

F.Y.I.

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NEW LABOUR **BECAUSE BRITAIN DESERVES BETTER**

EDUCATION

The Manifesto

**We will
make
education
our number
one priority**



- ✪ **Cut class sizes to 30 or under for 5, 6 and 7 year-olds**
- ✪ **Nursery places for all four year-olds**
- ✪ **Attack low standards in schools**
- ✪ **Access to computer technology**
- ✪ **Lifelong learning through a new University for Industry**
- ✪ **More spending on education as the cost of unemployment falls**

Education has been the Tories' biggest failure. It is Labour's number one priority.

It is not just good for the individual. It is an economic necessity for the nation. We will compete successfully on the basis of quality or not at all. And quality comes from developing the potential of all our people. It is the people who are our greatest natural asset. We will ensure they can fulfil their potential.

Nearly half of 11 year-olds in England and Wales fail to reach expected standards in English and maths. Britain has a smaller share of 17 and 18 year-olds in full-time education than any major industrial nation. Nearly two thirds of the British workforce lack vocational qualifications.

There are excellent schools in Britain's state education system. But far too many children are denied the opportunity to succeed. Our task is to

introduction

**make education
our number one
priority**

**promote personal
prosperity for all**

**help create
successful and
profitable
businesses**

**get the
unemployed from
welfare to work**

save the NHS

**be tough on crime
and the causes of
crime**

**strengthen family
life**

**help you get more
out of life**

clean up politics

**give Britain
leadership in
Europe**

**five election
pledges**

*FYI-
This is the
British
Labour
Party education
manifesto...
MW*

raise the standards of every school.

We will put behind us the old arguments that have bedevilled education in this country. We reject the Tories' obsession with school structures: all parents should be offered real choice through good quality schools, each with its own strengths and individual ethos. There should be no return to the 11-plus. It divides children into successes and failures at far too early an age.

We must modernise comprehensive schools. Children are not all of the same ability, nor do they learn at the same speed. That means 'setting' children in classes to maximise progress, for the benefit of high-fliers and slower learners alike. The focus must be on levelling up, not levelling down.

With Labour, the Department for Education and Employment will become a leading office of state. It will give a strong and consistent lead to help raise standards in every school. Standards, more than structures, are the key to success. Labour will never put dogma before children's education. Our approach will be to intervene where there are problems, not where schools are succeeding.

Labour will never force the abolition of good schools whether in the private or state sector. Any changes in the admissions policies of grammar schools will be decided by local parents. Church schools will retain their distinctive religious ethos.

We wish to build bridges wherever we can across education divides. The educational apartheid created by the public/private divide diminishes the whole education system.

Zero tolerance of underperformance

Every school has the capacity to succeed. All Local Education Authorities (LEAs) must demonstrate that every school is improving. For those failing schools unable to improve, ministers will order a 'fresh start' & shy; close the school and start afresh on the same site. Where good schools and bad schools coexist side by side we will authorise LEAs to allow one school to take over the other to set the underperforming school on a new path.

Quality nursery education guaranteed for all four year-olds

Nursery vouchers have been proven not to work. They are costly and do not generate more quality

nursery places. We will use the money saved by scrapping nursery vouchers to guarantee places for four year-olds. We will invite selected local authorities to pilot early excellence centres combining education and care for the under-fives. We will set targets for universal provision for three year-olds whose parents want it.

New focus on standards in primary schools

Primary schools are the key to mastering the basics and developing in every child an eagerness to learn.

Every school needs baseline assessment of pupils when they enter the school, and a year-on-year target for improvement.

We will reduce class sizes for five, six and seven year-olds to 30 or under, by phasing out the assisted places scheme, the cost of which is set to rise to £180 million per year.

We must recognise the three 'r's for what they are & shy; building blocks of all learning that must be taught better. We will achieve this by improving the skills of the teaching force; ensuring a stronger focus on literacy in the curriculum; and piloting literacy summer schools to meet our new target that within a decade every child leaves primary school with a reading age of at least 11 (barely half do today).

Our numeracy taskforce will develop equally ambitious targets. We will encourage the use of the most effective teaching methods, including phonics for reading and whole class interactive teaching for maths.

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Attacking educational disadvantage

No matter where a school is, Labour will not tolerate under-achievement.

Public/private partnerships will improve the condition of school buildings.

There will be education action zones to attack low standards by recruiting the best teachers and head teachers to under-achieving schools; by supporting voluntary mentoring schemes to provide one-to-one support for disadvantaged pupils; and by creating new opportunities for children, after the age of 14, to enhance their studies by acquiring knowledge and experience within industry and commerce.

To attack under-achievement in urban areas, we have developed a new scheme with the Premier League. In partnerships between central government, local government and football clubs, study support centres will be set up at Premier League grounds for the benefit of local children. The scheme will be launched on a pilot basis during the 1997/8 season.

We support the greatest possible integration into mainstream education of pupils with special educational needs, while recognising that specialist facilities are essential to meet particular needs.

Realising the potential of new technology

Labour is the pioneer of new thinking. We have agreed with British Telecom and the cable companies that they will wire up schools, libraries, colleges and hospitals to the information superhighway free of charge. We have also secured agreement to make access charges as low as possible.

For the Internet we plan a National Grid for Learning, franchised as a public/private

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partnership, which will bring to teachers up-to-date materials to enhance their skills, and to children high-quality educational materials. We will use lottery money to improve the skills of existing teachers in information technology.

In opposition, Labour set up the independent Stevenson Commission to promote access for children to new technology. Its recent report is a challenging programme for the future. We are urgently examining how to implement its plans, in particular the development of educational software through a grading system which will provide schools with guarantees of product quality; and the provision for every child of an individual email address. An independent standing committee will continue to advise us on the implementation of our plans in government.

The role of parents

We will increase the powers and responsibilities of parents.

There will be more parent governors and, for the first time, parent representatives on LEAs.

A major objective is to promote a culture of responsibility for learning within the family, through contracts between all schools and parents, defining the responsibilities of each. National guidelines will establish minimum periods for homework for primary and secondary school pupils.

Teachers will be entitled to positive support from parents to promote good attendance and sound discipline. Schools suffer from unruly and disruptive pupils. Exclusion or suspension may sometimes be necessary. We will, however, pilot new pupil referral units so that schools are protected but these pupils are not lost to education or the country.

New job description for LEAs

The judge and jury of LEA performance will be their contribution to raising standards.

LEAs are closer to schools than central government, and have the authority of being locally elected. But they will be required to devolve power, and more of their budgets, to heads and governors. LEA performance will be inspected by Ofsted and the Audit Commission.



Where authorities are deemed to be failing, the secretary of state may suspend the relevant powers of the LEA and send in an improvement team.

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Grant maintained schools

Schools that are now grant maintained will prosper with Labour's proposals, as will every school.

Tory claims that Labour will close these schools are false. The system of funding will not discriminate unfairly either between schools or between pupils. LEAs will be represented on governing bodies, but will not control them. We support guidelines for open and fair admissions, along the lines of those introduced in 1993; but we will also provide a right of appeal to an independent panel in disputed cases.

Teachers: pressure and support

Schools are critically dependent on the quality of all staff. The majority of teachers are skilful and dedicated, but some fall short. We will improve teacher training, and ensure that all teachers have an induction year when they first qualify, to ensure their suitability for teaching.

There will be a general teaching council to speak for and raise standards in the profession. We will create a new grade of teachers to recognise the best. There will, however, be speedy, but fair, procedures to remove teachers who cannot do the job.

The strength of a school is critically dependent on the quality of its head. We will establish mandatory qualifications for the post. A head teacher will be appointed to a position only when fully trained to accept the responsibility.

Higher education

The improvement and expansion needed cannot be funded out of general taxation. Our proposals for funding have been made to the Dearing Committee, in line with successful policies

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abroad.

The costs of student maintenance should be repaid by graduates on an income-related basis, from the career success to which higher education has contributed. The current system is badly administered and payback periods are too short. We will provide efficient administration, with fairness ensured by longer payback periods where required.

Lifelong learning

We must learn throughout life, to retain employment through new and improved skills. We will promote adult learning both at work and in the critical sector of further education.

In schools and colleges, we support broader A-levels and upgraded vocational qualifications, underpinned by rigorous standards and key skills.

Employers have the primary responsibility for training their workforces in job-related skills. But individuals should be given the power to invest in training. We will invest public money for training in Individual Learning Accounts which individuals & shy; for example women returning to the labour force & shy; can then use to gain the skills they want. We will kickstart the programme for up to a million people, using £150 million of TEC money which could be better used and which would provide a contribution of £150, alongside individuals making small investments of their own. Employers will be encouraged to make voluntary contributions to these funds. We will also promote the extension of the Investors in People initiative into many more small firms.

Our new University for Industry, collaborating with the Open University, will bring new opportunities to adults seeking to develop their potential. This will bring government, industry and education together to create a new resource whose remit will be to use new technology to enhance skills and education. The University for Industry will be a public/private partnership, commissioning software and developing the links to extend lifelong learning.

