

MULTIPLE CHOICE

**David S. Broder, *A Model for High Schools***

The assigned readings for Aurora del Val's students . . . were sections of the writings of Greek philosopher Plato and black nationalist Malcolm X. For 90 minutes her 14 young scholars wrestled verbally with twin paradoxes: Plato's insistence that prisoners in a cave might find the shadows on the wall more real than the outside world, and Malcolm's declaration that his intellectual freedom began when he entered prison.

Prodded by their teacher's questions, the students grappled with the issues of appearance. The oddity is that these teenagers were all high school dropouts, kids who had walked out or been tossed out of their previous schools, kids with attitude problems, behavioral problems, drug or alcohol problems, kids whose teachers and families had often marked them off as hopeless losers.

And here they were in a voluntary program, run by the Portland Community College [in Oregon], where a single breach of discipline — an unexcused absence, an unfinished assignment, a blown test — would mean automatic expulsion, but where the curriculum was stiff enough to challenge an undergraduate at any of Portland's elite private colleges.

The Gateway to College program . . . is one of eight "early-college high school" programs supported in part by the Bill and Melinda Gates Foundation and four other charities. They represent diverse approaches to a problem drawing increasing attention from the Bush administration and governors of both parties: how to make high school education more rigorous and ease the transition from high school to college or the workplace.

[In 2005] in Washington there [was] an "education summit" sponsored by the National Governors Association and Achieve Inc., a business-backed school reform group trying to stiffen high-school graduation requirements and improve the quality of the workforce.

Their concern [was] prompted by the fact that too many students are dropping out of high school, bored or dissatisfied with what it offers, and too many of those who graduate lack the skills needed for well-paying jobs or, if they go on to college, need remedial classes in English and math.

The Gateway experiment suggests that even for the hardest cases — teenagers with few credits, low grade-point averages and a host of personal problems — the challenge of a tough curriculum, backed by skillful teaching in small classes and plenty of personal counseling, can be a path to success.

Each new cohort of 20 or fewer students spends a semester together, with intensive focus on basic skills, including study techniques and classroom communication. Bonding during this term builds mutual support and helps motivate students to keep up their work. "They've become like family," del Val said of her students. "They are real supportive of each other."

After one term, the students move into the regular community-college adult classes, with the goal not only of completing their 12th-grade requirements but picking up enough college credits to qualify for an associate (two-year) degree.

The program has been judged a success. Among the first 600 students enrolled, attendance in the first term averaged 92 percent, and 71 percent successfully completed it. Almost nine out of 10 continued in regular community-college classes, working toward their diplomas and two-year degrees.

The Gates Foundation was impressed enough to double the original \$5 million grant [in 2004], enabling Gateway to expand its national network from eight campuses to 17, including one in Maryland's Montgomery County.

But the most important testimonials come from the students whose lives have been changed. Kathy Kraus, dressed all in black and wearing a bowler hat, said, "The teachers here have encouraged me to write poems and essays. I never had that."

Scott Weidlich said he was being home-schooled but his parents "never really

cared and I wasn't motivated." Jessica Smidt said, "My old classes were so full of kids	53
and most of the teachers didn't want to be there. Here, you don't get lost in the crowd."	54
Chris Marks said, "My high school was swamped with drugs — and so was I.	55
Here, I feel a real sense of responsibility. You're not being watched. It's your ass, and	56
your life, and you either make the most of this opportunity or you don't. It's up to you."	57
Del Val, who almost abandoned teaching after seeing how "overwhelmed and	58
overworked" her friends were, shuffling students through five large classes a day in	59
typical high schools in California, said it is enormously satisfying to see the way stu-	60
dents respond in this environment.	61
It is clear that even high school dropouts are capable of much more than most of	62
them are being asked to do. The question is whether the country can afford to waste	63
their talents.	64

1. A broad analogy that is being drawn between Plato's and Malcolm X's experiences and those of the students consists of
  - a. the historical figures' finding personal motivation through imprisonment, and the students' finding personal motivation in the Gateway program
  - b. the historical figures' acknowledging the crimes of society, and the students' pursuing justice through making well-thought-out statements about society
  - c. the authors' allegorical prisoners having to go through long periods of self-discovery to find intellectual awareness, and the students' having to turn their lives around before they entered the Gateway to College program
  - d. the figures' overcoming the anonymity they felt in the real world in prison, and the students' overcoming the anonymity felt in high school in the Gateway program
  - e. the figures' describing a sense of intellectual awareness that occurs in isolation from the world, and the students' describing a process of self-awareness that takes place in separation from their environments
  
2. The students' grappling with the "issues of appearance" (lines 6-7) most likely refers to
  - a. issues of personal vanity
  - b. the difference between how their lives appear to others and their own experiences
  - c. the difference between how their behavior comes across to others and their inner reality
  - d. increasing their attendance in school
  - e. issues in their own lives that are occurring to them
  
3. By "oddity" (line 7), Broder is referring to
  - a. the fact that students with learning disabilities are in a program with an advanced curriculum
  - b. the students' dropout and delinquency rates and other psychological problems
  - c. the students' abnormal behavior
  - d. the seeming inconsistency of young people who are dropouts and have other psychological problems being in a program where one error will lead to automatic expulsion
  - e. the source of the students' intellectual freedom
  
4. The essay states that the Gateway program offers students all of the following EXCEPT
  - a. creative writing
  - b. an approach to easing the transition to the workplace
  - c. a humanistic approach
  - d. the skills needed for well-paying jobs

- e. study techniques
5. All of the following experiences are expressed in the testimonials of the students EXCEPT
- a. being overwhelmed and overworked
  - b. a sense of individual volition
  - c. apathy
  - d. a lack of surveillance
  - e. a sense of responsibility
6. This essay BEST fits into the category of
- a. argumentative essay
  - b. journalism
  - c. creative nonfiction
  - d. descriptive essay
  - e. compare-and-contrast essay
7. The Gateway program would be best classified as
- a. an Advanced Placement program
  - b. an alternative-to-incarceration program
  - c. a remedial program
  - d. a charter program
  - e. an initiative for at-risk youth
8. What type of rhetorical transition does the author make between the second-to-last line of the essay and the last line?
- a. from the declarative to the interrogative mode
  - b. from an evidentiary to a propositional mode
  - c. from the issue of potential to the issue of limitation
  - d. from a personal to a national concern
  - e. from a hopeful tone to a skeptical tone