

**An Annotated Bibliography of Supplementary Readings for Instructors of English
at El Camino College: English 1C**

Education and Related Issues

“AALDEF Applauds U.S. Supreme Court Decision to Uphold Race-Conscious

Affirmative Action Programs.” *Asian Pages* 14 Jul. 2003. *Ethnic News Watch*

(ENW). ProQuest. Web. 1 Jan. 2012.

Margaret Fong, Executive Director of the Asian American Legal Defense and Education Fund (AALDEF), applauded the Supreme Court’s decision in the Gratz versus Bollinger case, wherein the court upheld the race-conscious affirmative-action policy of the University of Michigan Law School. Fong maintains that Asian Americans are underrepresented in higher education and are subject to wide-scale discrimination. She further opines that affirmative-action remains an important tool to promote equal opportunity and racial diversity in higher education. To justify the ruling, Justice O’Connor stated that, in fact, student body diversity is a compelling reason for using race as a factor in admissions.

Belmont, Jill Kushner. “Edward Zorinsky endowment fund to benefit youth.” *The Jewish*

Press 21 Sep. 1990. *Ethnic News Watch* (ENW). ProQuest. Web. 1 Jan. 2012.

A one hundred thousand dollar endowment has been established in memory of the late Nebraska Senator, Edward Zorinsky, who was active in the development of young people—particularly youth of the Jewish religion. The monies will be equally divided between the Jewish Federation Bureau of Jewish Education and the local Henry Monsky Lodge of B’nai B’rith to promote and to enhance Jewish education life.

“A bipartisan effort to update old schools.” *The Washington Post* 4 Dec. 2011. *ProQuest*

National Newspapers Core. ProQuest. Web. 1 Jan. 2012.

A bipartisan group of Virginia politicians has formed to call for tax policy changes in order to help private investors renovate old school buildings, bringing them up-to-date for use as modern schools. As the current law stands, if developers turn an old school building into a luxury condominium, they are eligible for federal tax credits. However, if they invest monies to modernize schools, no such federal tax credits are available to them.

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Cardany, Audrey Berger. "Screen Media And Young Children: Who Benefits?"

General Music Today 24.1 (2010): 50. MasterFile Premier. Ebsco. Web.

31 Dec. 2011.

Audrey Cardany traces the chronological development of educational television from the introduction of Sesame Street in 1968 to the plethora of many current educational television programs, videos and video games, and CDs. With 97% of American households having television sets in 1968, Sesame Street was aired. By 1990, the Federal Trade Commission ruled that a certain amount of hours—normally three hours a week, minimum—be devoted to educational programs. However, what transpired was a veritable explosion of programs directed toward children of the age of three and under. During this age, children exhibit amazing growth mentally. But pediatricians caution that too much stimulation created by watching images—oftentimes chaotic and piecemeal—was not good. Parents were urged to limit visual stimulation to no more than two hours per day for children. The pediatricians further urged parents to engage in simple conversation with their children and simple repetition as much more effective learning tools.

Cavanagh, Sean. "Personnel Costs Are Huge Hurdle In Checking Spending Growth."

Education Week 30.16 (2011): 26. MasterFile Premier. Ebsco. Web. 31 Dec.

2011.

According to Cavanagh, 80% of any school district's budget goes to personnel cost in its various manifestations—particularly retirement and medical premiums. Moreover, countrywide, the K-12 instructional staff receives about 295 billion dollars in salary and benefits. With this high cost, the Pew Center on the States conducted a study through which they discovered that states, on average, can cover 84% of this cost: The result is that countrywide, schools face a trillion dollar gap between secured funds and needed ones. One solution has been to try and link teachers' salaries to "performance" in several districts—but the result was that, regardless of school performance, only about 20% of the faculty received raises while the other 80% had wages frozen and their current level. A solution to this problem appears elusive at best.

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David, Jane L. "Some Summer Programs Narrow Learning Gaps." Educational

Leadership 68.3 (2010): 78. MasterFile Premier. Ebsco. Web 31 Dec. 2011.