Government spending on education

The Conservatives have cut government

spending on education as a share of national income by the equivalent of more than £3 billion as spending on the bills of economic and social failure has risen. We are committed to reversing this trend of spending. Over the course of a five-year Parliament, as we cut the costs of economic and social failure we will raise the proportion of national income spent on education.

promote personal prosperity for all ▶

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PRESS MATERIALS ON THE PRESIDENT'S INITIATIVE ON NATIONAL STANDARDS OF EXCELLENCE INCLUDING THE CREATION OF NATIONAL TESTS IN READING AND MATHEMATICS

- ▶ Mastering the Basics Once and For All: Reaching for High Standards in Reading and Math
- ▶ The National Assessment of Educational Progress (NAEP)
- ▶ Fourth Grade Reading Success
- ▶ The Third International Math and Science Study (TIMSS)
- ▶ Eighth Grade Math Success
- ▶ Technical Information on the National Reading and Math Tests

Appendix:

- ▶ Schools with Exemplary Reading Programs
- ▶ Schools with Exemplary Math Programs

MASTERING THE BASICS ONCE AND FOR ALL: REACHING FOR HIGH STANDARDS IN READING & MATH

Strong schools with clear standards of achievement and discipline are essential to our children and our society. These standards are needed to help instill the knowledge, fundamental American values and hard work that our children need to get on the right track. Toward that end we must establish meaningful state and local standards for what students should be expected to learn and achieve in the basics and core subjects.

PRESIDENT CLINTON CHALLENGES EVERY STATE TO ADOPT NATIONAL STANDARDS OF EXCELLENCE AND ADMINISTER VOLUNTARY NATIONAL READING AND MATH TESTS. We are going to provide for the first time to states and local schools the opportunity to participate in a rigorous national test of reading skills in English at grade 4 and math skills at grade 8 for individual students. Reading well by grade 4 and mastering math including algebra by grade 8 are now widely accepted as national standards of achievement. To make these standards more meaningful and useful to parents, teachers, and community and business leaders, we would develop a voluntary national test of these critical basics at pivotal times in our students' education.

THE IMPORTANCE OF READING AT 4TH GRADE AND MATH AT 8TH GRADE.

Parents need to know that their children have mastered these critical basic skills early enough to succeed no matter where they may choose to live or move in this great nation of ours.

- ▶ Students who master the basics of reading by the end of grade 3 can read to learn for a lifetime. Students who fail to read English well by grade 4 have a greater likelihood of dropping out and risk a lifetime of diminished chances of success in school and in life.
- ▶ Students who master the basics of math including the essentials of algebra and even geometry by the end of grade 8 have the foundation to take tough math and science courses in high school to prepare for college and high-skills jobs.

HIGH STANDARDS IMPROVE STUDENT PERFORMANCE. Standards embody the knowledge and skills that communities want all their students to achieve. Challenging academic standards, when coupled with valid and reliable tests, can focus the efforts of schools, students, parents, and the wider community on improving student performance. Standards can improve instruction; guide staff preparation to enable teachers to teach challenging curriculum; and hold schools accountable for improvement. On the other hand, a watered-down curriculum and low standards lead to low achievement.

THESE TESTS WILL BE RIGOROUS AND CHALLENGING. The 4th grade reading test and the 8th grade math test will be developed annually and will be comparable to the widely accepted National Assessment of Educational Progress (NAEP) in reading, and the math section of the Third International Math and Science Study (TIMSS). The NAEP, which has been used by states for 27 years, is based on best practices at the school level and represents agreement among local teachers, parents, business, educators, and reading researchers. The TIMSS was developed more recently through a consensus process of more than 40 countries examining what they expect their students to know and be able to do. These are both rigorous tests. While many U.S. fourth graders perform well on the NAEP reading assessment, 40% of our students do not reach the "basic" achievement level. In TIMSS, the U.S. average score is below the international average and only 5% of U.S. eighth grade students score in the top 10% internationally.

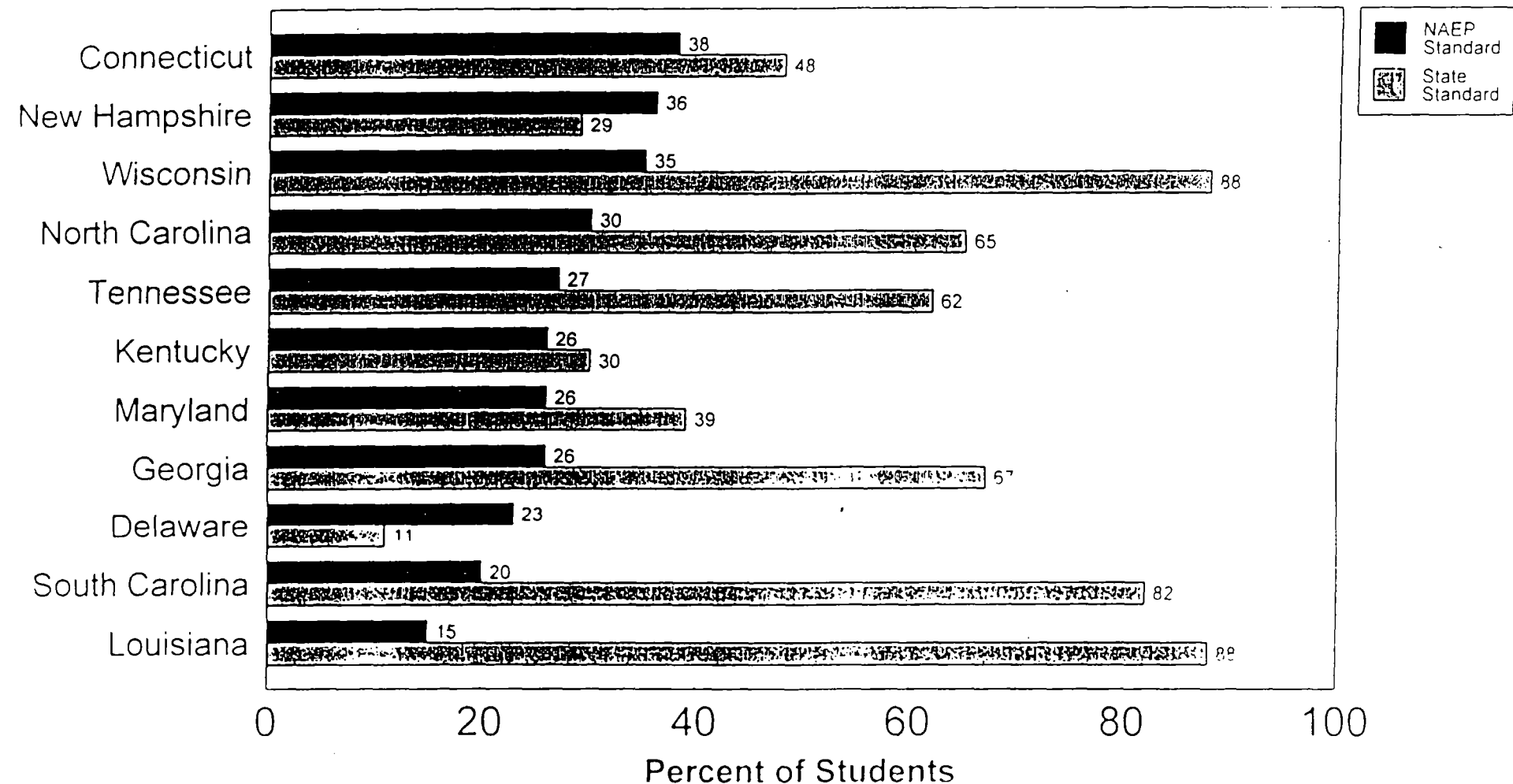
THESE TESTS WILL ASSIST TEACHERS, PARENTS, STUDENTS, AND LOCAL AND STATE LEADERS. While most states assess their students in reading and math, they generally set their proficiency levels lower than the challenging levels in the NAEP. (See chart). These voluntary national tests will give parents and communities reliable benchmarks for student performance which will show how well their students are progressing toward meeting challenging national standards of excellence. These new standard measures of excellence can help parents hold schools accountable for improved performance, can help teachers and principals improve curriculum and instruction, and can give students a guide for charting their own progress. They can identify students and schools that need extra help. They will help us reach a goal that all students reach at least the "basic" level on the NAEP and the international average on the TIMSS, and that many more reach even higher levels of achievement.

DEVELOPMENT AND ADMINISTRATION OF THESE TESTS. The 4th grade reading test and the 8th grade math test will be developed annually. The U.S. Department of Education will fund development of the test each year and administration of the test in the first year, with the work arranged for through competitive contracts. Guidance for the test development will come from the most successful math and reading teachers from across the country, parents, governors, and local and state education, civic and business leaders. Interested test publishers, states, and local school districts will be licensed to administer the tests each year.

States and school districts can administer the test as part of their local testing program. After each test's administration, the entire test (along with answers, scoring guides) will be released to the education community. At that time, the test along with supporting materials will be available on the Internet so that students, parents and teachers can know what is expected to reach standards of excellence in reading and math. A new test each year will keep the content of the test current. These tests will help show who needs extra help, what changes schools need to make in teaching and the curriculum, and which schools need to be improved.

