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News Bureau • (518) 457-4901 • State University of New York at Albany • 1400 Washington Avenue • Albany, New York 12222  
Contact: Sheila Mahan or Mary Fiess 84-335

## ECONOMIC ADVISER KAHN TO RECEIVE HONORARY DEGREE FROM UNIVERSITY

Alfred E. Kahn, an economic adviser to former President Jimmy Carter and a distinguished scholar of economic policy, will be awarded the honorary Doctor of Humane Letters degree at State University of New York at Albany during Commencement ceremonies May 19, 1985. Kahn is one of 33 people selected by the SUNY Board of Trustees at their December meeting to receive an honorary degree from a SUNY campus.

Kahn, the Robert J. Thorne Professor of Economics at Cornell University, is the author of the two-volume Economics of Regulations, a widely regarded work on the social costs of laws originally intended to benefit the public. An advocate of deregulation, he promoted competition, lower prices and better service as remedies for the "stagflation" of the Carter years.

While serving as chairman of the Civil Aeronautics Board, Kahn also became an economic adviser to Carter, where he developed a reputation for being a forthright and independent spokesman for his economic programs.

From 1974-77, Kahn was chairman of the New York State Public Service Commission. He has also been an economic adviser to a number of public agencies and private foundations, including the U.S. Chamber of Commerce and the Ford Foundation.

He has been a faculty member at Cornell for 37 years including five years as dean of the College of Arts and Sciences.

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January 7, 1985

Local AA

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John Wagner

# news

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Contact: Christine McKnight or Mary Fiess 85-1

## UNIVERSITY CENTER OFFERS COUNSELING PROGRAMS

The Psychological Services Center at State University of New York at Albany will be offering two 15-week counseling groups starting in early February on Monday and Wednesday evenings. The focus of one group will be single parenting, and the focus of the other group will be step couples (married or considering marriage). The groups are designed to provide an opportunity for supportive sharing of experiences, ideas and problem solving.

The groups will be run by staff of the Psychological Services Center at the downtown campus of the University at 135 Western Ave. Cost is based on ability to pay.

For more information, contact Mary Van Epps at (518) 455-6171 by Jan. 26, 1985.

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January 9, 1985

Letter - 3153N  
Release - 3127N

Timely Topics Mailing List  
News Bureau

## State University of New York at Albany

January 14, 1985

Editors, News Directors, Producers:

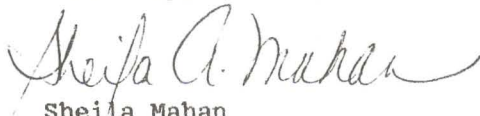
Why are more and more elderly people being arrested and imprisoned?  
How is garlic beneficial to your health? Do men and women really  
talk differently?

Enclosed are brief summaries of these and other questions under  
study by noted researchers at State University of New York at Albany  
-- studies you may find interesting or useful for story ideas. They  
include:

- Who Americans are marrying
- How our language reflects the sexism in our society
- Why the elderly are committing more crimes
- How garlic can help decrease heart disease
- Why it's time to act to combat acid rain
- How changes in probation can decrease a community's risk
- A discovery that would make Indiana Jones envious.
- What a community of birds can teach us about childrearing

For more information, you can contact the researchers directly at  
the numbers provided. Or you can call the University Relations  
office at (518) 457-4901 and we'll make the arrangements for you.

Sincerely,

  
Sheila Mahan  
Assistant Director

encl.

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Contact: Sheila Mahan

Timely Topics 85-2

## MARRIAGE ACROSS ETHNIC LINES INCREASING RAPIDLY, STUDY FINDS

Marriage across ethnic lines is now so common that only one out of four American-born whites is married to someone with the same ethnic ancestry, a State University of New York at Albany demographer reports. But interracial marriage is still highly unusual for whites, blacks, Hispanics and Asians.

The study by Richard Alba, director of the University's Center for Social and Demographic Analysis is the first in the country to examine intermarriage patterns for native-born Americans, based on the 1980 census. His analysis reveals that among non-Hispanic whites, nearly half, 46 percent, are married to spouses whose ancestry does not overlap at all. Only 27 percent are married to someone with a background entirely the same, and the remainder (26 percent) are married to someone with overlapping ancestry.

Ethnic intermarriage varies according to region and age, Alba says, with the rate in the South lower than elsewhere. Of people under 30 with single ancestry, 58 percent married someone with an entirely different background, while less than half of those over 60 did so.

But intermarriage across race lines is still rare. Nearly 99 percent of non-Hispanic whites marry in their own group, as do 99 percent of black women and 97 percent of black men, and about 70 percent of Asian and Hispanic Americans. Only American Indians marry outside their group in large numbers -- with about 55 percent doing so, mostly to whites, Alba says.