The author reinforces the idea that learning rates for disadvantaged students lag behind those who are advantaged—with summer, traditionally, being a time of particular concern for educators. With cutbacks, however, summer school is oftentimes impossible for these disadvantaged children to attend. David suggests that, if possible, current summer programs be augmented via parents, children, and teachers working closely together on educating children during the summer, and she urges local business leaders, school administrators, librarians, parents, and students all to collaborate on an active learning environment in order to narrow the learning gap.

Fullan, Michael and Jim McKnight. "Coaches As System Leaders." Educational

Leadership 69.2 (2011): 50. MasterFile Premier. Ebsco. Web. 31 Dec. 2011.

The writers argue for the primacy of "coaches" (trained assistants who aid administration, faculty, and students in the entire learning endeavor) in helping underperforming schools improve. They insist that literacy coaches help both school systems and individual students—provided that coaches are used "effectively" and not put aside or given busy work. Coaches' responsibilities span the entire gamut of academic activities: planning lessons with teachers, modeling lessons, observing instruction, facilitating meetings, reviewing student data, and leading the collaborative marking of student work. However, the writers offer two caveats to maximize the contributions of these individuals—coaches' roles must be clearly defined; coaches must receive good and thorough training.

Gonsalves, Susan. "Connecting Curriculum with Community." District Administration

46.9 (2010): 72. MasterFile Premier. Ebsco. Web. 31 Dec. 2011.

A Virginia high school's Advanced Placement Spanish Class instituted a course requirement wherein students visited a local dairy to speak with Mexican laborers who were without English skills or who had very little. Not surprisingly, the students, after their weekly visits, Spanish skills began to blossom. Moreover, dairy workers who often suffered from isolation and loneliness began to "open up" and to feel more welcome. Students also played soccer, cards, and picnicked with the workers, in many cases, developing friendships with them. Both sides benefited in language acquisition and in a sense of belonging. Experiences like this one have resulted in more than 1.5 million students—kindergarten through college—nationwide participating in like-minded projects. And project can range in nature from local to global.

Harris, Leah V. "Are charter schools benefiting Detroit students?" *Michigan Chronicle*

28 May 2003. *Ethnic News Watch (ENW)*. ProQuest. Web. 1 Jan. 2012.

Beginning in 1995, charter schools in Detroit have increased numerically every year since their inception. As of the date of publication of this article, over one hundred and ninety schools were operating, serving nearly 69, 000 students—more than half of whom are "minority" students. The problem with this growth, however, rests in the area of much needed funding for the public schools that, inevitably, lose monies to the charter institutions, thereby harming the students in the public institutions.

Hoag, Christine. "Poor students stuck with poor teachers." *Daily Breeze*. Thursday,

12 Jan. 2012. A7. Print.

According to Christine Hoag, good teachers are the key to helping poor Black and Hispanic students, but these poor children are continually burdened with the worst teachers. The Education Trust-West Advocacy Group conducted a study of one million of the approximately 1.7 million students in the Los Angeles Unified School district and some seventeen thousand teachers over a three year period. Through this study, they arrived at an "effectiveness ranking" for teachers based on results from standardized tests. Based on these findings, the group urged particular reform in the specific areas of teacher evaluation and teacher tenure policies.

Jones, David R. "The Urban Agenda: Education, An Escape Route." *New York*

Amsterdam News 6 Jul. 2000. *Ethnic News Watch (ENW)*. ProQuest. Web.

1 Jan. 2012.

David Jones laments the precipitous drop by African-American Students that attend CUNY, courtesy of the Public Assistance Program. Some ten thousand fewer students avail themselves to the program because many have to forego other public assistance in order to do so. The work offered to them in exchange for attending CUNY is oftentimes of the "useless" or the "dead-end" nature.

Kantor, Harvey and Robert Lowe. "The Price of Human Capital." *Dissent* 58.3

(2011): 15. *MasterFile Premier*. Ebsco. Web. 31 Dec. 2011.

In an interesting historical overview regarding the shift in emphasis for educating the American people, the writers trace this trend from one of civic and moral purpose to one of economic use, both to individuals and to the country as a whole. Horace Mann shifted

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the emphasis from the former to the latter in 1841, and other individuals followed suit. Though deemed practical to divide high schools students into “vocational” and “college prep” tracks, what this division did was to fix the vocational class economically, thus creating a disparity between this class and the prep one. Ironical too was that in spite of the good intentions by Presidents Lyndon Johnson, George W. Bush, and Barack Obama to “even the playing field,” the shift in the objective for education did nothing to ease the innate inequity of the American capitalistic system itself. In other words, the symptom is treated but not the cause.