PREPARING TO MEET THIS NEW CHALLENGE. President Clinton challenges the nation not only to take these new rigorous tests of reading and math but also to do the hard work of preparing schools, teachers, and students to reach these high standards. We will work with schools, school districts and states as they move forward. The President's education budget -- with investments in teacher preparation, teaching the basics and advance skills, technological literacy, choice and charter schools -- takes a strong step in this direction.

State NAEP Scores for 4th Grade Reading Compared to States' Own Assessments



For many States, NAEP proficiency levels are more challenging than the States' own. The percentages of students reaching the proficient level on NAEP are generally lower than those on the States' own assessments.

Source: U.S. Department of Education; State departments of education; National Education Goals Panel.

NATIONAL STANDARDS OF EXCELLENCE IN READING AND MATH

	READING	MATH
	4th Grade	8th Grade
Students should...	Be able to read independently and well	Master the basics and have a good introduction to algebra and geometry
New individual student test based on...	National Assessment of Educational Progress (NAEP)	Third International Math and Science Study (TIMSS)
Aspire for every U.S. student to reach...	At least the basic level (60% currently do)	At least the international average (45% currently do)
Aspire for many more U.S. students to achieve...	At the proficient level (30% currently do)	In the highest ten percent of students internationally (5% currently do)

TECHNICAL INFORMATION ON THE NATIONAL READING AND MATH TESTS

Introduction

The President proposes a new, voluntary, annual reading test in English at grade 4 and math test at grade 8 that will, for the first time in history, provide parents and teachers with information about how their students are progressing compared to other states, the nation, and other countries. An individual student's reading achievement level in the fourth grade, and his or her mathematics achievement level in grade eight, will be related directly to information obtained from two state-of-the-art educational assessment surveys -- the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Study (TIMSS). Parents can thus see how their own children measure up to the highest standards of performance at the national and international levels.

The tests will be based on challenging content criteria already established through national or international consensus processes. In the case of reading, the test content will be based on the framework developed for the NAEP. In the case of mathematics, it will be based on the framework established for the Third International Math and Science Study (TIMSS). Although the U.S. Department of Education will fund the development of the new examinations and provide continued technical assistance, it will not administer, score or report individual test results.

Key Differences Between the New National Tests and NAEP/TIMSS.

Although the new tests will be based on the NAEP and TIMSS frameworks, unlike NAEP and TIMSS (which test a random sample of students in order to produce estimates of overall State and national level student achievement) the new tests will be expressly designed to produce student-level scores. Some of the differences between the two tests are as follows:

NAEP and TIMSS	New Reading and Math Tests
Only a random sample of students is tested	All students in participating communities are tested
No student takes all of the items on the test	All students take all of the items on the test
Each student takes a different test booklet	Each student takes the same test booklet
Includes multiple choice and performance items	Is about 80% multiple choice, with 20% constructed response (students produce their own answers), including one extended constructed response item
45-60 minutes of achievement item testing per student	Up to 90 minutes of achievement item testing
Yields a TIMSS or NAEP score for countries and states	Yields a student test score plus a predicted student TIMSS or NAEP score

Users of the New Tests

The new tests will be used primarily by States, districts, schools, teachers, and other individuals to assess students in the Spring of every year. Many commercial test publishers will likely offer the tests as a component of their product line, typically as an addendum to their existing tests. Use of the tests will be strictly voluntary and decisions whether or not to participate would not affect continuing participation in Federal programs. The tests will be licensed to states, school districts and test publishers. These licensees will be responsible for administering and scoring the tests to insure that standards of validity and reliability are met. It is expected that reasonable accommodations for students with disabilities or with limited English proficiency will be provided by the school administrator. With each year's administration of NAEP and TIMSS, linking studies will be conducted to relate the scores on these national tests to the NAEP and TIMSS scales. After each administration, the entire test (along with answers, scoring guides and other materials) will be released to the press and the education community and placed on the Internet. The test will then be used by teachers or parents for a variety of purposes.

Operational Plan and Time Lines

The new tests would be developed during 1997 and 1998 with a full administration planned in the spring of 1999. Beginning in 1999 the test would be made available to test publishers, States, districts, schools and others under a licensing agreement or similar compact.

Cost

In 1999 the Department of Education will reimburse licensees (for example, States, school districts, and testing companies) who wish to administer the new tests. After 1999 the Department will continue to fund the development of new tests as well as provide the technical support and assistance needed to continue annual testing over many years. However, the administration of the national tests will no longer be funded after 1999.

An additional booklet of performance type items will also be made available to users. The booklet could be used for further supplemental testing but would not be a part of the national test. Scoring guides and test administration guidelines would be made available but the federal government would not fund the scoring costs associated with the use of the supplement.

Independent Guidance for the Activity

All of the activities related to the new test would be monitored by two types of advisory groups. The first would be a permanent standing panel that is broadly representative of potential users and consumers of the test. This group would include some of the most successful local math and reading teachers from across America, parents, and local and state educators, civic and business leaders, as well as representatives of the testing industry and at least one member of the National Assessment Governing Board. In addition a technical advisory group would be established consisting of the best testing experts and reading and math specialists in the country.

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

What is NAEP?

The National Assessment of Educational Progress - NAEP - is mandated by Congress to survey the educational accomplishments of U.S. students and to monitor changes in those accomplishments. Often referred to as the Nation's Report Card, NAEP tracks the educational achievement of 4th, 8th, and 12th-grade students over time in selected content areas (reading, math, writing, science, US history, geography, civics). For over 27 years, NAEP has been collecting data with the aim of providing accurate and useful information to educators, policymakers and the public. Since 1990 NAEP has collected student achievement data at the state level. Participation in NAEP is voluntary.

Who sponsors NAEP?

NAEP is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The project is governed by the National Assessment Governing Board that is appointed by the Secretary of Education but independent of the Education Department. NAGB oversees the development of subject frameworks through a national consensus process in which a broadly representative panel of local teachers, education specialists, and members of the general public, comes to agreement on what is important for all students to know and be able to do. In addition, the Governing Board identifies achievement levels for each subject and grade tested.

How Does NAEP Assess Student Performance?

Student performance is measured through written tests that include multiple choice questions and a variety of open-ended questions, including performance assessments. In reading, 4th graders were asked to complete two 25-minute sets of reading passages and comprehension questions. Rather than providing information on individual level achievement, NAEP tests a random sample of students in order to produce estimates of overall State and national level student performance. In addition to subject specific test questions, NAEP collects data from students, their teachers and their principals that relate to students' schooling backgrounds and educational activities.

How Do States Use NAEP Now?

For over 6 years, NAEP has provided States with important baseline and trend data on student achievement in core subjects and a comparison across states on student progress. Surveys that accompany NAEP also provide insights into teaching practices, curriculum, and school resources, information that helps inform policy decisions.

FOURTH GRADE READING SUCCESS

By the end of the fourth grade, students should be using the reading skills developed in early grades (K-3) and reading to learn in all subjects: literature, math, science, and history. Students should demonstrate comprehension with both literature (books, short stories, poems) and informative texts (encyclopedias, chapters in textbooks, and magazines). Students should continue to expand their vocabularies and read more challenging books.

RANGE OF FOURTH GRADE READING ACHIEVEMENT

Results from the National Assessment of Educational Progress (NAEP) are reported by three levels of fourth grade reading: basic, proficient, and advanced. These levels help to explain what it means to read well in the fourth grade. The most recent NAEP showed that 40 percent of all fourth grade students are reading below basic level.

The following sample passage is from *Charlotte's Web*, by E.B. White. Similar to NAEP items, it helps illustrate the kinds of skills expected of students at each level:

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

- ▶ Students at the **basic** level are able to read the passage and then tell what Charlotte promised Wilbur.
- ▶ Students at the **proficient** level are able to describe why Charlotte thought she could fool Zuckerman.
- ▶ Students at the **advanced** level recognize that Charlotte compares waiting for ideas to entrapping a fly.

THIRD INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

The Third International Mathematics and Science Study, or TIMSS report, is the most thorough international study of mathematics and science education ever conducted. During the 1995-1996 school year, TIMSS compared the performance of 500,000 students in 41 countries worldwide, including 40,000 Americans, at levels corresponding to U.S. grades 4, 8, and 12. In addition to tests and questionnaires, it included a curriculum analysis, videotaped observations of mathematics classes, and case studies of policy issues.

TIMSS was coordinated by the International Association for the Evaluation of Educational Achievement (IEA), a Netherlands-based organization of ministries of education and research institutions in its member countries. Each country participating in TIMSS paid for its own national data collection. TIMSS in the U.S. was supported by more than \$30 million from the National Center for Education Statistics (NCES) of the U.S. Department of Education and the National Science Foundation (NSF)

KEY FINDINGS FROM THE 8TH GRADE STUDY

Last Fall the 8th grade results of TIMSS were released. Results from the 4th and 12th grade portion of the study will be released later.

Achievement

- o Among the 41 countries participating in TIMSS, U.S. 8th graders scored below the international average in mathematics and above the international average in science.
- o In comparison to our key trading partners, the scores of U.S. students in math were similar to those in England and Germany, while behind scores in Japan, France and Canada. The scores of U.S. students in science were above those in France, similar to scores in England, Canada and Germany, and behind those in Japan.