ALBA CAN BE REACHED AT (518) 457-8468 OR (518) 439-1058.

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Contact: Christine McKnight

Timely Topics 85-2

## LANGUAGE TREATS MEN AND WOMEN DIFFERENTLY, UNIVERSITY LINGUIST MAINTAINS

Why do women, but not men, have names like Faith, Hope and Chastity? Why are there hundreds of terms for sexually promiscuous women and hardly any for "loose men"? One answer is obvious to Francine Frank, a linguist at State University of New York at Albany: sexist language reflects sexist society.

Frank's new book, Language and the Sexes, published by State University of New York Press, argues that language not only mirrors sexism, it reinforces it. Language is "probably the single most important characteristic of human beings," and is central to religion, law, education and employment, she says.

Until a decade ago, the science of linguistics paid little attention to sexism in language, says Frank, director of the University's linguistics program. Even when feminist scholarship began in the late 1960s and early 1970s, linguistics wasn't immediately affected. But now interest in sociolinguistics, including gender and language has increased. Language and the Sexes, based on recent criticism, aims to raise consciousness of the way language reflects sexism, and the power of language in general.

Two chapters, "Of Girls and Chicks" and "Hey Lady: Whose Honey are You, Anyhow?" show how forms of address, grammar and other habits characterize women negatively. "Talking Like a Lady" contrasts men's and women's speech patterns, which reinforce inequity. The book also includes guidelines. "You can't automatically change society by changing language," Frank says. "But the effort to change language is consciousness, and a way of effecting change."

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Contact: Sheila Mahan

Timely Topics 85-2

## UNIVERSITY RESEARCHERS' BOOK ADDRESSES INCREASE IN ELDERLY CRIME

Judges and police officers are finding more frequently these days that the criminal on the other side of the bench is an older person. Although crimes by the elderly account for only a tiny portion of all offenses, arrests for major felonies in the over-55 population have jumped 148 percent in the past decade.

Now, three State University of New York at Albany experts have published the first book examining the rise in crime by the elderly and how society should deal with it. Elderly Criminals, by Evelyn S. Newman, Donald J. Newman and Mindy L. Gewirtz, examines the impact of elderly crimes -- from homicide to shoplifting -- on police, courts, prisons and elderly criminals themselves.

"The crimes the elderly commit aren't all that threatening. But it is appalling that people who have led honest, normal lives suddenly find themselves in the court system," says Evelyn Newman, a research associate at the University's Ringel Institute of Gerontology. And economics alone do not adequately explain the rise, says her husband, Donald Newman, a professor in the School of Criminal Justice. "When they're arrested for shoplifting, most commonly they have stolen luxury items like perfume."

The increase presents a dilemma for the justice system, which is designed to deal with young offenders, he says. "Do we really need guns, bars and guards for elderly criminals? And what about sentencing? A four-year sentence to an 84-year-old may be a life sentence."

DONALD NEWMAN'S OFFICE NUMBER IS 455-6284. EVELYN NEWMAN'S IS 455-6107. 1/85

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Contact: Sheila Mahan

Timely Topics 85-2

## UNIVERSITY CHEMIST DISCOVERS GARLIC COMPOUND IS BLOOD-THINNING AGENT

People who run the risk of heart disease and stroke may soon be taking a drug derived from a garlic compound instead of aspirin, thanks to a discovery by a State University of New York at Albany chemist. Professor Eric Block has synthesized a garlic compound that is a potent <sup>anti-</sup> blood-clotting agent and could eventually lead to new therapies for heart disease.

The blood-thinning compound comes from a garlic chemical called allicin, which forms when a garlic clove is cut or cooked. Allicin is a known antibiotic, but under a simple chemical treatment, Block reports, it reacts to form a new compound he's called "ajoene," from the Spanish for garlic.

Animal tests show the new compound to be as strong as aspirin as an anticlotting agent, he says, and it "appears to be more specific than aspirin, which should allow a more controlled therapy with fewer side effects."

A drug from the new compound could be tested clinically within a few years, according to Block, but he says further research could also provide more clues to the blood-clotting process. In addition to the blood-thinning compound, Block and researchers from the University at Albany, the University of Delaware, IVIC in Venezuela and the New York State Health Department have prepared a compound that has the opposite effect -- accelerating clotting.

Block's research was funded by the American Heart Association, National Science Foundation, American Chemical Society and Guggenheim Foundation.

BLOCK CAN BE REACHED AT (518) 457-3076.

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Contact: Sheila Mahan

Timely Topics 85-2

## IT'S TIME TO ACT AGAINST ACID RAIN, UNIVERSITY SOCIAL SCIENTISTS SAY

Governments seeking more scientific evidence for the causes of acid rain are asking for a level of scientific certainty that can never be achieved, two social scientists at State University of New York at Albany maintain. In the meantime, Donald Reeb and Roman Hedges say, precious time is being lost that could be used to reduce emissions connected with acid rain.

