# Dream turns into a nightmare

gasoline from a corner gas station in downtown Plymouth has been leak-ing from tanks for an unknown num-ber of years. It has seeped into the ground under Main Sreet as well as under, the Lorenz meeting house, which also contains a number of of-fices.

Steve

NO ONE EVER envisioned our suburban backyards as the dumping grounds for an ever-expanding con-sumer society that they have be-

Butter sector, come.

But more and more, residents who for years thought they had found a peaceful asylum, away from industrial waste and urban decay, are finding their dream turning into a plahimare.

inding user dream turning into a nightnare.

Toxic waste dumps, leaking oil tanks, polluted bodies of waters in Wayne and Oakland counties— all are grim reminders of society's excesses and neglect.

Take a moment to look at three examples:

examples:

Longtime Plymouth business and civic activist Ralph Lorenz is one of those who feels victimized. So strongly does he feel this that he is suing a major oil company for a spill which has haunted his business for civic activist Raiph Lorenz is one of those who feels victimized. So strongly does he feet this that he is suing a major oil company for a spill which has haunted his business for years.

Lorenz, among other things, own the Mayflower Hotel in downtown Plymouth as well as the Mayflower Hotel in downtown Plymouth area for weddings and Sunday brunches, among other things where the things were the street on Main. Now the colorful Plymouth treat of weddings and Sunday brunches, among other things the street on Main. Now the colorful Plymouth treat of weddings and Sunday brunches, among other things the street on Main. Now the colorful Plymouth treat of weddings and street of Main. Now Raiph is no flower child. He should be put as concerned.

Now The Sunday Sun

problem.

The Department of Natural Resources ordered Amoco to submit a cleanup plan. But the plan submitted was rejected by the DNR because it and the submitted was rejected by the s

addressed only to tamination. So much for handshakes. Amoco's reply to all of this is no

So much for handshokes.

Amoco's reply to all of this is no comment.

Ralph int alone in his ecological concerns. Up in west Bloomfield at Dodge Park No. 4, parkgoers are shying away from the water. The beach was closed down because of repeated high fecal colliform control of the beach was closed down because of repeated high fecal colliform control of the beach was closed down because of repeated high fecal colliform control of the beaches usual attendance of 100 at 200 per day has dipped to a compared to the high control of the beaches usual attendance of 100 at 200 per day has dipped to a control of the high control of the high control of the per day of t

Steve Barnaby is managing editor of the Observer & Eccentric Newspapers,

## Know the role sales tax plays

This is the first in a series of six columns prepared by the Michigan Tax Information Council on the November school finance reform ballot proposals.

SALES TAX revenues play an important role in the funding of schools in Michigan. The sales tax is a single stage tax that is levied on retail sales of tangible goods. The sales tax is paid by the consumers, but is then collected by retailers and distributed

collected by retailers and distributed to the state.

The general sales tax rate can only be increased by a constitutional amondment. The Sales Tax Act of 1938 established a 3 percent tax on retail sales of tangible personal property. The sales tax rate remained at 3 percent until 1960, when a constitutional amendment was adopted to raise the rate to 4 percent. Eighteen states tax sales at a rate less than 4 percent, 13 states at a rate of 4 percent.

In 1964, the Sales Tax Diversion Amendment was passed. This constitutional amendment established a

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guest column

enues among local governments, school districts and the state's general fund. The majority of Michigan sales tar revenues are for the school aid fund (60 percent). Revenue sharing receives its percent and the Comprehensive Transportation Fund receives 28 percent of the automobile-related sales tax. The remaining revenues are available for general fund/general purpose spending.

IN NOVEMBER, House Joint Resolution I will put two separate constitutional amendments on the ballot. Both school finance-related pro-

lot. Both school finance-related pro-posals involve increases in the sales

\$400 million for schools, including an estimated \$115 million for specific quality programs. This proposal offers no property tax relief. All the revenues from the additional one-half cent alset tax would be dedicated to the State Account for Education (\$AFE) Fund.

Proposal B would bump the sales levy to 6 cents, yielding \$486 million more each year of public K-12 cducation. It would also allow cuts in local school operating milliages by an average \$37 percent for homeowners and \$22 percent for businesses. Effective July 1, 1990, the \$5 chool Ald Fund shall cease to exist, and its revenues and obligations transferred to the newly-created \$AFE fund. Net lottery revenue and interest earned on net lottery revenue and interest earned on the tottery for the control of the existing 4 percent sales tax, the 2 percent additional sales and use tax, and portions of the eigenetic tax, the fluor tax and certain taxes levied in lieu of property taxes would be constitutionally dedicated to the SAFE fund.

