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**Education secretary: Schools need more than just money**

AUSTIN (AP) — It will take more than money to cure the ills of the nation's schools, U.S. Secretary of Education William Bennett told Texas lawmakers Wednesday.

"The point that I would make, as we look at education around the country, is that we should be able to educate students at the level of spending that we now have," Bennett said in a speech to Texas House members.

Atop his list of "reforms that can help that aren't costly" was a suggestion to check where education dollars are spent.

"In some places it's going to the right people," Bennett said. "In other places, it's not. In other places it's been given to an ever-increasing, ever-bloated education bureaucracy, not to people who do essential work in schools, but sometimes to the blob of education which seems to increase whether the number of students going to school increases or not."

His list also included "alternative certification" processes in which people not trained as teachers are allowed to teach. There are only three criteria for teachers, he said.

"They should be able to demonstrate competence in subject matter," he told the House.

"They should be able to demonstrate they are of good character. They should be able to demonstrate they are able to communicate effectively with young people," he said.

School systems also must find ways to reward accomplishment and discourage ineffective teaching, he said.

"If there is one major problem in our education system, as I see it, it's this," he said. "If you do a superb job as a principal, superintendent or teacher, in most cases nothing happens to you or for you. And if you do a terrible job in most cases nothing happens to you or for you."

**HARC**

(Continued from page 1)

grant money atomic research could bring.

HARC's efforts aid the Texas Legislature, which is lobbying heavily for the project.

A laboratory commission was created during last summer's legislative session to work toward bringing the collider to Texas.

If the collider does come to the state, it will not be part of HARC since it is a federal project, Armstrong said.

The extensive research ability of the center and the universities would be the government's main incentive to choose this state for its project, he said.

The researchers at HARC would be offered the opportunity to work on the collider with its federal staff, he said.

The collider, while not the only project HARC is lobbying for, is by far the biggest it could get.

"Think of it as a 52-mile-circumference doughnut put in the ground as a shield for the nuclear or atomic experiments," Armstrong said.

The collider itself is a particle accelerator that propels atoms at high speeds to cause collisions and create smaller particles than any that have been discovered before.

Dr. Duwayne Anderson, associate provost for research at A&M, is on HARC's board of directors and says HARC is heavily involved with the Texas Accelerator Center and the Geotechnology Research Institute.

The involvement of A&M researchers with the accelerator center put them among the few university researchers who are in on the early design of the supercollider, he said.

Anderson says HARC's involvement in the geotechnology institute is designed to allow it to be a benefit to Texas, since it will deal with re-

search in the area of oil exploration and development.

One technology developed for the supercollider was its electromagnets, which generate extremely high magnetic fields when cooled to the temperature of liquid helium. At this temperature, the electromagnets allow electric currents to move with no resistance.

Armstrong says these magnets have proved useful for medical research and diagnosis and may develop into HARC's first attempt at entering the private marketplace. The center is planning a corporation to market the magnets.

Most of HARC's funding now comes from private contributions and grants for ongoing projects, Armstrong said, but the center also gets funds from the U.S. departments of Energy and Defense.

Because of private funding, the schools are not required to pay membership fees or dues.

But along with their scientists, schools often bring research grants to the center.

Michael T. Halbouty, Class of '30, has been a representative of the private sector on HARC's board of directors since its inception. He said he got involved because he could see the potential benefits for Texas and its universities.

"The idea of pooling talent is to attract funds from the federal government and private business that schools wouldn't be able to get alone," he said.

The center acts just like a business, he said, with the board deciding which research projects to accept and allocate funds to.

Eventually, HARC is expected to have eight or 10 centers in the state, Armstrong says, each with the potential to grow to a \$10- to \$20-million system.

**Skydive**

(Continued from page 3)

seven years ago, he said he used surplus equipment.

Advanced skydivers can compete in several events. A souvenir from an unconventional competition in Houston hangs from the ceiling of the hangar — a rubber chicken.

The Texas A&M Sport Parachute Club team won 10 rubber chickens, placing third in an event called the "Hen-Way Speedstar," Haskett explained. The team was timed from the moment the first member left the plane until it had formed a circle of 10 people. Each person had to hold a rubber chicken in his left hand while making the formation.

The club has seven experienced jumpers on the staff of Aggies over Texas. Peter Schaller, club president, is a jumpmaster and instructor at the drop zone.

Schaller is licensed at the highest level possible for a skydiver — the expert level — which allows him to do almost anything, he said.

"I am not afraid anymore that my parachute won't open," he said. "But I am afraid I will do something stupid in front of a bunch of students."

Schaller likes skydiving with people who are learning, however.

"Everyone likes to jump with novices," he said. "They're exciting and they are willing to listen to all your new ideas."

Schaller, like all the instructors and jumpmasters at Aggies over Texas, took courses to be certified for his job.

Certification is only one of the measures Haskett takes to ensure his student's safety.

Each skydiving student is given a temporary membership in the U.S. Parachute Association. He also is insured for third party liability — just in case the student damages someone's property in the process of landing. Students also are given medical insurance, but this insurance has never been used during the three years Haskett has operated the drop zone.

"Everybody perceives the sport as

being more dangerous than it is," Haskett said. "They expect something bad to happen."

Haskett told a story about an advanced skydiving student whose main parachute did not open. The parachute fell to the ground in front of a picnic sponsored by the Coulter Field Pilot's Association.

By the time the student reached the ground with his relief chute, an ambulance was at the drop zone and a search party had been sent to look for the body.

"It is possible to make hundreds of jumps without a problem," Haskett said. "Usually a problem with a chute not opening can be traced to a student's improper technique. Hardware failures and packing errors are very rare, but just like any mechanical system, a parachute can fail."

The first-jump class is an all-day affair that drills students in skydiving techniques. It costs \$125. After a student takes the basic class, he has two options for continuing his skydiving education.

The first option is the static-line program. The jumpmaster observes the student from the plane and critiques each jump. It takes about 30 jumps for a student to reach proficiency. Each jump costs \$29.

The second program is the accelerated free-fall system. The instructor follows the student out of the plane and gives him feedback on his technique in the air. This method is more expensive per jump — \$85-\$120 — but is much quicker. Usually students can reach a proficient level in eight jumps.

Once students learn to pack their own parachutes, prices per jump decrease.

About 200 first-time jumpers a year skydive at Aggies over Texas. Only 5 percent of those students have the time and the drive to become experienced jumpers, Haskett said. However, many students will make several jumps, but will not attempt to acquire proficiency.

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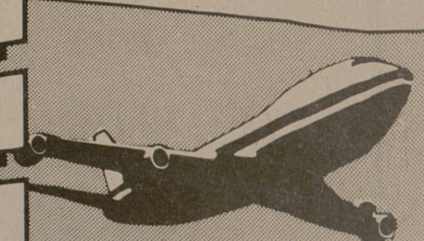
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