"There is a time when the scientific evidence collected is strongly indicative of a conclusion," says Reeb, a professor of economics. "But the tendency among policy-makers is to ask for a degree of certainty from physical scientists that exceeds their capacity to prove."

Acid rain has already caused considerable damage to lakes and forests in the Northeast, they say, and the cost of waiting may be irreversible.

"In decision theory, there is an time to stop collecting evidence, a time to begin calculating the cost of making a mistake," political scientist Hedges says. "You can erroneously act and pay a price, or not act and pay a price."

In a study for New York's Department of Environmental Conservation last year, Hedges and Reeb concluded that utilities should be ordered to add pollution control devices to plants and use low-sulfur coal and oil. The study also revealed that half of New Yorkers surveyed would pay up to \$25 more per month, well above utility estimates, to curb acid rain. Such strong public opinion, as well as economic impact, should be part of any public-policy decision, they say.

REEB'S NUMBER IS (518) 457-7917. HEDGES' NUMBER IS (518) 455-6186.

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Contact: Sheila Mahan

Timely Topics 85-2

## UNIVERSITY PRESIDENT'S PROBATION IDEAS PART OF JUSTICE DEPARTMENT PROJECT

Criminals on probation or parole may find themselves monitored differently depending on the risk they present, under an innovative program designed by Vincent O'Leary, president of State University of New York at Albany, and Todd Clear of Rutgers University. The plan, funded by the National Institute of Corrections, will be tested in Vermont, Delaware and Colorado in 1985.

The current problem, O'Leary and Clear say, is that offenders are treated the same regardless of the risk they pose for committing new crimes. It is "almost an archaic idea built around concerns for offender well-being that have lost credence with scholars and citizens alike," says O'Leary, a noted criminal justice scholar who was recently appointed by Gov. Mario M. Cuomo to a committee reviewing New York's sentencing guidelines.

The scholars propose establishing different levels of supervision with those most likely to commit new crimes most closely supervised and those posing less risk to the community given greater freedom. The system allows offenders to progress through levels of supervision as they improve, although any violation would mean immediate loss of freedom.

Probation and parole officers' caseloads would vary depending on the amount of supervision they are expected to give. Instead of counseling, they would assist offenders in establishing specific goals, such as finding a job or giving up alcohol, and would refer them to agencies rather than intervening.

O'LEARY CAN BE REACHED THROUGH UNIVERSITY RELATIONS OFFICE AT (510) 457-4901. 1/85

## UNIVERSITY ARCHEOLOGIST DISCOVERS RUINS OF ANCIENT MAYA CITY

As archeological discoveries go, Richard Leventhal's find would make Indiana Jones envious. An archeologist at State University of New York at Albany, Leventhal discovered the remains of an entire Maya city last summer after working his way through the tropical rain forest of Belize on what he thought would be a "wild goose chase." The city, barely touched by looters, contains several pyramids and 20 monuments, six with evidence of carvings or sculpture that add to modern understanding of the Maya writing system.

Acting on a tip, Leventhal found the city purely by accident, near the border with Guatemala in Central America. The ruins, which he and the villagers named Uxbenka for "old place," date back to the Early Classic period of Maya civilization, from 400 or 500 A.D. to 800 A.D. The site, roughly five square miles, had a population of 5,000 to 7,000 and includes pyramids and monuments within the core of the city and smaller structures scattered throughout. Six monuments have carvings or sculpture which probably portray feats of the city's rulers, with one in especially good shape, he says. Based on them, specialists may be able to develop a family tree of the rulers.

Uxbenka may also shed light on relations among Maya cities, since it is a link in what is believed to be a network of five cities in southern Belize. Scholars have long wondered why no city emerged to dominate a particular Mayan region. With the discovery of Uxbenka, Leventhal now believes that entire regions with clusters of cities served as economic and political focal points.

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Contact: Mary Fiess

Timely Topics 85-2

## IN ONE COMMUNITY, EVERYONE -- NOT JUST PARENTS -- CARES FOR THE YOUNG

To a human parent, the life of Mexican Jays probably seems like a dream. Unlike the vast majority of bird and animal species, almost everyone in a Mexican Jay flock care for the young. This unusual behavior was first discovered by Jerram Brown, a State University of New York at Albany biologist, who with his wife Esther has spent thousands of hours observing the birds. Their work provides a glimpse of how a species manages its affairs and may explain its social behavior.

Within flocks of jays in southeastern Arizona, virtually everyone pitches in and helps feed the young. That task is not exactly easy since the number of feedings at each nest ranges from two to six an hour, and mothers sitting on their eggs also get fed by other members of the flock. The effort is truly communal: even parents of nestlings help at nests other than their own. Jays also serve the flock by "calling alarm and harassing predators," says Brown.

