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The Banner

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Miller part of English revision

By Kathryn Krouse
Staff Writer

"In the last decade, they have gone through a radical change," said Miller.
The program is four weeks long. Teachers go through an orientation, take a tour of Bath and study the historical development of science education in Britain.
The education system in England changed drastically by implementing a national curriculum with a mandated set of requirements for each grade level, according to Miller.
"It is interesting for our teachers to hear how complex a task it was," said Miller.
The professors go to classes matched as closely to their specialty as possible so they can see their counterparts work within this new system.
They get a chance to see how common education issues are handled, such as student decorum, parent involvement, salaries, equipment and budgets, according to Miller. The American teachers also join an international school. Bath University is a center for a large international summer training program for teachers from all over the British Empire.
American teachers enroll in a short course of their choice for that week.
"In the following week, I teach an environmental short course. I pick



PHOTO BY WALTER FILER

Gary Miller, professor of environmental science, points to England.

Gary Miller, professor of environmental science, along with about 20 other master teachers from around the country, will travel to England this summer for a special month-long exchange program at Bath University.
"I am really excited about this," said Miller.
The program started several years ago, and began as an alternative exchange program with science teachers from England and the United States. It was designed to expose teachers to different styles of teaching around the world, according to Miller.
The program is funded by the teachers. Although the English professors no longer come to the United States, American teachers continue to travel to England.
England is re-teaching their universities to resemble the colleges in the America. England decided in the last decade that their science programs were not good enough, and felt that a national curriculum was needed, according to Miller.
In order to determine what the curriculum should consist of, they invited teachers from all over the British Empire and the United States.

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The candidates' platforms

By Davon Heath
Staff Writer

A range of issues have already been addressed this year by the four main presidential candidates.
Using these platforms, American voters can choose to educate

themselves about the different candidates views.
Bill Bradley, a democratic senator from New Jersey, served in the U.S. Air Force and played professionally for the New York Knicks as a starting forward, winning two NBA championships.
The republican from Texas, Gov. George W. Bush, was a fighter pilot in the National Guard and former managing partner of the Texas

Rangers baseball team. He recently won the South Carolina (S.C.) primary.
Vice President Al Gore, a Tennessee democrat, was a senator and representative for Tennessee before he became vice-president. He has won seven state primaries. He served in the U.S. Army during Vietnam.
Bush maintains a strong approval from within his party, as does Gore, according to CNN.

Arizona senator John McCain, a republican and former prisoner of war. McCain was a representative for Arizona during the 1980s and has received numerous awards for bravery in the armed services. McCain won the Michigan and Arizona state primaries over Bush.
The N.C. primary will occur on May, with Virginia following on Feb. 29.

Issues	Bill Bradley (D-N.J.)	George W. Bush (R-Texas)	Al Gore (D-Tenn.)	John McCain (R-Ariz.)
Abortion	Pro-choice	Pro-life	Pro-choice	Pro-life
Tax Reform	Pay national debt before tax cuts and opposes flat tax.	Simplify and reduce taxes, favor flat tax.	Some tax cuts, opposes flat tax.	Simplify and reduce taxes, favor flat tax.
Education	Opposes organized prayer.	Favors prayer in schools.	Smaller classes, more programs.	More testing, favors prayer in schools.
Environment	Pro-gasohol, anti-pollution.	De-regulate environmental laws, voluntary clean-up.	Cut carbon dioxide, more parks, less cars.	End farm subsidies.
Defense	Spend less money on defense.	More engaged in defense, rebuild nuclear weapons.	Build down nuclear weapons.	More engaged in defense, spend more money.
Gun Control	More gun laws.	More gun laws, more gun rights.	More gun laws.	More gun laws, more gun rights.
Drugs	Less money spent on drug war.	More education.	More kid's programs.	More penalties.
Civil Rights	Racial unity, favors affirmative action and gay rights.	Anti-quota, favors affirmative action, opposes gay rights.	Pro women's rights, favors affirmative action and gay rights.	Anti-quota, opposes affirmative action and gay rights.
Technology	De-regulation and self-censorship.	No Y2K lawsuits	Pro Internet regulating chip.	No Internet tax, favors porn filters.
Capital Punishment	Favors.	Favors.	Favors.	Favors.
Kosovo	No intervention, need exit strategy.	Distrusts Serbia.	War okay to stop ethnic cleansing.	War okay to establish U.S. power.
Principles and Values	Respect people of all races.	Compassionate conservatism.	Re-invent government.	Set an example.