Curriculum

- o The content taught in U.S. 8th grade math classrooms is at a 7th grade level in comparison to other countries.
- o The 8th grade math curriculum is less focused in the U.S. compared to other countries such as Japan and Germany. However, the 8th grade science curriculum is similar to that of other countries.
- o U.S. 8th grade students actually spend more hours per year in math and science classes than German and Japanese students.

Teaching and Teachers

- o U.S. mathematics classes require students to engage in less high-level mathematical thought than in Germany and Japan.
- o U.S. mathematics teachers' typical goal is to teach students mathematical procedures.

while Japanese teachers' goal is to help them understand mathematical concepts.

- o Japanese teachers widely practice what U.S. mathematics reformers (e.g., National Council of Teachers of Mathematics) recommend, while U.S. teachers do so infrequently.
- o Unlike new U.S. teachers, new Japanese and German teachers undergo long-term structured apprenticeships.
- o U.S. teachers have more college education than their colleagues in all but a few of the 41 countries participating in TIMSS
- o Japanese teachers have more opportunities to discuss teaching-related issues with colleagues than do U.S. teachers.

Students

- o In Japan and Germany, all 8th grade students are expected to learn the same material in mathematics, while in the U.S. students in different ability groups study very different material.
- o Heavy TV watching is as common among U.S. eighth graders as it is among their Japanese counterparts.

TIMSS IS AN IMPORTANT TOOL FOR IMPROVING TEACHING AND LEARNING

o **TIMSS has established international benchmarks of world-class student achievement in math and science.** Because of TIMSS, we now have for the first time clear information about what other countries expect their student to learn in math and science, and how well they actually achieve. We know now what world-class standards of excellence are. And, as a result of President Clinton's First in the World Challenge, states and communities around the country can now compare their academic standards and performance with the highest performing nations in the world, and develop concrete plans for meeting international benchmarks of performance.

o **TIMSS shows the importance of high expectations.** TIMSS shows a link between having higher expectations for students and getting better results. High performing countries introduced more challenging material, in earlier grade levels, than the U.S. The topics taught to eighth graders in the U.S. math curriculum are comparable to those taught in the 7th grade in other countries

o **TIMSS provides a roadmap for improvement.** The TIMSS findings pinpoint specific areas where American education can improve: the need for higher standards, including giving more students algebra in the 8th grade; better teacher preparation and increased opportunities for professional development for teachers; a more focused curriculum and more focused textbooks, to enable students to study subject matter in greater depth; and, instructional practices that help students more deeply understand mathematical and scientific concepts as well as master procedures.

EIGHTH GRADE MATHEMATICS SUCCESS

By the end of eighth grade, students should be learning algebra and geometry and using the basic skills of addition, subtraction, multiplication and division to solve problems. Students should be able to use the basics to solve more complex mathematical problems requiring multiple steps. Students should demonstrate a thorough understanding of arithmetic and develop solutions to complex problems requiring algebra, geometry, estimation, and probability.

RANGE OF EIGHTH GRADE MATHEMATICS ABILITY

Results from the Third International Mathematics and Science Study (TIMSS) set international benchmarks for mathematics achievement in fractions and number sense, geometry, algebra, understanding data, measurement, and proportionality. In 1995, most of U.S. eighth-graders scored below the international average of students in the 41 TIMSS countries. Students at the international average can:

- solve single-step problems
- understand the basics of algebra (like equivalence between simple expressions)
- understand geometric terms (like symmetry)

The following sample questions show what a student at or above the international average should know and be able to do.

1. A rubber ball rebounds to half the height it drops. If the ball is dropped from a rooftop 18 feet above the ground, what is the total distance traveled by the time it hits the ground the third time?

- A. 31.5 feet
- B. 40.5 feet
- C. 45 feet
- D. 63 feet

2. The table shows the values of x and y , where x is proportional to y .

What are the values of P and Q ?

x	y
3	7
6	Q
P	35

- A. $P = 14$ and $Q = 31$
- B. $P = 10$ and $Q = 14$
- C. $P = 10$ and $Q = 31$
- D. $P = 14$ and $Q = 15$
- E. $P = 15$ and $Q = 14$

In 1995, only 5 percent of U.S. eighth graders would have been selected in a talent search for the top ten percent of students in the 41 TIMSS countries. Students in the international top ten percent can:

- solve multi-step problems
- solidly understand algebra (like developing algebraic equations based on patterns)
- understand the properties of geometric shapes (like congruent triangles)

The following sample questions show what a student in the international top ten percent should know and be able to do.

3. The following two advertisements appeared in a newspaper in a country where the units of currency are *zeds*.

Building A	Building B
Office Space available available	Office space
85-95 square feet 475 <i>zeds</i> per month	35-260 square feet 90 <i>zeds</i> per square meter per year
100-120 square feet 800 <i>zeds</i> per month	

If a company is interested in renting an office of 110 square feet in that country for a year, at which office building, A or B, should they rent the office in order to get the lower price? Show your work.

4. The figure consists of 5 squares of equal size. The area of the whole figure is 405 cm².



Find the area of one square.

Answer _____ square centimeters.

Find the length of the side of one square.

Answer _____ centimeters.

Find the perimeter of the whole figure in centimeters.

Answer _____ centimeters.

APPENDIX

SCHOOLS WITH EXEMPLARY READING PROGRAMS

SCHOOLS WITH EXEMPLARY MATH PROGRAMS

Schools with Exemplary Reading Programs

Magruder Primary School

Newport News, Virginia

Eugene Pointer, Director of Title I and Instructional Services

(804) 591-4545

Magruder, an urban school of 735 serving preschool through second grade, uses its Title I funds to support whole school improvements. Eighty-four percent of the students receive free or reduced lunch. Of the twenty-six elementary schools in Newport News in 1992, Magruder was last in reading achievement. Past failures have been turned into successes because of greater parental involvement, assistance from a home school coordinator, and renewed high expectations. Magruder is especially proud of its Parent Institute and Father Child Breakfast; family participation has grown from 150 in the first year to 508 in 1995. In addition, local business partners sponsor a home reading program, special assembly programs and parent activities. After three years of its reform effort, grade level or above readers soared to 80%. Magruder Primary School is now fifth in the division in reading achievement.

Reading skills among second-graders at Magruder have improved dramatically. In 1991-92, only one percent of second-graders scored at or above grade level. In 1993-94, 67 percent scored at or above grade level, and in 1995-96, 76 percent reached that performance level.

Hilliard Elementary School

Houston, Texas

Rufus Allen, Principal

(713) 635-3085

Hilliard -- a very high poverty, predominantly African American, urban school -- runs an intensive after school, weekend and summer school reading program. For four afternoons each week throughout the school year, six teachers and six to eight parent volunteers work with students on their reading skills -- emphasizing hands-on activities to reinforce what students learn during the day. The parent volunteers work closely with and receive training from classroom teachers. Eight Saturday mornings during the year, 125 students also participate in reading classes led by a team of teachers and parents. The students who participate in these programs also take advantage of a summer school program centered around thematic units. One special project is the creation of storybooks by and for the students. Parents and volunteers also participate in the Make All Reading Successful (MARS) program by attending classes and listening to the students read stories on a weekly basis. This approach has resulted in improved reading scores for the school over the past five years. In the spring of 1995, 80 percent of Hilliard third graders met the state's expectations on the state assessment in reading, an increase from 20 percent five years prior.

Samuel W. Mason Elementary School
Boston, Massachusetts
Joaquim Baptista, Title I Coordinator
(617) 635-6570

Mason School, once cited by a 1990 Boston Herald, with its then enrollment of 133, as "The Least Chosen Elementary School In The City", turned itself around through a variety of innovative approaches. The school has 296 students (43% African-American, 23% Cape Verdian, 14% Latino, 13% white, 3% Asian-American, 2% Native American.) Twenty-four percent of the homes are non-English speaking. Reading has been a primary emphasis of Mason's improvement efforts. Teaching teams include Reading Recovery and Resource Room teachers. These teachers work with grade-level clusters in the morning to reduce the student-teacher ratio from 26:1 to 13:1. In the afternoon, the team works with the kindergarten and early childhood teachers in the early literacy program, "Bright Start," in groups of nine students. Title I reaches all students and doubles the time in reading instruction. Special attention is paid to learning styles, with emphasis on accelerated reading instruction and problem-solving activities. In 1995, Boston College's Urban District Assessment Consortium Project found that Mason's reading performance exceeded the average score for the City of Boston and for the other 11 urban school systems in the project.

Grovetown Elementary School
Grovetown, Georgia
Carole Jean Carey, Title I Coordinator
(706) 863-1748

Sixty-eight percent of Grovetown's 717 students qualify for free or reduced lunch. While in the past, the school has ranked last in the county, it has improved dramatically. The Accelerated Reader Program uses an Olympic theme with students receiving bronze, silver and gold medals for their outstanding reading performance. The Junior Great Books and Einstein Math Club promote skills and confidence in reading and math. Students are peer facilitators, school ambassadors, and book buddies to lower grade students.