Why all this cooperative behavior? One theory holds that the flock helps because they share genes, promoting the survival of the genes. But members are often distant relatives at best, Brown notes. Another theory suggests that jays act on an "if you help me, I'll help you" basis. But mothers whose nests fail help at other nests in apparent disregard of reciprocation, he adds.

Mexican Jays do not push the young out of the nest, so they breed relatively late. Some never leave, since a pair is likely to nest in a flock where they were born. The large number of helpers contributes to the reproductive success of the breeders, says Brown.

THE BROWNS ARE REACHABLE AT (518) 872-0661 OR 457-1878.

1/85



EDUCATION DEAN CALLS FOR NEW APPROACH TO TRAINING TEACHERS

All prospective elementary and high school teachers should be required to complete a one-year "internship" under the supervision of an outstanding teacher "mentor" before they are permitted to teach on their own, said Robert Koff, dean of the School of Education at State University of New York at Albany, today (Jan. 15).

Koff made the recommendation in testimony at a New York State Senate Education Committee hearing on "Strengthening Teaching in Elementary and Secondary Schools."

Under his proposal, mentors would be outstanding teachers who meet specific criteria and whose teaching load would be half time. Internship trainees would teach two periods a day under the supervision of mentors. Koff said the intern salary and the salary increment and/or stipend paid to mentor teachers should be supported in whole or in part by the state.

"In every profession a mentor is assigned to a beginner and is charged with providing training and is available for consultation. Mentors serve as significant role models because, like outstanding teachers, they teach more of themselves than anything else," Koff said. "Internships and mentoring are expensive, but they are essential, in my view, to the improvement of quality."

Koff also called for improvements in the work environment for teachers and a series of other actions to improve the quality of education in elementary and secondary schools.

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Jan. 15, 1985



Testimony by  
Robert H. Koff  
Dean, School of Education  
State University of New York at Albany

At  
The New York State Senate Education Committee Hearing on  
"Strengthening Teaching in Elementary and Secondary Schools"  
Hearing Room "A"  
Legislative Office Building  
Albany, New York

January 15, 1985

My name is Robert Koff. I am Dean of the School of Education, the State University of New York at Albany. I am pleased to have this opportunity to present testimony on the matter of "Strengthening Teaching in Elementary and Secondary Schools." A written copy of my presentation is available and has been submitted to the Chair.

#### INTRODUCTION

During the past twelve months more than a dozen national education commission and/or task force reports were published. These documents have caused a resurgence of interest in education. They have caused education policy to be both a national as well as a state issue. Consequently, we enter 1985 with greater optimism about making real progress toward achieving educational excellence than many of us have felt in a very long time.

This optimism is reinforced by actions taken by state legislatures which recognize the centrality of teachers. In the recent past policymakers and even some educators acted as if they believed teachers could be made obsolete through curriculum reform or the innovative use of new technology. If we have learned anything over the years it is that while improved curriculum and technology can augment teaching effectiveness, it must be oriented to augment, not substitute.

Implementing education reform will not be easy, however. For too many years we have been incapable of acting, except in times of crisis. The problems have been caused by a substantial number of factors that are too mundane to put on a placard in a political campaign. Nonetheless, it appears we have a tendency to look for an education wonder drug to give us quick relief, whether it be instructional television, the new math, open classrooms, minimal competency testing, or computer literacy. We have at other times looked for excuses, rather than sound diagnosis. We have blamed teachers and students, worried about the quality of textbooks, and had anxiety attacks over declining SAT scores.

In recent years we felt a powerful, and in many cases a justifiable urge, to redistribute our wealth. What we ended up doing was making sure that interest group after interest group had ever greater access through the political process so that education became a vending machine. We granted all who asked access, but regrettably neglected to fill the machine up. And in this process we learned to distribute everything but political pain.

Notwithstanding the current criticism or the politics in Washington, the simple fact is that funding for education does matter. Unfortunately, the problem we have chosen to ignore is that we do not appear to consider education as an important part of our economic infrastructure as, for example, roads and bridges. The corporate community knows that education enhances the competitive position of business and industry through the preparation of a work force equipped to participate in a rapidly changing economy.

There is no doubt that quality public education increases the attractiveness of our state to new business. In the next twenty years the State of New York has the potential to become even more attractive to industry. In order to continue to strengthen our ability to remain competitive it is essential to recognize the central importance of public education and the crucial role that teachers play in this enterprise.

In such diverse states as California, Mississippi, North Carolina, Florida, New Jersey, Texas, and Tennessee legislation has been passed that has as its primary aim to reward teachers who are thoughtful decision makers and who are knowledgeable about the latest scientific and technological advances. For example, California Governor Deukmejian signed into law a bill that provides funding for a teacher mentor program, and establishes a beginning state teacher minimum salary of \$18,000.