Lei, Simon A., and Rajeev K. Govra. “College Distance Education Courses: Evaluating Benefits And Costs From Institutional, Faculty And Students’ Perspectives.”

Education 130.4 (2010): 616-631. *Academic Search Premier*. Ebsco. Web.

31 Dec. 2011.

The writers offer a number of pages of brief snippets regarding the “plusses” and “minuses” for “distance education” and present as well an overview of significant factors in determining the worthiness of such programs. Distance education is defined as [for students being] “at a location physically separated from their instructors during the entire course of study.” Although distance education requires, according to the authors, more self-discipline, greater self-motivation, and much greater self-regulation, and less reliance on other students, the plusses are numerous, including, but not limited to, more frequent and greater personal dialogue with the instructor—making such interaction more comfortable—and fuller discussion with other students. Conversely, a lack of face-to-face interaction can be a considerable minus for some individuals.

Linebarger, Deborah L. “Teaching with television: New evidence supports and old medium.” *Phi Delta Kappan* 93.3 (2011): 62. *MasterFile Premier*. Web.

31 Dec. 2011.

Television can be a powerful learning resource in the classroom if properly used and if teachers use it to supplement teaching and not to supplant it. Linebarger cites a study undertaken by both the Corporation of Public Broadcasting and its counterpart Public Broadcasting System—at the behest of the Department of Education—to research the effect of their educational programs on the reading and social skills of low-income children, in exchange for some seventy-two million dollars of funding. Their findings overwhelmingly proved the efficacy of television as a tool for student learning. The ideal, according to the writer, is to create a “synergy,” wherein video, electronic, print, and face-to-face interaction between teacher and student are combined to create the optimum learning environment.

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McKinley, Rob. "Consortium helps aboriginal students succeed." *Windspeaker*

1 Aug. 1998. *Ethnic News Watch (ENW)*. ProQuest. Web. 1 Jan. 2012.

The American Indian Higher Education Consortium (AIHEC) has been representing Indian and First Nation colleges since 1972 when there were only about a half-a-dozen institutional members. To date, the AIHEC boasts a membership of over thirty colleges. AIHEC functions as a fundamental network among the member schools regarding such issues as training educational personnel, helping with accreditation reviews, and assisting schools in sponsoring student conferences. The success rate for students attending such schools is remarkable, especially considering that those Native American students who go directly to a four-year institution graduate at a rate of about 10%, while students who attend a tribal college first graduate from four-year institutions at over a 50% rate.

Murray, Joy. "The wider social benefits of higher education: What do we know about

them?" *Australian Journal Of Education* 53.3 (2009): 230-244. *Academic Search*

Premier. Ebsco. Web. 31 Dec. 2011.

In very academic-specific writing and a highly technical one as well, the essayist explores the "social benefits" which may accrue to both the individual and also to the community at large, via tertiary or higher education. Such benefits may be any or even all of the following—monetary for both the individual and for others as well, or non-pecuniary, such as enhanced health, or the satisfaction derived from living in an educated society. The latter benefits may not be necessarily observable or measurable, but are, nonetheless, highly relevant. Joy Murray breaks each of these categories down and explores each in considerable detail.

"4,000 Outstanding Students Earn Merit Based Awards." *Oakland Post* 28 Jun. 2000.

Ethnic News Watch (ENW). ProQuest. Web. 1 Jan. 2012.

The Bill and Melinda Gates Millennium Scholars Program announced the granting of 4,000 scholarships for students who wish to pursue higher education and who are from low-income, minority families. The program will award a total of one billion dollars and will span the next twenty years—with awards granted yearly—to some twenty thousand deserving individuals. Students must have achieved an overall grade-point-average of 3.3 and have been accepted to/or enrolled in an accredited four-year undergraduate program.

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Pace, Ann. "Higher Education: Paves The Way For New Career Opportunities."

T +D 65.9 (2011): 74. *MasterFile Premier*. Ebsco. Web. 31 Dec. 2011.