### posals involve increase in tax. Proposal A would increase the sale tax from 4 cents to 4.5 cents. This would generate an additional The HIGHEST Money Market Rate Among Major Financial Institutions in the Detroit Metropolitan Area for 281 Consecutive Weeks INSTANT EQUIDITY INTEREST RATES AS OF: 8-9-89 MONEY MARKET RATES\* Franklin Savings 7.45 National Bank of Detroit 7.20 Comerico 6.80 Manufacturers 6.75 Standard Federal 6.75 Michigan National of Detroit First Federal of Michigan 6.50 First Federal Savings Bank & Trust First of America Bend on \$10,000 5.75 Franklin

#### points of view

## Teachers can inspire pupils

Q: The other night I saw the movie "Stand and Deliver." It was about a math teacher in a rough inner-city school district. The teacher was hired to teach computers but ended up teaching math. He then naked to teach calculus, although he had no beakground or experience in calculus. In one year he had more of his students pass the advanced placement calculus teat than had ever passed in the school's history. At the end of the movie, it was pointed out that in his high school he had something like 15 students pass the advanced placement calculus test in his first year, and by the fourth year 7s students passed. How did this teacher do that He cared for his students and that it soice, but what did that teacher do that He cared for his students and that it soice, but what did dents and that it soice, but what did dents and that it soice, but what did dents and that is nice, but what did he do to have such success?

A: I am very familiar with his sto-ry, it has been discussed in many ed-ucational circles. The teacher is John Escalante of East Los Angeles Garfield High School. Indeed, his teaching style is a model to be emu-

teaching siye is a most of a malated.

To set the stage, advanced placement tests are taken by high school sculors. If they pass the test, universities and colleges will grant them college credit and subsequently reduce the hours needed for college granduation.

college credit and subsequently reduce the hours needed for college graduation.

The 'advanced placement test in calculus is the toughest math testing experience a student can go through in any community, let alone in the inner city. To have 67 students pass the test in one high school is a minor miracle. I have never heard of such success. The beauty of the movie you saw is that it is the truth.

You ask why the teacher was so successful. First of all, we know he cared deeply for his students. Furthermore, he rejected the notion poor lids can't learn. Whether they were bright, slow, arrogant, violent, obnoxious, warm or whatever, he clearly showed that they were his students.

\*\*Use teaching methods are haved on.\*\*

students.

His trachling methods are based on His trachling methods are based on four proven techniques, possibly techniques he hadn't heard of but used instinctively. First, he had students repeat concepts aloud. He kept after each student to "say jir," to repeat back to him what he had lec-



tured. To get some students to verbalize in class is very difficult because most students are concerned of being embarrassed in front of peers. One of my favorite educational philosophers, Dr. Francis Langer, believed that a teacher does not really know if the student has learned something until the student has learned something until the student are inclusite the knowledge.

Reports indicate Escalante used the mastery learning concern based

Reports indicate Secolante used the mastery learning concept based on Dr. Benjamin Bloom's theories. He would pretest the students to determine the level of their skills. He would then structure his teaching to the students' level. He would then retest and reteach until each student mastered the skills necessary to be competent in calculus. The third factor was the "self-paced" process. Faster students moved ahead, slower students were given time to catch up. The brighter student helped the slower student. It is called cooperative learning. The fourth major factor was the teacher's expectations and belief that his students could learn. He public past the advantage that he students could learn the property of the students of the property of the students could prevent the calculus test. Two noted psychologists, Lenore F. Jacobson and Robert Rosenthal, did a classic study in regard to teacher expectations for the disadvantaged. This study set up two similar groups of students in adjacent classrooms. The students had basically the same IQ, test scores, socio-economic background, etc. One teacher was taken aside by a Harvard University research team and

told that all evidence indicates that his "C" students were a unique group, and Harvard's testing indicated they would exceed anything they had ever would exceed anything they had ever considerable that they had expended to the state of the state of the state of the students would calcase on another consideration. The researchers set the seed in that eacher's midd his expectations of those students became much greater, he believed they could do "A" work. When his students were tested and compared with the other class at the end of the year, his students achieved far beyond the original expectations.

pectations.

In "Stand and Deliver," the teacher cared deeply for his students regardless of their former behavior, and gave freely of his time after school and on Saturdays. He used sound teaching methods such as "self-pacing" for individualizing instruction, he used the pretest, teach, retest, teacher, flack, teacher, and his expectations for them were beyond what anyone would normally expect.

To have 87 students pass the advanced placement calculus test in an laner-city school is sufficient proof that Escalante is a great teacher. Indeed, every school administrator and teacher should see this film.

Oh, that I had been that gifted when I taught.

Dr. James Doyle is an assistant

Dr. James Doyle is an assistant superintendent in the Troy School District. The answers provide here are the opinions of Doyle and not the Troy School District. Questions for this column should be sent to Doc Doyle c/o the Observer & Eccentric Newspapers, 36251 Schoolcraft, Livonia 48150.

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