Education policymakers in New York have not been idle. In this regard, it is appropriate to acknowledge the fine work of The Board of Regents and Commissioner Ambach. Everyone committed to quality education in New York State commend The Board of Regents and The Commissioner for the initiative taken in developing their Action Plan to Improve Elementary and Secondary Education.

We must continue to strengthen education, however. Bold leadership is needed to effectively link education to economic development. Bold leadership is needed to attract a new generation of talented teachers to the profession, and leadership is needed to improve the working conditions of teachers.

The subject of this hearing is "Strengthen Teaching in Elementary and Secondary Schools." There could be no more important topic, but it is essential to recognize that there are no easy answers and quick fixes to the problems that confront public education. However, there has always been a tendency to ignore or downplay two interrelated problems which I would like to review with you today. These are: (a) the need to recruit more qualified individuals (and especially minorities) to pursue teaching as a career and (b) the need to improve working conditions for teachers. I begin with several observations about teacher quality and the need for improved recruitment.

#### TEACHER QUALITY AND RECRUITMENT

Clearly, one of the major problems confronting public education is an adequate supply of well-qualified teachers. Future prospects, as you know, are not encouraging. Although college enrollments as a whole have not fallen off, the number of full-time students entering four-year colleges from secondary school will decline simply as the 18-to-24-year old age group continues to shrink. This is the primary pool from which future teachers will likely be drawn. The teacher shortages of the future are likely to result for the first time from teaching's dwindling power to draw young people into its ranks. This historically unprecedented development means that we can no longer count on simple demographics to bail out the system.

Further, when college majors are ranked according to both a variety of standardized test scores and cumulative grade point averages, education comes out near the bottom. That teaching attracts the least academically able appears incontrovertible. In addition, there is some reason to believe that less academically able students appear to drive out the more academically talented.



Evidence on who is leaving the profession is equally worrisome. In 1982 some 18,000 math and science teachers left their teaching positions. In addition, one recent study using national data found attraction from teaching consistently related to measures of academic ability. The more academically able and the more extensively prepared in subject matter the teacher, the more likely he or she is to leave teaching within the first few years. In fact, it appears that at each point of choice including initial and final selection of a college major, the choice of an occupation, and the continuing option to stay or move on, the decision goes against teaching among the most intellectually capable.

These findings in combination with the early retirement option that is available to many teachers will make it more difficult to find qualified staff for the public schools, especially in fields which where qualified staff are in short supply such as fields as physics, computer programming, chemistry, biology, foreign language, and mathematics.

The sheer magnitude of the universal schooling enterprise also presents a problem. There simply are not enough talented people in the country who score at the top end of any credible test of intellectual competence to fill the some 150,000 new positions that must be filled each year and do the other complicated work of the nation.

Despite all of these difficulties it can be argued that education has done reasonably well in getting talented individuals to enter the profession. For example, it is estimated that about 130,000 college students graduate annually with combined verbal and quantitative SAT scores that exceed 1000. Given the need and competition for talented college graduates between the military, the corporate world, and other professions, education over the years has been able to attract between 3% and 5% of this talent pool.

All the evidence available, however, indicates that even this small percentage is declining. Why? Because talented minorities and women who used to seek employment in the public schools are now able to obtain employment elsewhere or as David Cohen put it: "We have always expected more of teachers than we have been willing to spend on them."

What are the policy implications of these findings? I believe we must continue to provide substantial scholarship and loan programs to attract the most able students into teaching. Where there are areas in short supply, such as in foreign language, mathematics, and the sciences, substantial grant programs (@ \$10,000/year for one or more years) will need to be made available in order to attract able students. We must also make available talented teacher fellowship awards to encourage outstanding teachers to remain in the profession.

In addition, it is essential that programs to identify able minority youth who are interested in a career in teaching be developed and funded. Minority students most in need must be recruited early (preferably in high school) and admitted to a five-year college sequence where in addition to the regular academic work students would enroll in a series of tutorials which would constantly reinforce basic skills in reading, mathematics, clear writing and reasoning.



## IMPROVING THE WORK ENVIRONMENT FOR TEACHERS

Recruitment is not the only problem, however. Assume for a moment that we are successful through grant and loan programs to attract and train the teachers we really want for our schools. Would they find their work satisfying? Would they remain as career teachers, or would they seek other environments in order to promote their own professional and personal growth?

When able young people are asked why they want to teach, or when experienced teachers are asked why they enter teaching, we hear a cluster of answers repeated again and again. At SUNY Albany, for example, we are told, "Because I want to make a difference in the lives of children." This information should be very important to those planning school environments for, if it becomes impossible for working teachers to fulfill their desire to make a difference, they may either abandon the profession entirely or hang on half-heartedly doing a job that pleases no one -- least of all themselves.