Pace profiles some of the universities that offer fully on-line courses that lead to advanced degrees. Of particular emphasis is Clemson University, which offers to its distance students a Master of Human Resources Development (MHRD). One important criterion for admission is that the student must have at least five years of working experience in mid-management before being admitted. The thirty-six unit program follows a cohort structure, with approximately forty students forming each cohort. Each class is limited to ten students who also are assigned a "home group." Most students are in the thirty-five to forty-year old age range and are intent on career building. Other schools that Pace examines and that offer similar programs leading to advanced degrees are Ashford University, Marymount University, and St. Joseph's College of Maine.

Price, Gilbert. "Capitol Comments: Battle over vouchers." *Call & Post* 4 Nov. 1993.

Ethnic News Watch (ENW). ProQuest. Web. 1 Jan. 2012.

Cleveland State Representative C.J. Prentiss represents people from the city's east side district—one of the poorest districts in the city and one of the areas with the greatest concentration of African Americans. At issue in this piece is the controversy over "vouchers," a plan touted by Ohio State Governor George Voinovich and others as an antidote for a failing public school system. Prentiss does not believe that the issue is based on color or political party. Indeed, fellow representative and fellow democrat Patrick Sweeney, who represents the west side district of the city, largely inhabited by white, working-class people, supports the proposed voucher. Though Prentiss both understands and shares in the frustration over the failing public schools in Cleveland, she asserts that helping two hundred to three hundred students in her district at the cost of seventy thousand other students is ultimately disastrous, in that vouchers will siphon off much-needed funds.

Puente, Kelly. "Learning the old-fashioned way." *Daily Breeze* Sunday, 12 Jan. 2012.

A5+. Print.

Secluded on the western end of Catalina Island, Two Harbors Elementary School reminds onlookers of the frontier, one-room school houses of an earlier America. The one room school serves a grand total of six students: Three first graders, two third graders, and one fifth grader. Teacher David Morse enjoys the solitude in the tiny village and enjoys fully the small student body. He works individually with each student and relies on older ones helping and reading to the younger ones. Morse literally has an "open-door" policy, in which students come personally to his house to ask questions regarding homework.

Pushor, Debbie. "Looking Out, Looking In." *Educated Leadership* 69.1 (2011): 65.

MasterFile Premier. Ebsco. Web. 31 Dec. 2011.

In an interesting twist for a journal article, Debbie Pushor concerns herself not so much with objective facts, statistics, and theories, but—instead—with the whole subjective matter of emotional connection with both students and their families. She cautions educators to look “inward” continually and to be consistently vigilant in matters involving the interaction between teachers and families in order to—above all— avoid assuming a condescending manner or relying too heavily on merely “prescriptive” advice involving education for parents and their offspring. Her school in Canada serves a total enrollment of two hundred and forty students from the K-8 level. Most of these students are of aboriginal descent and face many hardships at home, but also share intensely close family and extended family relationships. The faculty meets frequently with parents to listen to them and to have them articulate their beliefs. Four traits came to the forefront in these meetings: Respect, connections, self-esteem, and safety. Pushor and other faculty members strive to put these concepts into practice with both the children and the parents. Parents are closely involved in the educational process, via newsletters and translators, or they are offered coffee or a snack at meetings, and are provided babysitting and transportation if necessary.

Rao, Kavita, Michelle Edelen, and Patricia Smith. “Creating Virtual Classrooms For Rural And Remote Communities.” *Phi Delta Kappan* 92.6 (2011): 22.

MasterFile Premier. Ebsco. Web. 31 Dec. 2011.

Focusing on indigenous and native peoples who inhabit rural and remote communities, the authors discuss the efficacy of instituting web sites and web-based instruction in order to reach this population more thoroughly and efficiently. Although local community colleges are available for instruction, not so four-year colleges that offer both Bachelor of Arts degrees and advanced degrees. Because of this dearth of institutions of higher learning, native peoples are unable to receive teacher training which they can use to instruct their own people. Another issue as well rests in the cultural area; these communities are deeply rooted in tradition, so much so that textually based individual learning are often eschewed. By using web-based instruction and conferencing, teachers can combine text with interactive learning. In fact, such learning will encourage peoples to meet at the same location or site, resulting in a physical community—something they value culturally.

