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Professor says U.S. policies on foreign aid no longer valid Unterberger concludes SCONA conference

By JULIE MYERS
Of The Battalion Staff

Current United States foreign aid policy that was shaped during the cold war has outlived its usefulness, said a Texas A&M specialist in American foreign relations.

History professor Dr. Betty Unterberger, who has written extensively on American-Soviet relations as well as Soviet foreign policy, discussed "The Future of Foreign Aid" Saturday at the closing address of the MSC Student Conference on National Affairs XXXV.

The worldwide debt crisis undermines the economic strength and stability of both developing and industrialized nations, Unterberger said.

Payment on the \$1.3 trillion third world debt drains off the investment capital needed to expand. Major loan defaults to Western banks (especially American) could bring ruin to an already shaky system, she said.

Additionally, Unterberger said events in Eastern Europe have led the West to consider major loan packages for this region which would divert capital away from the Third World.

The United States' own debt problems have given other nations the opportunity to participate in foreign aid programs.

The Export-Import Bank of Japan, which provides low-interest loans to heavily indebted Third World states, recently contemplated loans to the states of Arkansas, Louisiana and Mississippi, Unterberger said.

Other concerns expressed by Unterberger include:



Photo by Eric H. Roalson

Dr. Betty Unterberger

- The effects of global warming on populations too poor to protect themselves.
- The effects of the worldwide AIDS epidemic on the most productive segment of Third World states — the young.
- The effects of increased military spending by countries too poor to feed, shelter and clothe their own people. Since 1945, 120 armed conflicts in the Third World have killed 20 million people.
- The effects of the world's overpopulation. By 2000, the World Bank estimates the world population will be 6.2 billion.

"Given the debt crisis, environmental degradation, the AIDS epidemic, third world militarization and shrinking agricultural production, such population growth is simply not compatible with social progress," Unterberger said.

To overcome these problems, Unterberger said the United States must:

- Change its perceptions of development, developing nations and national security.
- Infuse capital into the developing states.
- Slow global warming through a major reforestation program.
- Reduce its own military spending and foreign military sales.
- Act as mediator when proper conditions for American arbitration exist.
- Promote education, blood screening and behavior changes to slow the AIDS epidemic.
- Develop new grain types, expand the cropland base through reforestation, increase irrigation and fertilizer use and switch from beef to poultry consumption and production.
- Ensure food security by helping to stabilize the population.

"It must be realized that the present situation is the result of values, choices and patterns of behavior," Unterberger said, "and that attitudes can be changed and choices can be made in order to arrest and reverse the current crisis and create a freer, more progressive and abundant world order."

A&M extended program offers educational choice for tomorrow's teachers

By STACY E. ALLEN
Of The Battalion Staff

Texas A&M administrators are confident tomorrow's teachers are knowledgeable in their subject concentration, but aren't sure if tomorrow's instructors will know enough about how to teach.

Senate Bill 994, passed by the Texas Legislature in 1987, stopped teachers from graduating with education degrees.

A complaint that prompted the bill was that education majors had too many classes about how to teach and not enough concentration in a specific discipline. But the tide has turned so that administrators think teachers are not getting enough teaching instruction.

Bryan R. Cole, associate dean of the College of Education at A&M, said the bill was passed in response to the legislators' belief that as long as students are prepared in their disciplines, they are good teachers.

"All the emphasis is now on the discipline without the needed emphasis on the courses that prepare students to be effective teachers," Cole said.

In the past, students could receive a degree in elementary or secondary education, with a specialization in one discipline.

With the passage of Senate Bill 994, Cole said students training to be secondary teachers who graduate after Sept. 1, 1991, must get a degree in an academic discipline other than education. Elementary education majors must get a degree in interdisciplinary education.

Cole said the problem with the bill is its limitation of education classes to 18 hours.

"It is absolutely essential that teachers be well prepared in their discipline, but just because someone knows what they should about math does not necessarily make them a good math teacher," Cole said. "They must also understand how to translate the information effectively."

Cole said that A&M always has required students who wish to be certified to student teach for a full semester. For this, they would receive 12 credit hours. If A&M abides by Senate Bill 994, Cole said, that will no longer be possible in the baccalaureate program.

"If A&M maintained the 12-hour student teaching program, that would only leave six hours of required education classes for students to take," Cole said. "Under the new baccalaureate program, we can only require students to student teach half the semester."

Cole said a good balance between education classes and courses in a student's discipline is needed for a student to be an effective teacher. He said research has shown that the main reason beginning teachers quit teaching is because of problems with

classroom management, not because they are unprepared in their discipline.

