the Jefferson cluster.

She will work to integrate the high school reforms into the entire vision for Jefferson area schools. That vision includes nurturing a powerful arts and technology strand through Ockley Green Arts School (K-8), developing the city's first kindergarten through high school International Baccalaureate program, building on the elementary schools' successes as they ex-

pand to K-8 and instituting a culture of excellence in teaching and learning.

Harris also will work with elementary and middle schools in Southwest Portland's Wilson cluster, supporting the principals in further development of the arts emphasis there and continuing to drive student achievement higher.

Harris has worked as principal of an inner-city elementary school. She began her career as an elementary teacher in the Oakland Unified School District.

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Tuition Shuts Door to Law Careers

Prices far beyond means of many

Working-class African-Americans are being shut out of the legal profession because they cannot afford to attend law schools whose tuition is kept high by costly expenditures mandated on them by the American Bar Association.

The tuition at a private ABA law school currently is about \$30,000 a year -- far beyond the means of a working-class family, according to a book on the subject.

"Demanding extravagant wages, working conditions, and lifestyles for law professors, and demanding plush facilities and libraries, the ABA standards re-



Debbie Hagan

quired enormous financial resources," author Debbie Hagan charges in her book "Against The Tide."

This drives up costs and tuitions "dramatically" and excludes "the working class, minorities, and (individuals making) midlife career changes," Hagan

writes. The standards also thwart innovative new schools, such as the Massachusetts School of Law of Andover, Mass., which strive "to keep costs and tuitions low."

ABA standards regulate everything from how many hours' law school professors may teach to their pay, sabbaticals and faculty numbers, building and classroom size, entrance examinations, and even the number of books in the library, Hagan notes.

Pointing out how great power is concentrated in the hands of the nation's one million lawyers, Hagan reports lawyers make up 53 percent of U.S. senators, 37 percent of congressmen, 46 percent of state governors, and 17 percent of state legislators. Except for a few traffic court magistrates, all judges are lawyers and lawyers wield great influence in Corporate America.

Last year, the report of the ABA's

own Commission on Racial and Ethnic Diversity in the Legal Profession found minorities woefully under-represented in the legal profession. According to the report's author Elizabeth Chambliss, a New York Law School professor:

"The legal profession already is one of the least racially integrated professions in the United States when all four minority groups (African-American, Hispanic, Asian American, Native American) are aggregated," Chambliss said. "African-Americans, too, are represented at lower levels than in many comparable professions."

She said in 2000 African-Americans made up only 3.9 percent of all lawyers, compared with 4.4 percent of physicians, 5.6 percent of college and university professors, 7.8 percent of computer scientists and 7.9 percent of accountants and auditors.

Students Benefit from Ethnically Diverse Schools

They feel safer, less bullied and less lonely

Middle-school students are more likely to feel safer, less bullied and less lonely when they are in ethnically diverse schools, says a new study by UC Davis and UCLA psychologists.

The study offers new empirical evidence for the psychological benefits of integrated schools, say the researchers, Adrienne Nishina of the UC Davis Department of Human and Community Development, Jaana Juvonen of the UCLA Department of Psychology and Sandra Graham of the UCLA Department of Education.

In a survey of more than 70 sixth-grade classrooms in 11 public middle schools serving poorer communities in Southern California, the researchers compared classrooms with lower and higher classroom diversity among African Americans, Asian and Pacific Islanders, Caucasians and Latinos.

"Our study focused on the effects of ethnic diversity on Latino and African-American students," said Nishina, an assistant professor of human development at UC Davis.

"However, we expect that students from other ethnic backgrounds would experience similar



Ethnically diverse schools offer psychological benefits for students, according to a new study.

benefits. Other research at the college level has found that students from all ethnic backgrounds may benefit from ethnically diverse environments."

Latino and African-American were the two ethnic groups represented across all the classrooms in this sample of public middle school youth in the Los Angeles area.

The study also has implications for student harassment.

"Bullying happens in every school, and many students are con-

cerned about their safety," said Juvonen, lead author of the study. "However, our analysis shows students feel safer in ethnically diverse classrooms and schools."

Nishina says that the study has wider implications beyond the psychological benefits for students.

"We know that when students have positive social and psychological experiences at school, they do better academically," she said.

Citing a recent Supreme Court decision on ethnic diversity on

college campuses, the other co-author, Graham, underscored the role of ethnic diversity on college campuses as a way to promote better learning.

"The skills needed for young people to successfully negotiate today's increasingly global economy can best be developed through exposure to very diverse people, cultures, and points of view," Graham said. "Diversity benefits everyone; in fact, it is critical in contemporary America and especially in states like California, where the population is changing dramatically."

The psychologists found in their study that the more ethnically diverse classrooms were, African American and Latino students felt safer in school, less harassed by peers and less lonely. They also had higher self-worth.

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