Capable people who choose teaching as a profession expect to reap rewards that they see as inherent in teaching. One of these rewards is the unparalleled satisfaction of seeing young people grow intellectually and emotionally. Unfortunately, many public schools are currently organized so that this fundamental reward of teaching is unavailable. High school teachers often face five classes of thirty-five or so students every day, and it is clearly impossible under these conditions to develop the sort of teacher-student relationship that many of our most promising teachers hoped for when they entered the profession.

One of the first things that has been recommended to do to address this problem is reduce class size. But the problem is not as simple as it first appears. Reflective, well-educated teachers continually evaluate their experience against their vision of what they think the profession should be. For example, those who embrace humanitarian ideals of teaching want to be directly involved in the complete development of the students they teach, and this means more time with students, more direct contact, and more dialogue.

Teachers also have intellectual as well as humanitarian reasons for entering the profession. Many of them, high school teachers in particular, have a special devotion for their subject. Unfortunately, when teachers speak about their subjects, it is often in terms of discouragement. Ernie Boyer quotes one teacher assaying in his report:

It's not unusual for me to be teaching a course that I know very little about. I could manage it if I had some time to do some background reading. But there is no preparation time here; the day is jammed. So any digging into the subject that I do, I have to do at night. But then that gives me little time to grade reports or handle the paper work for other classes.

The practice of assigning teachers to subjects they are unqualified to teach may have deleterious effects well beyond their particular classrooms. First, the teacher is asked to ignore his or her own special preparation. How can we insist that this preparation is vital and that teachers should continue to grow in their own subjects when we move them across subjects for the sake of expediency? But the effects do not stop with the reassigned teachers and their students. Other highly trained teachers working with their newly assigned colleagues are likely to feel their own competence demeaned -- even though they sympathize with the newcomer. "How can I maintain a sense of my own value as a teacher of mathematics," one teacher asks, "when they can put just anyone in front of a math class?"

Harry Broudy has observed that, "While imposters in the well-established professions are hauled into the courts even though their clients adore them, in teaching the contrary is likely to be the case. The noncertified teacher who makes a hit with the community is hailed as a creative innovator." One of the most serious barriers to quality control lies in the inability of the profession to protect against imposters. New York State has policies and procedures that allow a school district to employ someone who has not met state requirements for certification. In addition, in New York State certified teachers are permitted to teach one course out of their certification area.

The extent that individuals are allowed to teach subject matter they are not equipped to handle is significant. In 1981 fewer than half of the newly hired teachers in math and science were certified or eligible for certification in the subjects they were assigned to teach. Is it any wonder why teacher morale is adversely affected and why so many students do not perform very well on standardized tests involving quantitative reasoning?

While it is widely believed that the teacher shortage is in large part a function of the better pay available in other fields there is also considerable evidence that other factors are operating. For example, even though teachers are expected to be competent scholars, they are rarely trusted with the selection of texts and teaching materials they are to use. In addition, teachers are rarely consulted, much less given significant authority, over the rules and regulations governing the life of their school. Rarely do they have any influence over who their immediate colleagues will be. As Ted Sizer notes in his Horace's Compromise:

One wonders how good a law firm would be if it were given manuals on how to apply the law, were told precisely how much time to spend on each case, were directed how to govern its internal affairs, and had no say whatever in who the partners were. Teaching often lacks a sense of ownership, a sense among the teachers working together that the school is theirs, and that its future and their reputation are indistinguishable. Hired hands own nothing, are told what to do, and have little stake in their enterprises. Teachers are often treated like hired hands. Not surprisingly, they often act like hired hands.



The picture many of us once had of teaching as a life of continuous intellectual growth in subjects we found fascinating is clearly not one that captures reality for many teachers. The result is that many of the ablest individuals leave teaching or never enter the profession in the first place. Intellectually capable people need to have some control of the intellectual conditions under which they work. It hardly needs saying that making decisions is one hallmark of a professional.

We must think deeply and imaginatively about the kinds of arrangements that are needed to provide suitable environments for capable teachers. Instead of starting with schools as they are presently structured and trying to "train" people to fit these structures, it is important to consider the conditions required to retain the well-educated teacher.

Given this starting point, I offer the following recommendations:

First, in order to implement many of the reforms recommended by the various national commissions it is essential the legislature and the Board of Regents determine what it is that they really want the schools to accomplish. Our schools can accomplish many goals provided they are allocated sufficient resources. However, given the level of financial support the schools are likely to be given it is clear they cannot do all that they have been asked to do. Consequently, priorities must be established. To put it another way, the legislature and the Board of Regents must tell the schools whether physical education, vocational education, driver education, and home economics, for example, are as important as English, foreign language, mathematics, science, and computer science.