Catherine Weston, a senior English major seeking her secondary teacher certification, said that although she will not be affected by the new program, she feels cutting the number of required education classes in half is not necessarily going to make better teachers.

"I think prospective teachers need more education classes than the bill allows because teachers need to know how to translate the knowledge they have to the kids in a way they can understand," Weston said.

"Those students in the extended program ... will be the strongest teachers in the state."

— Bryan R. Cole, associate dean, College of Education

"Right now, I feel I know enough about English to walk into the classroom and start teaching, but I'm not sure that I know enough about presenting the material to the students in a way they can benefit most."

Cole said A&M has worked with legislative staffers since the bill was passed to initiate an extended program based on a national movement. This movement couples a strong undergraduate program in an academic discipline with 24 hours of a graduate, professional educational component that deals with classroom management and curriculum.

A&M is the only university in the state with an extended program.

"We now have in place both baccalaureate and extended programs," Cole said. "The extended program is recommended for those students who see themselves as career professional teachers."

Cole said the extended program is structured in such a way that students don't have to complete their master's degrees to get the extended program certification, but the graduate level hours count toward a master's. The student decides whether to complete a master's at a later date.

About 60 percent of the prospective elementary school teachers at A&M are choosing the extended program, while about 10 percent of the secondary teachers are, Cole said.

"In the baccalaureate program, although we feel we give them as much preparation as possible in the length of time they are here, we are not given by the legislature the life space to deal with them in terms of the education component that they need," Cole said. "Those students in the extended program, however, will be the strongest teachers in the state."

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Experiment on welfare sparks protests

DALLAS (AP) — Thousands of poor people in Texas and four other states are unwitting subjects in a federal experiment that denies some aid to a portion of them to see how well they live without it, a newspaper said Sunday.

Extra Medicaid and child-care benefits now go to about 8,000 people in five regions of Texas, while about 800 people — selected at random by birth date — are excluded. On April 1, those extra benefits will be available to more than 50,000 people statewide — but not to the 800 unlucky Texans who face two more years without the help, the Dallas Morning News reported Sunday.

The point of the federal study: to see how well the new expanded programs wean people off the welfare rolls.

The Texas pilot program targets welfare recipients who find jobs or job training. Traditionally, such recipients have received four months of free medical care, plus some child care, after they leave the welfare rolls. The experimental program extended the benefits to one year of Medicaid coverage and subsidized child care — to all but the 800.

The theory is that the extended benefits will encourage people to take and stay with entry-level jobs that are unlikely to offer medical insurance or child care immediately. And the tax money saved by getting those people off welfare will more than balance the cost of the new program.

Similar experiments are being conducted in Ohio, Washington state, New York and Wisconsin, federal officials said last week.

Federal officials say this kind of experiment — denying benefits to small, so-called control groups — is vital to determine whether new programs work. But, it has drawn critics.

"People ought not to be treated like things, even if what you get is good information," said Philip Broyle, associate director for medical ethics of the Hastings Center, a New York-based think tank concerned with the ethics of experiments on people.

Broyle said this kind of study violates the kinds of federal standards that medical experiments must meet. Those standards include informed consent — that anyone in an experiment must be aware of it and of all its consequences. And they must have the option to refuse participation.

Neither informed consent nor the right of refusal was offered to participants in the welfare study, officials said.

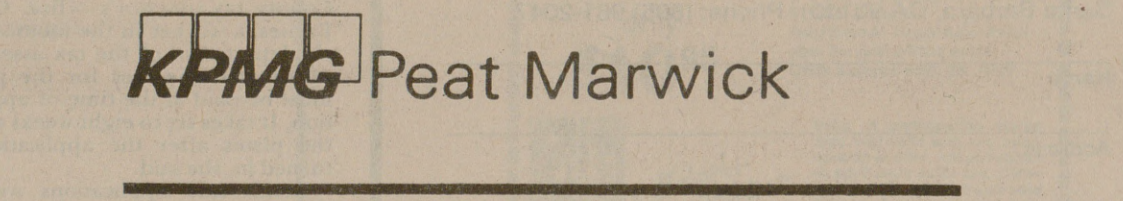
The partners and professional staff of KPMG Peat Marwick are pleased to announce the following graduates of Texas A&M University, class of 1989-90, will be joining our Firm:

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Welcome to Peat Marwick!

Peat Marwick Spring Campus Interview Dates:

February 12 (Permanent Positions)
February 13 (Summer Positions)



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