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Santos, Fernanda. "City Misses Out On Collecting Aid to Schools." *The New York Times*

29 Dec. 2011 (Late Edition, East Coast). *ProQuest National Newspapers Core*.

ProQuest. Web. 1 Jan. 2012.

New York City has failed to recover tens of millions of dollars in Medicaid reimbursements for services it provided to Special Needs Students in recent years. From 2006 to 2010, Health Department data revealed that education claims to Medicaid on behalf of the city had shrunk a full 60% from the claims submitted five years previously. According to a spokesperson for the city, the whole reimbursement process had become so cumbersome that qualified individuals were needed in order to understand and to expedite the maze-like process. The *Times* discovered that the city was in the process of building an eighty million dollar data base in order to make filing claims easier and more manageable.

Saul, Stephanie. "Profits and Questions at Online Charter Schools." [National Desk]

The New York Times 13 Dec. 2011 (Late Edition, East Coast). *ProQuest National*

Newspapers Core. ProQuest. Web. 1 Jan. 2012.

A telling feature of this piece, the fruit of intensive research by the *Times* over a period of several months regarding profit-driven, K-12 charter schools now so highly popular, is a series of horrific vignettes revealing the terrible inadequacy of most charter on-line charter schools. Overworked teachers, overloaded classes, overly stressed parents who work as "coaches" at home for as much as six hours a day, and overly priced schools are the order of the day. Schools not only get monies from parents but also receive 5,500 to 6,000 dollars per student from local and state governments. As if a restaurant menu, parents' fees are determined by the class size they want for their children and the level of personal interaction they desire with the teacher. The smaller the class size and the greater teacher-student interaction, the higher the fees parents must pay. Some high school teachers have to manage more than 250 students.

Selwyn, Neil and Onno Husen. "The educational benefits of technological competence:

An investigation of students' perceptions." *Evaluation & Research In Education*

23.2 (2010): 137-141. *Academic Search Premier*. Ebsco. Web. 31 Dec. 2011.

In a brief article, the writers surveyed students from three secondary schools in England in 2009 regarding their opinions of technology as an asset to academic performance. Of those surveyed, a mere 22.6 % believed technology was an asset to learning. In other areas of their lives, however, they found technology to have a much greater impact.

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Somini, Sengupta. "Online Learning, Personalized" [News, Series]. *The New York Times*

5 Dec. 2011 (Late Edition, East Coast). *ProQuest National Newspapers Core*.

ProQuest. Web. 1 Jan. 2012.

Salman Khan, an Ivy League-trained mathematical whiz, has created the Khan Academy of Math and Science—a school with an interesting twist. It is absolutely free. Teachers and students who wish to access any of Khan's 2,700 lessons merely have to log on to YouTube, and some 3.5 million viewers have done so. Approximately thirty-six schools have incorporated this material into their curriculum, wherein online material is balanced with the more traditional face-to-face instruction between the teacher and students. Experts opine that it is too early to tell whether or not this instruction will work well.

Sherman, Clay, P. Tran, and Cynthia Alves-Yara. "Elementary School Classroom

Teacher Delivered Physical Education: Costs, Benefits, And Barriers."

Physical Educator 67.1 (2010): 2. *MasterFile Premier*. Ebsco. Web. 31 Dec.

2011.

The authors explored the resistance on the part of many elementary schools teachers to devote their time and energy in leading their students through regular and systematic physical education. They found that well-designed physical education programs that also involved the teachers' insights lessened resistance on the part of faculty members. After the training and the program were concluded, each of the eight faculty members was interviewed between twenty-five to fifty-five minutes. Each varied in his/her feelings toward institutionalized physical education, but all agreed that it was at least somewhat beneficial for both themselves and for their students.

Skelton, George. "CAPITOL JOURNAL: Make textbooks affordable; slashing the price

of their books is the least we can do for California's beleaguered college students.

And the state would ultimately benefit." *Los Angeles Times* 12 Dec. 2011.

ProQuest National Newspapers Core. ProQuest. Web. 1 Jan. 2012.