Reading scores at Grovetown have improved significantly. Mean reading scores on the ITBS for the entire school increased 5.4 NCEs (normal curve equivalents, a standard unit for test measurement) in 1993, 1.4 NCEs in 1994, 10 NCEs in 1995, and 8.1 NCEs in 1996. Fifth-graders now score in the 52nd percentile in reading. When Grovetown's Iowa Test of Basic Skills scores were announced for 1994-95, the community rejoiced at the school's advances, with the mayor announcing test score improvements on a billboard outside his office.

Montview Elementary School
Aurora, Colorado
Colleen Rickert, Title I Coordinator
(303) 344-8060

Aurora's 725 students, 76% of whom receive free or reduced lunch, flourish in this year-round schoolwide program. Although transiency, poverty and the number of LEP students have increased over the past two years, Montview's Balanced Literacy Program has allowed students to achieve tremendous success in reading, writing, spelling, listening and speaking. During daily two-hour blocks of time, students schedule independent activities in peer revision of writing samples, paired reading, cross grade level reading buddies, sharing published works, spelling, and listening to teacher readings. Montview has received support from state colleges and universities, as well as the local community. Family Literacy Nights are held regularly and parents are given learning activities to use at home. "Book It" and "October Read Aloud" further encourage reading as does a senior citizen organized book giveaway to help build home libraries. Achievement for all students is increasing, with 83% of Title I students reaching proficient levels in reading and 92% in math.

John F. Kennedy Elementary School
Kingston, New York
Fred Wadnola, Principal
(914) 331-3174

Eighty-two percent of this inner city's school's 340 students are on free or reduced lunch, yet they thrive under the school's integrated curriculum and literacy emphasis. Kennedy School is a regional training site for Reading Recovery. Reading Recovery, an accelerated reading program, works one-on-one with the lowest 20% of first graders. After an average of 20 weeks, students graduate to grade level. Most never again need remedial reading. Kennedy Kids/Adults Together pairs adults and children weekly for reading and literacy activities. For many kids from troubled families, this is the only bonding they have with an adult other than their teacher. An impressive array of reading programs has resulted in 97% of fifth graders scoring above the state reference point, compared to 80% three years ago.

Washington Elementary School
Lancaster, PA

Timothea M. Kirchner, Coordinator of Federal Funds and External Funding
(717) 291-6121

Washington Elementary School is the largest elementary school in its district, with 834 children aged three through 12, 84 % of them from low-income families. The first-grade level has been targeted for the most comprehensive intervention. All first grade classes have full Reading Recovery Program implementation; one-on-one reading instruction is a daily practice. Teachers also use portfolios, audiotaped logs of oral reading, small cooperative learning groups, and other innovative approaches. Three-year-olds enter the school with an average developmental age of 18 months. Eight months later they are assessed at an average developmental age of 38 months, a gain of 111 %. At the end of 3rd grade, students have an average reading grade level equivalent of 4.4, compared to the district average of 3.5.

Ka'Iulani Elementary School

Honolulu, Hawaii

Mrs. Charlotte White, Principal
(808) 832-3162

Eighty-four percent of the 511 students in this k-5 school get free or reduced lunch and twenty-two percent are LEP. The school stresses literature, with interdisciplinary theme units, such as a simulated space shuttle launch that was the climax of a semester of space study. Taking advantage of grant funds, the school installed a local area network (LAN) to provide schoolwide email and access to the Internet, and created Project R.E.A.D. through which older students serve as reading buddies to younger students. Several ongoing community partnerships have helped the school provide extra reading resources. Through a partnership with the local Rotary Clubs the school refurbished its library and is able to provide reading partners for all students. A partnership with the U.S.S. Louisville, a nuclear submarine, brings tutors to the school on a regular basis.

Through the enthusiastic interactions of staff, families, and community, scores have improved. The percentage of Ka'Iulani third-grade students scoring above the national norm in reading improved from 34 percent in 1994 to 53 percent in 1996.

Schools with Exemplary Math Programs

Orwell Village School

Orwell, Vermont

Charles Usher, Assistant Superintendent

(802) 265-4905

Richard Beriau, Principal (interim)

(802) 948-2871

Orwell Village School in rural southwestern Vermont serves 157 elementary school children, 14% of whom live in poverty. Orwell Village has placed in the top 3% of the state at grade 4 on the New Standards Mathematics Reference Exam. The school attributes its success to its faculty's commitment to a uniform, school-wide mathematics program since 1991—the Everyday Mathematics Program, one of the nation's first programs written to the National Council of Teachers of Mathematics standards. The University of Chicago School Mathematics Projects (UCSMP) developed Everyday Math with support from the National Science Foundation and private donors. UCSMP focuses on upgrading the mathematics experience of the average student. Everyday Mathematics encourages teachers and students to investigate, informally but systematically, the basics of data gathering and analysis, probability, geometry, and algebra, while taking advantage of the young child's ability and desire to explore and learn.

Jere Baxter Middle School

Nashville, Tennessee

Richard Rust, Principal

(615) 262-6710

Jere Baxter Middle School serves 430 5th and 6th graders, 72% of whom are eligible for free lunches. Some 63% of students are African-American; 35% are white. Baxter has implemented the Jasper Woodbury Problem Solving Series developed by Vanderbilt University with funding from the National Science Foundation. The series uses videodisc-based "adventures" that provide multiple opportunities for problem formulation, problem solving, reasoning, communication, and making connections to other subject areas, such as science and history. The program entails collaborative learning and challenges students to engage in meaningful discussions of mathematical concepts. Baxter students have dramatically increased their scores on standardized math tests in the last year; educators at the school attribute this to the Jasper series and to Baxter's consistent emphasis on collaborative learning, on engaging students in active, hands-on activities, and on approaches that enable students to construct meaning from what they are learning.

First in the World Consortium
Northbrook, Illinois
Paul Kimmelman, Consortium President
847-272-6880, ext. 223

Twenty school districts in suburban Chicago joined forces to meet the challenge of providing their students with a world class education in mathematics and science. Their first challenge was to find out what a "world class" education looked like, measure their current performance against that benchmark, and develop an improvement strategy. They took the TIMSS assessment in Spring 1996 at the 4th, 8th, and 12th grade level. Their 8th grade results, announced by the President last month, placed them among the top performing countries in the world, well exceeding U.S. performance. Initial data indicate that their high achievement is based on: 50% of their students taking algebra or geometry compared to 20% of students nationally, high expectations for students and teachers, and broad-based community support for improved student performance.

Brinkley Middle School
Jackson, Mississippi
Shey Robinson, Principal
(601)987-3573

The Robert Moses Algebra Project is in its third year in several middle schools in Jackson, Mississippi. In 1993-94, the project had its fullest implementation in the Brinkley Middle School. The goal of the Algebra Project is to address equity of opportunity by assisting students in inner city and rural areas to achieve mathematics literacy. An essential first step is that all students complete algebra as early as possible to ensure their access to college preparatory high school curriculum. A supportive learning environment is fostered by an infusion of young college-age students into the school, the work of individuals to provide after-school activities, and the connection of the Algebra Project to other avenues that give students a chance to pursue other interests such as theater.

FOCUS - 1 OF 118 STORIES

Copyright 1996 Times Mirror Company
Los Angeles Times

July 19, 1996, Friday, Home Edition

School
vouchers

SECTION: Part A; Page 10; National Desk

LENGTH: 994 words

HEADLINE: DOLE PUSHES PLAN FOR LOW-INCOME STUDENTS TO SELECT SCHOOL OF CHOICE;
EDUCATION: HE CALLS IDEA 'A CIVIL RIGHTS MOVEMENT OF 1990S.' BUT CRITICS SAY
PROPOSAL IS LIKE VOUCHER PROGRAMS VOTERS HAVE REJECTED.

BYLINE: EDWIN CHEN, TIMES STAFF WRITER

DATELINE: MILWAUKEE

BODY:

Striking a populist note, Bob Dole on Thursday proposed a \$ 5-billion project to help low- and middle-income families send their children to the school of their choice, whether public, private or religious.

The presumptive Republican presidential nominee said his joint federal-state program would provide "opportunity scholarships"--annual grants to qualifying families of \$ 1,000 per child from kindergarten through eighth grade and \$ 1,500 per high school student. The federal share would amount to \$ 2.5 billion; the 15 or so states chosen to participate in the four-year program would make contributions to match that total.

Dole, who would allow states to determine eligibility criteria and to contribute more if they wish, described school choice as "a civil rights movement of 1990s . . . and an idea whose time has come."

He likened the scholarships to the G.I. Bill, a program whose grants for education helped millions, including himself, attend college after World War II. "I want all of our children to have the same opportunities," he said.

But critics, including the powerful National Education Assn., blasted the plan as the type of "voucher" approach to funding education that has been rejected by voters in several states, including California. These foes contend such plans would drain scarce public funds from public school systems.

Responding to Dole's proposal, NEA President Keith Geiger said, "The answer is not running away from struggling or failing schools, but rolling up our sleeves to work together to create the best possible public schools."

Dole is using a three-day swing through the Midwest to emphasize public education reform. In Minneapolis on Wednesday, he deplored the state of public education and blasted President Clinton as "the pliant pet of militant teachers unions." Dole's trip also is designed to refocus his campaign on substantive

issues and away from a series of verbal gaffes that has robbed him of any political momentum.