Sophomore survey monitors quality of UNCA

By Alison Watson
Staff Writer

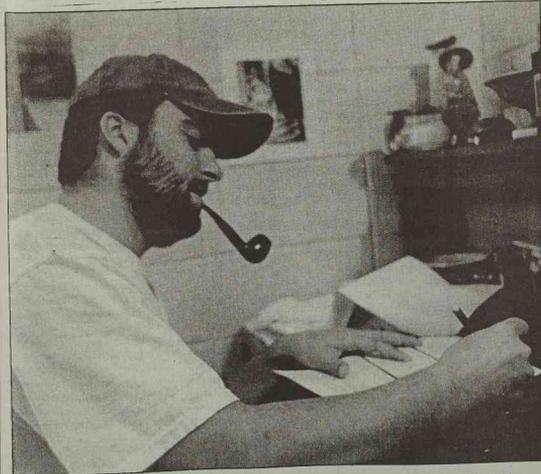


PHOTO BY JASON GRAHAM
Luke Weber, a sophomore business management major, fills out the survey before the Feb. 25 deadline.

Every other year, UNCA participates in a survey for sophomores that helps evaluate institutional performance, according to a representative of UNCA.
"It certainly reveals our strengths and weaknesses. We have used the survey results to make important spending decisions," said Archer Gravelly, director of institutional research.
The survey given by the state requires a 90 percent response rate, so each sophomore must fill out and return the survey or have a hold imposed on their registration.
"We are serious about getting our response rate. The hold is a necessary device to get that 90 percent," according to Gravelly.
The sophomore survey is only one in a series of surveys given by the state. There are also surveys given to new students, new freshmen, graduating seniors and alumni. All 16 public universities in N.C. are participating.
The goal of the survey is to monitor the quality of professor instruction, student services and the financial needs of the school.

The results for the survey, given out in February, will not be available until the summer. All 16 schools must return the survey before the results are released.
The last sophomore survey had a direct link to the new recommendations made for the 1999-2000 expansion budget. Some points of the survey include faculty contributions, campus safety and student services.
"What students do not realize is taxpayers contribute to student's fees to a tune of about \$8,000 a year," said Gravelly. "The general assembly and the taxpayers want to make sure their money has been well spent."
The assessment made by the sophomore survey, along with the other surveys, helps in deciding whether teachers receive promotions or tenure.
The surveys also identify priorities among students' needs. It helps to allocate human, physical and financial resources for the school as well.
In the past, the sophomore survey has led to the hiring of more security officers. There has been an improvement in campus lighting. The computer center has also hired more lab managers.
The response rate has been very high for earlier surveys. Around 95

percent of the sophomores required to take last year's survey responded.
"We do not want to make students angry. They need to understand this survey benefits them," said Gravelly.
Students who do not respond to the survey have usually decided that they are leaving UNCA. Also, some students do not have valid addresses with the school. Their registration is not affected, according to Gravelly.
"If it helps the school with improvements, everyone should take it, especially if the state requires it," said Amanda Gaines, an undeclared sophomore. Yes, "students need to (be informed) of that."
Gaines said some students complain about the survey because they do not understand the purpose of it.
The answers given in the survey are completely confidential.
"Students get upset when we ask about their socioeconomic status, but that is a major factor in deciding how much we get in financial aid," according to Gravelly.
Recommendations include hiring office managers for the career center and increasing their operating budget.
It was also suggested that the out-

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