California's community colleges, state colleges, and University of California schools costs have skyrocketed the past twenty-five years. In terms of textbooks, the average book's price in 2010 was \$104, a 24% increase from only five years before. But Representative Darrel Steinberg has introduced a bill that would limit book cost to 20.00 for the printed version and free to students for online access.

“Task force offers education reform plan.” *Daily Breeze*. Thursday, 12 Jan. 2012.

A10. Print.

The Community College Student Success Task Force scrutinized the “low-achievement rates” of student success at California’s one hundred and twelve community colleges. After a year of investigation, the task force found that only 53.6% of degree-seeking students ever achieve a certificate, degree, or transfer preparation. Inasmuch as the community college system in this state has a total student enrollment of some 2.6 million individuals (one-fourth of all community college student enrollment nationwide) this figure is unacceptable to say the least. A major problem of low-success rates rests in the students’ high school preparation. California has the dubious honor of being second from the bottom of all fifty states in the area of high school graduation requirements. Given this dismal state of affairs, 70% of all high school graduates enter college under prepared. The task force urges a stronger effort at coordination between k-12 and community college leaders. They suggest as well that students select a major upon entering school and that schools align goals to work force needs.

Thomson, Dana. “Conversations With Teachers: On The Benefits And Challenges Of

Online Learning For Gifted Students.” *Gifted Child Today* 34.3 (2011): 31.

MasterFile Premier. Ebsco. Web. 31 Dec. 2011.

The writer conducted interviews—both of the open-ended online variety of twenty-six teachers and also for nine of whom were subsequently interviewed face-to-face. These instructors taught gifted children online; all of them worked for a major Midwestern university that offered courses in both the traditional face-to-face setting and also offered an extensive selection of courses on line—much of the latter variety to children from K-12. The writer discovered four significant themes via these interviews: The importance of individualizing or “personalizing” online instruction, the significance of allowing for flexibility, the primacy of accommodating learning to the various skills and learning styles of students, and the need to foster a student-centered approach to learning. Teachers must have good communication skills, inasmuch as most of the discussion is of an individual nature through email. Instructors must also make expectations clear through written course requirements. And instructors must also provide opportunities for collaborative learning whenever possible or practical.

“VA EDUCATION BENEFITS: Actions Taken, But Outreach And Oversight Could Be Improved.” *GAO Reports* 2011:1. *MasterFile Premier*. Ebsco. Web. 31 Dec. 2011.

In a massive sixty-two page government report, the VA explores the use of some nine billion dollars in 2010 that it provided for veterans and their dependents for use in educational pursuits. The VA concludes that it improve communication in areas of outcome performance, with school officials, and undertake a systematic review of its oversight of SAAs and schools. This piece is rife with graphs, charts, and statistics—a true government study.

Vasinda, Sheri and Julie McLeod. “Extending Readers Theatre: A Powerful and Purposeful Match With Podcasting.” *Reading Teacher* 64.7 (2011): 486-497. *Academic Search Premier*. Web. 31 Dec. 2011.

The authors of this study began by posing two questions that they hoped to answer in the course of their research: Can we replicate the reading comprehension gains from previous Readers Theatre research by using podcasted performances? How will the experience of podcasting Readers Theatre be qualitatively different from performance without using such technology? The objective of Readers Theatre is to match the reading fluency strategy of repeated readings with the technology of broadcasting. And the key to Readers Theatre for the students is to provide elements of performance and audience for interpretive, voice-only performance. For the basis of the study, the researchers selected three elementary schools in North Texas—two shared some bilingual student populations also with many English Learner students. A total of six classes of first and second graders—one class each from each of the three schools—participated in the podcast program. Students performed for a total of ten minutes per day of class time. Each group had four to eight members, always with the make-up of one struggling reader, one on-target reader, and one advanced reader. At the conclusion of the ten-week period, the results were favorable—particularly with a total of thirty-five struggling readers whose reading skills went from grade level 1.09 to grade level 2.2 in the period. The researchers concluded that Podcast Readers Theatre offered three important benefits: A wider audience, the permanency of the students’ work (they can listen repeatedly to their performances) and the use of audio as a visualizing medium. The authors offer several interesting tables, charts, and graphs to underscore the methodology of the research.