His scholarship plan offers a clear distinction between himself and Clinton. The president supports allowing parents to choose among public schools but is against using tax money to send children to private or religious schools.

A Clinton campaign spokesman charged that Dole's proposal would "tear down public education," in part by "dramatically reducing our investment in public schools."

Dole's program, which he unveiled to an audience at a Catholic college in Milwaukee, would cover about 4 million children, or about 10% of all U.S. students from kindergarten through high school.

He touted his plan as a way to put poor students on equal footing with those who can already afford private schools. "Some families already have school choice," he said. "They have it because they happen to be wealthy. If it's right for them, it's right for low-income and middle-income families too."

But even some school-choice supporters conceded that the amount of scholarship money in Dole's plan may be insufficient, given that the average annual tuition at a private elementary school is about \$ 1,600 and at a private high school is about \$ 2,500.

'It's a start,' said Wisconsin Gov. Tommy G. Thompson, a Republican and potential Dole running mate. He noted that Wisconsin's own school-choice program provides more than \$ 3,600 per pupil for those attending private, non-sectarian schools. The Legislature last summer expanded the program to include religious schools, but a legal challenge is pending.

Dole read his speech with the aid of a TelePrompter, another sign that he and his campaign were intent upon focusing on his message and avoiding any miscues. Dole had been using the device earlier in the campaign, but then abandoned it.

But amid these efforts at improving Dole's performance on the campaign trail, a sign of the growing anxiety within the Republican Party over his campaign surfaced as other GOP leaders announced that they will stage a conference Tuesday aimed at persuading voters that the economy is growing too slowly under Clinton's leadership.

Though Dole representatives are expected to play major roles at the Washington gathering, the idea came from four men outside the Dole campaign--former Housing Secretary Jack Kemp; House Speaker Newt Gingrich (R-Ga.); Senate Majority Leader Trent Lott (R-Miss.); and Sen. Connie Mack (R-Fla.).

In fleshing out Dole's scholarship proposal, his aides said the \$ 2.5-billion federal contribution for the grants would come from the Department of Education's existing \$ 33-billion annual budget and thus would not add to the federal deficit. Part of the funding would come from the \$ 370-million earmarked for the department's Goals 2000 program, which Dole would kill.

Dole would allow states to decide whether such scholarships would apply to only public schools, or to private schools and sectarian schools as well.

But his aides said that in selecting states for the program, preference would be given to those allowing for use of the scholarships at all three types of schools.

The type of school-choice financing program offered by Dole long has been a favorite issue for conservatives, who see it as a way to tap into widespread parental concern about the quality of public education. Still, as California's experience shows, winning support for such proposals is difficult.

In 1993, a California initiative backed by school-choice advocates would have provided \$ 2,600 vouchers to parents of any school-age child in the state to use for private- or religious-school tuition. But the measure, Proposition 174, faced opposition from teachers unions and virtually all the state's major elected officials, including Gov. Pete Wilson. It lost by a 2-to-1 ratio.

After his Milwaukee appearance, Dole flew to Detroit, where, in keeping with the campaign's newfound adherence to its message, he participated in a town hall meeting with Michigan education activists.

LANGUAGE: English

LOAD-DATE: July 19, 1996

FOCUS - 3 OF 118 STORIES

Copyright 1996 The New York Times Company
The New York Times

July 19, 1996, Friday, Late Edition - Final

SECTION: Section A; Page 14; Column 4; National Desk

LENGTH: 606 words

HEADLINE: Dole Backs School Choice Through Vouchers

BYLINE: By ADAM NAGOURNEY

DATELINE: MILWAUKEE, July 18

BODY:

Bob Dole today embraced a \$5-billion-a-year proposal that would allow parents to use government-issued vouchers to pay their children's tuition at whatever school they chose, private, public or parochial. He described the drive for school choice as "a civil rights movement of the 1990's."

Mr. Dole used the backdrop of a Franciscan institution here, Cardinal Stritch College, to elevate this four-year-old Republican proposal to a prominent spot in his own campaign against President Clinton.

In so doing -- and in emphasizing, to loud applause from his supporters, that the voucher program would pay for a parochial-school education -- he made a direct appeal to Roman Catholic voters, who are crucial to his effort to win states across the Midwest this fall.

In a brisk speech, Mr. Dole framed the argument for school choice with the kind of pitch to the working class more commonly associated with Democrats: he maintained that wealthy families should not be the only ones with the means to send children to schools of their choice.

Mr. Dole noted that his own daughter, Robin, had attended public school, in apparent reference to the fact that Mr. Clinton, who opposes the school voucher proposal, sends his own daughter, Chelsea, to a private school in Washington.

"Some families already have school choice, as I indicated earlier," Mr. Dole said. "They have it because they have the money. That's fine. I'm happy they have that choice. They have it because they have the power, some office, some prestige."

But money, power, office and prestige should not be the determinants, the candidate said. "That's not the way it ought to work in America," he said. "And that's why I'm on your side in this issue, this battle."

Mr. Dole's proposal is an expanded version of one drafted by the Bush Administration's Education Secretary, Lamar Alexander, a former Republican Presidential rival of Mr. Dole who appeared with him here today. Under Mr. Dole's version of the Alexander plan, the Federal Government would provide \$2.5

billion a year, to be matched by as many as 15 states, for a four-year pilot program that Mr. Alexander said would cover tuition costs for four million students.

The program would provide to low- and middle-income families vouchers paying \$1,000 a year in tuition for pupils in grades 1 through 8 and \$1,500 a year for high school students. States that had adopted voucher programs would apply for the Federal assistance. The Government would entertain requests from all such states but would give preference to those whose programs extended parental choice to parochial schools rather than limiting it to public schools, which would now be competing for direct payment from enrolled students, and secular private schools.

Mr. Dole termed his program Opportunity Scholarships for Children and said it was patterned on the G.I. Bill, which provided scholarships for veterans after World War II. His aides were unable to say why he had never introduced such legislation as Senate majority leader.

Mr. Dole outlined his proposal in one of only two states that have already adopted voucher programs. (Ohio is the other.) But the parochial-school aspect of Wisconsin's program is currently frozen in the courts, under challenge from a number of groups on the ground that it violates separation of church and state.

Mr. Dole and his aides said they had not worked out the details on how to pay for most of the \$2.5 billion annual cost to the Federal Government. But Mr. Alexander maintained that the money could be found somewhere in the \$34 billion Education Department budget.

LANGUAGE: ENGLISH

LOAD-DATE: July 19, 1996

FOCUS - 14 OF 118 STORIES

Copyright 1996 Newsday, Inc.
Newsday

July 18, 1996, Thursday, NASSAU AND SUFFOLK EDITION

SECTION: NEWS; Page A04

LENGTH: 830 words

HEADLINE: DOLE ON OFFENSE OVER EDUCATION

BYLINE: By Glenn Kessler. WASHINGTON BUREAU

DATELINE: Minneapolis

BODY:

Minneapolis - Bob Dole, outlining his views on education reform, yesterday accused President Bill Clinton of being a "pliant pet of militant teachers unions" that he said were responsible for "an air of failure, frustration and futility" in the nation's public school systems.

Mincing no words, the presumed Republican nominee tried to turn the tables on Democratic charges that the GOP is beholden to tobacco campaign contributions. "The president says he wants reform," Dole said in a speech at a Catholic high school in Minneapolis. "But I would say this to him: You cannot reform our schools, and at the same time reap generous campaign contributions from the very groups who have run our public schools into the ground."

Dole, who turns 73 next week, painted an idyllic view of U.S. schools when he was growing up: "a model to the world, where kids of all classes and all races and all creeds were brought together." But he heaped scorn on several modern education techniques and other "politically correct nonsense," saying that "while students in Europe and Japan are learning math, science and language, our kids are learning to get in touch with their feelings."

Dole specifically pledged to support the school-choice movement, which would give parents public money - in vouchers - to send their children to the public or private school of their choice. The effort is vehemently opposed by teachers unions, which say it will drain public schools of needed funds. Dole is to announce his own voucher plan today in Milwaukee.

"Our public schools are in trouble because too often they are no longer run by the public," Dole said to a cheering crowd at De La Salle High School, which costs \$4,775 a year. "Instead, they're controlled by narrow special interest groups who regard public education not as a public trust, but as a political territory to be guarded at all costs."

The speech was billed by the Dole campaign as an attempt to regain his footing after several weeks of stumbles and declining support in public opinion polls. Former Reagan Education Secretary William Bennett, traveling on Dole's

plane, acknowledged that Clinton has managed to seize the initiative on a number of issues - education being one of them - that he said rightly should belong to Republicans.

Dole has been promising to unveil an economic agenda for weeks. Yesterday he declared that education was "an essential part of my pro-growth economic plan. As we get the economy ready for the next century, education reform ranks right up there with tax reform and regulatory reform."

Under the guidance of his handlers, Dole barely spoke with the press and stuck - for once - close to the text of his speech. Dole even offered the kind of gimmick that the no-nonsense former Senate majority leader has typically disdained: Something he called an Education Consumers' Warranty. This was a 10-part pledge to provide parents such assurances as safe and innovative schools and children able to do college-level work when they graduate.