Second, schools, universities and the corporate sector must work together to form a powerful partnership to aid public education. A prototype has been formed and is functioning in New York City, the New York Alliance for Public Education. Membership includes institutions of higher education, representatives of business, industry, social agencies, the teachers' union, and the administration of the New York City public schools. It has already raised a substantial amount of money to support programs to improve education. Helping to form and support such partnerships in every region of the state should be high on the agenda of policymakers.

Third, the way beginning teachers are trained must be significantly modified. Specifically, the emphasis should be on improving the intellectual quality of education students receive. What is needed most?

All prospective teachers should be required to earn an undergraduate degree in an appropriate field of study and take postgraduate academic work which would include a one year supervised teaching internship. During the internship trainees would teach two periods a day and be supervised by an outstanding practicing teacher who serves as a "mentor." Intern salary and the salary increment and/or stipend paid to mentor teachers should be supported in whole or in part by the state. The teaching load of mentor teachers should be half time and they should hold joint appointment as "clinical professors" in schools of education.

Development of criteria for and selection of mentor teachers should be a collaborative undertaking between local school districts and institutions of higher education. At minimum, however, mentor teachers should have a masters degree, hold appropriate certification, have had five years of successful teaching experience, and be regarded by parents, teachers, and administrators as an outstanding teacher.

In every profession a mentor is assigned to a beginner and is charged with providing training and is available for consultation. Mentors serve as significant role models because like outstanding teachers, they teach more of themselves than anything else. Unless a teacher trainee wishes to obtain a doctorate they are unlikely to have had the privilege of working with a mentor. Internships and mentoring are expensive, but they are essential, in my view, to the improvement of quality.

Fourth, we must improve the work environment for teachers. Intellectually capable people need to have some control of the intellectual conditions under which they work. Even though teachers are expected to be competent scholars, they are rarely trusted with the selection of texts and teaching materials they are to use. Teachers are rarely consulted, much less given significant authority, over the rules and regulations governing the life of their school. It hardly needs saying that making decisions is one hallmark of a professional.

Therefore, it is essential that we take some thoughtful action to improve working conditions, including providing forms of career ladders, that will make teaching substantially more attractive for the long career that it now is. With this objective in mind, several recommendations for improving the working conditions of teachers would be to:

- A. Define effective schools as places where teachers say they would like to work. Operationally, an effective school would be one where the majority of teachers get up each morning and really look forward to going to work. Peters and Waterman in their book In Search of Excellence observed that excellent companies created environments in which people can blossom, develop self-esteem, and otherwise be excited participants. Making the work place into an environment in which colleagues are respected and student well-being and learning are central is the primary responsibility of school administrators and the faculty.
- B. Find ways to involve teachers actively in educational policy at district, school, and subject or grade levels; this involvement should include shared decision-making and not just solicited suggestions.
- C. Allow teachers to choose and, sometimes, to design staff development programs that will increase their competence in decision making in the areas of their chosen expertise.
- D. Design peer evaluation systems that will give teacher evaluation credibility. As Ernie Boyer has observed, "The evaluation of teacher performance should be largely controlled by other teachers who themselves have been judged to be outstanding in the classroom."



- E. An idea that is receiving a great deal of attention is the concept of "career ladders." The intention is to provide teachers with a way of advancing professionally without leaving the classroom entirely. Teaching is a "flat" profession -- one in which there is no built-in means of advancement. In the past, teachers who wanted higher pay and greater status had to move into administrative posts or leave education; in both cases, they were lost from the classroom. The career ladder has been suggested as a means of providing advancement and thereby retaining able teachers in the classroom.

What would a career ladder look like and how would it work? Before discussing the positive possibilities in such plans, we should be aware of some reservations that have already been voiced. Most educators reject the sort of hierarchical pay schemes that have been associated in the past with "merit pay." If career ladders provide only linear, differential pay scales, then teachers will almost certainly reject them. Fearing the sort of arbitrariness inherent in merit schemes and already perceived by some in programs such as California's mentor program, educators have suggested that plans for advancement be called "career lattices" rather than "career ladders."

A lattice -- as opposed to a ladder -- would provide a network or web of possibilities for teacher advancement. Teachers might earn promotions to positions of special responsibility for mentoring teaching interns, curriculum development, for academic counseling and special instructional needs for staff development and evaluation, for student activities, for school site and resource planning. In all of these positions, teachers would continue to teach, but part of their professional day would be spent in their specialized areas of educational responsibility. In no case should teachers be appointed to these positions arbitrarily by administrators nor should they be elected by peers. They ought, rather, to prepare for these positions, apply for them, submit to examination for them. Such positions will require greater expertise and greater responsibility; they must not consist of a set of duties tacked on to an already arduous day of teaching merely for the sake of extra pay.