“Views on Pre-K: Vital Need or Urban Guilt Trip.” [Letter] *The New York Times*

25 Dec. 2011 (Late Edition, East Coast). *ProQuest National Newspapers*

Core. ProQuest. Web. 1 Jan. 2012.

The article is comprised of a series of brief answers to a previous column, wherein some NYC parents formed an “illegal” Pre-K cooperative because their children could not be placed in a public school Pre-K or because the cost of a private one was prohibitive. As might be expected from such a sensitive topic as raising three and four-year old children, parent-readers weighed in on the “illegal” coop—their responses ran the entire gamut of opinions, from total support to complete disgust.

Wang, Tsung Juang. “Educational Benefits Of Multimedia Skills Training.” *Techtrends:*

Linking Research & Practice To Improve Learning 54.1 (2009): 47-57.

Academic Search Premier. Ebsco. Web. 31 Dec. 2011.

Although the charts are written in Chinese, the article is in English and the writer’s arguments are quite accessible. He explores some of the reasons for the mercurial success of Taiwanese workers in “skilled” professions. He concludes that a major contributing factor to this success can be seen in the multimedia approach to coursework taken by Taiwanese educators in their schools. Among other benefits was the intense satisfaction on the part of the students to multimedia instruction. However, one caveat to this instruction involves the software that Wang faults for oftentimes being developed by people who lack both teaching experience and the necessary theoretical background that educators have. And all too often says Wang, software presentations and interactions are highly distracting and consequently disruptive to the learning endeavor. He cautions educators who seek to adapt the multimedia approach both to consider and to concentrate on the seven concepts of learning styles: Constructive learning, scenario learning, case study experience, apprentice learning, cooperative learning, subject learning, and story learning.

Welles, Elaine. “U.S. Secretary of Education Rod Paige stipulates that Education must

Include all.” *The Philadelphia Tribune* 9 Dec. 2003. *Ethnic News Watch (ENW)*.

ProQuest. Web. 1 Jan. 2012.

Although a dated piece, the article is of some interest to educators and to students who were affected by President George W. Bush’s “No Child Left Behind” act. Secretary of Education Rod Paige insists that children will benefit by holding schools accountable for

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student performance—if the schools are measurably lacking, students will be allowed to transfer to performing schools. Failing teachers too will be held accountable for student performance. To demonstrate the determination of the Bush administration to foster this student growth, a full three billion dollars has been earmarked for Title 1 expenditures.

Wright-Porter, Karen, et al. “Academic Cohorts: Benefits And Drawbacks Of Being A Member Of A Community Of Learners.” *Education* 131.3 (2011): 497-504.

Academic Search Premier. Ebsco. Web. 31 Dec. 2011.

Because of the increasing rate of students failing to complete their bachelor, master, or doctoral programs, many colleges and universities have turned to Cohort Educational Models of studies in order to enhance student-success rates. Wright-Porter defines a cohort as a “group of ten to twenty-five members who begin a program of study together, proceed [throughout the program] together, and end at approximately the same time.” She scrutinizes both the plusses and minuses for the instructor and for the students of such a group. On the plus side, students cooperate with each other, see themselves as a connected group of similar individuals pursuing the same educational goals, and become supportive of each member. On the minus side, members can also exhibit competitive discord and create unnecessary pressures among group members. For the instructor, he or she can suffer an initial isolation and does not have the flexibility in changing course work and requirements that he/she does in a traditional face-to-face classroom. The writer offers a number of very interesting and quite useful charts and tables.

Yingling, Paul. “Why I’m leaving the military for a social studies classroom.”

The Washington Post 4 Dec. 2011. *ProQuest National Newspapers Core*.

ProQuest. Web. 1 Jan. 2012.

To the utter amazement of his friends, Paul Yingling, a full colonel in the U.S. Army (one rank below a general officer) is leaving the military to teach social studies in a high school. Yingling admits that as an Army officer, he make three times the salary that a public school teacher makes, but laments the doubling of the military budget the past decade while school funding has been slashed, class sizes have soared, and teachers have been laid off. He further opines that military personnel are glorified while teachers are routinely pilloried for failures beyond their control. But he also knows that teachers are in the curious and wonderful position to foster individual student growth, to enhance their self-confidence, and to help them to believe in their full capabilities as human beings.