But politically, Dole has a lot of ground to make up. Clinton made his mark as Arkansas governor by imposing tougher teacher standards. During last year's budget battle, he deftly used Republican proposals to slash education spending to portray the party as insensitive to education needs.

Dole did not mention his previous pledge to dismantle the Education Department. While Dole aides distributed a fact sheet showing that the Republican Congress has boosted educational funding this year, Congress last year tried to cut or eliminate many of the programs cited in the fact sheet. A program for safe and drug-free schools, which is to receive \$441 million in the 1997 budget, was to have been terminated in the 1996 budget.

"When it comes to improving education in America, Bob Dole needs to go back to school," said Clinton spokesman Joe Lockhart. "Citizen Dole conveniently forgets the record of Senator Bob Dole." Lockhart ticked off the proposed education cuts and noted that Dole in the 1960s voted against creation of Head Start and student loans.

Lockhart declined to address directly Dole's charges that Clinton is beholden to teachers unions, except to say "Bob Dole seems to want to assault American teachers."

The National Education Association, the one union specifically cited by Dole, overwhelmingly favors Democrats in making political contributions. In 1993 and 1994, according to the Dole campaign, the union gave \$2.2 million to Democrats, compared with \$25,800 to Republicans. But attacking the 2.1-million-member union may be a risky strategy for Dole. Its membership is mostly female, and Dole is struggling to make up a huge gap in support among women. The union's president-elect, Bob Chase, asked whether Dole wanted to return to "the good old days" of the '50s when this nation had a graduation rate of 56 percent and college attendance was for an elite group of young people."

GRAPHIC: AP Photo - Dole sits among summer campers at De La Salle High School in Minnesota yesterday.

LANGUAGE: English

LOAD-DATE: July 18, 1996

FOCUS - 16 OF 118 STORIES

Copyright 1996 PR Newswire Association, Inc.
PR Newswire

July 18, 1996, Thursday

SECTION: State and Regional News

DISTRIBUTION: TO NATIONAL AND EDUCATION EDITORS

LENGTH: 347 words

HEADLINE: PUBLIC DOLLARS FOR PUBLIC SCHOOLS, PTA SAYS

DATELINE: CHICAGO, July 18

BODY:

"Parents are not phantoms in the public school reform debate, nor are parents merely the passive consumers of a product," said National PTA president Joan Dykstra in response to presidential candidate Bob Dole's comments on school reform Wednesday.

"PTA leaders across the country, at the federal, state, and local levels help craft, refine, implement, and evaluate the many efforts that make real improvements in America's public schools," she said. "And yes, sometimes parents also fight to stop proposed reforms, such as education vouchers, that will hurt public education.

"To suggest teachers are to blame for problems in the system, and that parents are not aware of or part of the debate misses the point," Dykstra added. "Years of neglect at the local, state and federal level, years of inadequate funding, have taken their toll. Mr. Dole asks who speaks for the parents, I respond that the National PTA speaks for 6.5 million of them. And we don't want vouchers, we want a vital public school system supported by public dollars."

The National PTA has long held the position that vouchers are bad public policy and violate the First Amendment guarantee of separation of church and state. Vouchers offer no real solution to improving the public schools, where the vast majority of students are educated. Vouchers do not address the need for more teacher training, smaller class size, or improved facilities. These are all issues where PTA parents have served as advocates.

"The National PTA favors school reform that emphasizes adequate funding, a drug and violence free environment in which to learn, and a three-way partnership among parents, educators and community leaders," Dykstra said. "Without support from all members of society, our public education system is doomed to failure."

The National PTA encourages its 6.5 million members to be involved in key child education and welfare issues. The organization serves as an advocate for children and families in schools, the community, and before government agencies. CONTACT: Patty Yoxall or Melissa Krylowicz, both of National PTA, 312-670-6782 CONTACT: Media, David L. Gardner, Director-Public

Relations, 216-694-5407, or Financial Community, Fred B. Rice,
Manager-Investor Relations, 800-214-0739, both of Cleveland-Cliffs Inc
LANGUAGE: ENGLISH

LOAD-DATE: July 19, 1996

FOCUS - 17 OF 118 STORIES

Copyright 1996 Roll Call Associates
Roll Call

July 18, 1996

LENGTH: 1054 words

HEADLINE: By Morton M. Kondracke

BODY:

Clinton's legislative proposals and executive actions position him as an ideological centrist, but also are designed to appeal to voters worried that they and their children won't be able to compete in the new high-tech economy.

Playing catch-up, Dole has designated July as "policy month," culminating in the unveiling of his growth-oriented tax cut plan. Clinton, by contrast, has been unveiling policy proposals all year, including targeted tax cuts and education, workplace, and anti-crime initiatives.

Republicans on the House Budget Committee are tracking the Clinton proposals with the intention of criticizing their cost, while at the same time GOP leadership aides say that Clinton is "trivializing the presidency" by unleashing a stream of initiatives "hoping to get a one-day press release."

Dole is doing something similar, though - concentrating this week on education proposals. In a series of Midwest appearances, Dole is trying to occupy territory where Clinton is weak by emphasizing the value of parental choice in improving the schools, but Clinton already has gone a long way in cementing a reputation for being an "education president."

Clinton's education initiatives this year include a \$5 billion proposal to repair decrepit school buildings, a \$2 billion plan to connect schools to the Internet, an \$8 billion scholarship program to enable high school graduates to go to college for at least two years, and an effort to train teachers in education technology.

In addition, Clinton has proposed a tuition tax deduction for post-secondary tuitions and has passed major education bills such as Head Start expansion and the Goals 2000 standards-and-testing law.

In a Minneapolis speech on Wednesday, Dole claimed that Clinton has based his education agenda on helping "producers" like teachers unions and bureaucrats, whereas Dole's agenda will be aimed at empowering "consumers," including students and parents.

In Milwaukee, Detroit, and Cleveland, Dole will make the legitimate case that private school vouchers, charter schools, and other "choice" vehicles can help inner-city children even more than suburban youngsters.

Aides say that Dole today will propose a series of school choice pilot plans, which surely will be opposed by Clinton in deference to the National Education Association, which strongly backs him and other Democrats despite an effort to

appear more bipartisan.

Education is an issue, along with Medicare, health care, and the environment, on which polls show Democrats enjoying a huge advantage over Republicans.

Clinton seems to be concentrating on it not only because he believes that it's the best answer to the challenges of the new economy, but because voters indicate they are more worried about their children's ability to maintain a better standard of living than their own.

Polls indicate that in spite of widespread publicity about corporate downsizing, surprisingly few voters think they are in danger of losing their own jobs.

But when asked whether they expect their children to enjoy a higher standard of living than their own, only 41 percent of voters said "yes" in NBC/Wall Street Journal polls this year, compared with 60 percent in 1990.

Moreover, Clinton's initiatives seem designed to appeal to a huge bloc of voters - up to one-quarter of the total electorate - which has attended college, but not graduated. Polls indicate that this group - "some college," in shorthand - leans Republican.

Meantime, Clinton also is trying to shore up his standing on crime and drugs, areas in which Republicans have a distinct lead. Crime rates have been falling, but experts agree that youth crime is exploding, so Clinton has come up with a series of initiatives to crack gangs, control truancy, track guns sold to juveniles, and help local jurisdictions impose curfews.

Republicans have criticized Clinton for downgrading the war on drugs, but this year he appointed retired Army Gen. Barry McCaffrey as White House drug czar, reinvigorated the czar's office, and instituted a policy of evicting first-time drug offenders from public housing.

Other Clinton policy initiatives include endorsement of a constitutional amendment giving crime victims and their families standing in trial proceedings, a proposal to extend the Family and Medical Leave Act allowing parents time off from work for school visits and other parental duties, a pension portability act, and national registries of sex offenders and "deadbeat dads."

Clinton also has indicated he will sign legislation barring recognition of gay marriages, has pledged to balance the federal budget, and is promising to sign a GOP welfare reform bill - all of which now makes 39 percent of the electorate label Clinton as a "moderate," compared with 37 percent who view him as "liberal," according to a CBS/New York Times survey.

Republicans claim that Clinton's promises are empty, but they seem to work with the people, 60 percent of whom believe that Clinton "cares" about their needs, compared with 43 percent for Dole. Dole clearly needs to think more about policy.

LANGUAGE: ENGLISH

LOAD-DATE: July 18, 1996

FOCUS - 20 OF 118 STORIES

Copyright 1996 U.S. Newswire, Inc.
U.S. Newswire

July 18, 1996

SECTION: NATIONAL DESK, EDUCATION WRITER

LENGTH: 520 words

HEADLINE: Statement of National Education Association President on Dole's School Voucher Proposal

CONTACT: Melinda Anderson, 202-822-7230, or Susan Whitmore, 202-822-7251, both of the National Education Association

DATELINE: WASHINGTON, July 18

BODY:

The following is a statement by National Education Association President Keith Geiger on Bob Dole's School Voucher Proposal:

Public school choice makes good sense. That's why the National Education Association has promoted effective education reforms, developed charter schools, and worked to make schools more parent- friendly. yet diverting tax dollars from public schools to send a select, few students to religious and private schools is not the right choice and will cost taxpayers a great deal of money.