In closing, it is not going to be easy to attract the best and the brightest to teaching, nor is it going to be easy to improve the working conditions of teachers. Real improvement will take courage to invest resources, to make major changes and, more than anything else, to continue to support reform over a period of time that is longer than the political lifetime of a school board, superintendent, or state legislator.

I appreciate being given this time to share my views with you today. This hearing is timely and it provides an opportunity to enter into dialogue about matters of common interest and concern. The faculty of the School of Education at SUNY Albany looks forward with considerable enthusiasm to working closely with you in an effort to continue to strengthen public education in New York State.

Thank you.

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V. O'Leary

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Contact: Christine McKnight or Sheila Mahan

85-4

## A D V I S O R Y

Assignment editors, reporters:

Vincent O'Leary, president of State University of New York at Albany, will meet with reporters on Thursday, Jan. 31, at 10 a.m. to talk about such issues as:

- The Report of the Independent Commission on the Future of the State University
- Albany's proposed construction of a field house and other budget topics
- The recent proposals of the state Committee on Sentencing Guidelines, including a recommendation that New York establish fixed prison terms for felons and abolish parole. O'Leary, a member of the panel which drew up the recommendations, is a nationally noted criminal justice scholar.

-- The results of O'Leary's research during a recently concluded study leave in Yugoslavia, where he compared the Yugoslavian criminal justice system with that of the United States.

The press session will be held in President O'Leary's office, Room 243 of the Administration Building on the uptown campus, 1400 Washington Ave., Albany. For further information, call the University Relations Office at 518-457-4901.

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January 25, 1985

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H. Richardson  
J Welt  
Perry Lee

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85-5

## ALBANY PROFESSOR AND STUDENT EDIT BOOK ON NORTHEAST'S ECONOMIC FUTURE

For over 15 years, industry has steadily emigrated from the Snow Belt to the Sun Belt. Is the economic decline of the Northeast permanent, or rather a temporary shift?

A new book by an economist at State University of New York at Albany looks for answers. Economic Prospects for the Northeast, a collection of original essays edited by Harry Richardson, distinguished professor of economics, and Joseph Turek, a Ph.D. candidate and lecturer in economics at the University, is one of the first publications to review interregional development in the U.S. in light of census changes between 1970 and 1980.

The book, to be published in late February by Temple University Press, studies economic problems of the Northeast in a national context, looks to the future and discusses policies that might aid recovery. Contributors examine several major issues: industrial recovery, energy supplies, urban fiscal problems, state policy and regional forecasting methods.

The editors contribute a chapter on the scope and limits of federal intervention and its effects on regional economic development.



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85-6

## UNIVERSITY PHYSICS CHAIR NAMED HONORARY PROFESSOR IN CHINA

Nelson Cue, chair of the Department of Physics at State University of New York at Albany, has been named Honorary Professor at Sichuan University by China's Ministry of Education.

Cue, of Colonie, is the first American to be so honored at Sichuan since 1949. He is being recognized for his leadership in the field of atomic collisions in solids and his active promotion of international research collaborations.

In his research, he has collaborated with scientists across the United States and in France, West Germany and Switzerland, as well as China.

Cue was also co-director of the NATO Advanced Study Institute held in Albany in 1978, and is currently co-organizer of the Eleventh International Conference on Atomic Collisions in Solids to be held at Georgetown University in August.

Located in the city of Chengdu, Sichuan University is an established institution of higher learning in China. The University is planning a ceremony to honor Cue when he arrives in May to resume work on a joint research project in collisional physics.

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January 28, 1985



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Clemente, Ruth Foley

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85-7

## TAXPAYER INFORMATION AVAILABLE AT ALBANY LIBRARY

As April 15 approaches, taxing questions often arise. Many answers can be found in federal income tax information available at the State University of New York at Albany's Graduate Library for Public Affairs and Policy.

The library, at 135 Western Ave. in Albany, has a variety of materials and services available to help taxpayers prepare their returns, including a large volume of Internal Revenue Service publications. Several of the most needed materials are available in Braille.

While librarians are not expected to serve as tax experts, they will be able to direct the public to helpful information.

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January 31, 1985

*Delmar Spotlight  
Al Clemente  
Koff*

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84-8

## KOFF RE-ELECTED CHAIRMAN OF EDUCATION GROUP

Robert H. Koff, dean of the School of Education at State University of New York at Albany, has been re-elected for a fifth one-year term as chairman of the New York State Educational Conference Board.

The board is a coalition of public education organizations in New York State which makes recommendations to the state Legislature on the financing of public elementary and secondary education in New York. The board plans to announce its 1985 proposal for state aid to public schools this month.

The group includes representatives from the New York State School Boards Association, New York State United Teachers, New York State Congress of Parents and Teachers, New York State Council of School Superintendents, School Administrators Association of New York State, New York State Association of School Business Officials, and the Public Education Association.

Koff is a resident of Delmar.

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January 29, 1985