Not only will taxpayers be forced to foot the bill for vouchers themselves, they'll have to pick up the tab for a whole new bureaucracy, including hidden costs such as administering expenses and student transportation. In short, vouchers will cause taxpayers to pay for the existing public school system, as well as subsidize parents whose children attend private or religious schools.

Rather than providing "choice," as Dole claims, vouchers are instead tickets to nowhere. With vouchers, the real "choice" mremains -- where it has always been -- with the admissions officials of the private and religious schools. They choose whether to accept a child. They choose whether or not to open their classroom doors. Adding that to the fact that average vouchers fall far below the actual cost of tuition at most private schools, Dole's "opporutinity scholarships" offer a false promise indeed.

And the American people know this. Citizens have shown their opposition to vouchers repeatedly at the ballot box. In fact, when given the opportunity to express their feelings on the use of taxpayer money to send children to private or parochial schools, Americans have voted "No" some 16 times.

There are no quick fixes to the challenges facing our nation's schools. As citizens, we should be doing all we can to make every community school a quality community school. The answer is not running away from struggling or failing schools, but rolling up our sleeves to work together to create the best possible public schools for every child in America.

The National Education Association is the nation's largest

professional employee organization, representing more than 2.2 million elementary and secondary teachers, higher education faculty, educational support personnel, school administrators, retired educators, and students preparing to become teachers.

LANGUAGE: ENGLISH

LOAD-DATE: July 18, 1996

FOCUS - 39 OF 118 STORIES

Copyright 1996 U.S. Newswire, Inc.
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July 17, 1996

SECTION: NATIONAL DESK, EDUCATION AND POLITICAL WRITERS

LENGTH: 400 words

HEADLINE: Statement by AFT President Shanker on Dole's Remarks at Minneapolis' De La Salle High School

CONTACT: Jamie Horwitz of the American Federation of Teachers, 202-879-4447

DATELINE: WASHINGTON, July 17

BODY:

Following is a statement by American Federation of Teachers President Albert Shanker on Bob Dole's remarks at Minneapolis' De La Salle High School:

I am disappointed but not surprised that Sen. Dole, a Johnny-come-lately to the issue of education, would serve up nothing more on his education plate than a warmed-over plan for vouchers. Sen. Dole showed little interest in education during his many years in the House and Senate. As a presidential candidate, it is obvious that he hasn't learned a thing. Reading the polls, Mr. Dole knows that education is on the minds of the voters. However, if he had read the 1995 Phi Delta Kappa poll on attitudes toward public education he would have seen that even Roman Catholic and non-public school parents oppose vouchers. Catholics oppose vouchers 54 percent to 44 percent and non-public school parents oppose vouchers 51 percent to 44 percent.

When vouchers have been placed on state ballots, most notably in California, Oregon and Colorado, voters defeated voucher proposals by a two-to-one margin. And not without reason. Evaluations of Milwaukee's voucher experiment show that voucher students do no better than comparable students in public school. It is also questionable whether some of these voucher schemes are even constitutional, the Cleveland plan in particular.

Sen. Dole certainly can't point to a successful track record for vouchers and tuition tax credits; there is none. The senator should be supporting the many governors, Democratic and Republican, who have pledged to raise academic standards in their states. And he should be speaking in favor of raising standards of student conduct, as President Clinton did recently when he proposed action against truancy. One thing is sure from an educator's standpoint, before his next school initiative, Sen. Dole should do a little more homework.

LANGUAGE: ENGLISH

LOAD-DATE: July 17, 1996

FOCUS - 68 OF 118 STORIES

Copyright 1996 U.S. Newswire, Inc.
U.S. Newswire

July 10, 1996

SECTION: NATIONAL DESK, EDUCATION WRITER

LENGTH: 774 words

HEADLINE: Texas AFT Official Urges Democrats to Support Higher Standards for Academics and Conduct in Public Schools

CONTACT: Charmayne Marsh, 202-879-4586, or Robert Nash, 512-448-0130

DATELINE: KANSAS CITY, Mo., July 10

BODY:

Higher standards for academic achievement and for conduct in the classroom are the improvements parents want to see in public schools, John Cole, president of the Texas Federation of Teachers (TFT) and a vice president of the American Federation of Teachers (AFT), told the Democratic platform committee hearing here today.

"Parents and the public strongly support public schools -- they do not believe in private school vouchers or turning schools over to for-profit corporations. What the public wants, as poll after poll shows, is to raise the standards of conduct and standards of academic achievement in our public schools," Cole said.

The Texas Federation leader testified on behalf of the AFT along with Bob Chase, the new president of the National Education Association. Their joint appearance represented a combined membership of more than 3 million education employees in the nation's public elementary, secondary, vocational and postsecondary schools.

Cole and Chase both supported standards for all students, tougher classroom discipline and better preparation of students for college or the workforce. They also opposed what they described as "ill-conceived reforms, such as vouchers and privatization schemes." They said these practices have "a poor track record in districts where they have been tried and where they have done little or nothing to improve student achievement."

Cole said the public's desire for higher standards and achievement is shared by school employees.

"For years, the AFT has been trying to focus attention on what is known to work -- high standards of conduct and high standards of academic achievement. Teachers and other school employees know firsthand how a breakdown in discipline can work to undermine the academic program of entire classrooms, schools and districts. And they understand how setting high standards for students motivates them to do better."

Cole said to help make schools more responsive to the real concerns of parents and the public, the AFT has launched a national campaign, "Lessons for Life: Responsibility, Respect, Results." He said it "reaffirms the traditional mission of public schools: to prepare our nation's young people for equal and responsible citizenship and productive adulthood and to

remind people that democratic citizenship and productive adulthood begin with standards of conduct and standards for achievement in our homes and schools."

In Texas, Cole has achieved success with TFT's "Zero Tolerance" policies for students who commit violent acts in the classroom or on campus. "Zero Tolerance" policies have been adopted by many school districts and enacted into law in Texas and in West Virginia.

The Texas leader also praised President Bill Clinton's support for ending social promotion, the practice of sending students on to the next grade regardless of their achievement. The Texas Federation's "Basics First" campaign also calls for ending social promotion, while supporting intensive reading programs in the early grades to get students off to a strong start.

Both educational organizations urged continued support for Goals 2000, which they said "gives states an opportunity to develop and implement genuine, standards-based reforms, and the National Education Goals, which provide an important framework for national, state and local initiatives to improve education."

The Texas Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO, which represents 900,000 teachers, school support staff, higher education faculty, nurses and healthcare professionals and state and local government employees nationwide.

LANGUAGE: ENGLISH

LOAD-DATE: July 10, 1996

FOCUS - 71 OF 118 STORIES

Copyright 1996 The Cincinnati Enquirer
The Cincinnati Enquirer

July 9, 1996, Tuesday

SECTION: METRO, Pg. B01

LENGTH: 584 words

HEADLINE: African-based academy closes
Founders counted on failed school-voucher program

BYLINE: PERRY BROTHERS and MARK SKERTIC

SOURCE: The Cincinnati Enquirer

BODY:

Financial troubles have forced the founders of the African American Academy to close its doors.

Norman Harris, former director of the school, said the academy would still be in business if Ohio legislators had approved a statewide school voucher program that could be used to pay private and parochial school tuition.

"Our goal was to create a school that could enroll low- and middle-income kids. The only way you can do that is school choice," said Mr. Harris, who also is an African-American studies professor at the University of Cincinnati.

The academy opened in the fall of 1994 in the former St. Pius Catholic School in South Cumminsville. Mr. Harris notified parents of the closing July 2. He cited four reasons for the closure:

Shortfall of \$ 10,000 resulting from a misunderstanding about state reimbursement under Ohio's chartering system.

Lack of parental involvement. Only seven parents attended meetings Mr. Harris called to discuss the school's financial problems.

Inability to purchase the school building from the Archdiocese of Cincinnati. That would have allowed the school to accumulate equity and improve its financial position.

Outstanding tuition payments from parents who owe \$ 16,345.61 to the academy.

This fall would have been the third full school year for the academy. About 140 children, predominantly Cincinnati residents, were enrolled for the 1996 fall semester in preschool through seventh grade. The tuition has remained \$ 2,700 since the first year.

Arlene M. Turner of Westwood, whose two sons were enrolled in the school, said she actively supported the academy, but the parental support was insufficient.

"It's unfortunate that a financial situation made it close. I wish there had been more involvement or better management or whatever was necessary to get it through those first struggling years," she said.

Mrs. Turner said she will send her children to Christ Emmanuel Christian Academy this fall.

From the start, the school emphasized African culture and history. Uniforms were blue, green and gold dashikis. The curriculum - from math to composition - was based on spiritual cultivation, looking to the forces of nature to understand and explain things.

From the start, Dr. Harris and his wife, Dr. Clarrisa Myrick-Harris, a former UC professor, were intensely involved in all parts of the curriculum. The couple brought a level of professionalism missing from many classrooms, some parents said. Dr. Harris had been counting on a statewide voucher program to increase enrollment. In 1995 state lawmakers considered such a proposal.

The plan was downsized to an experiment in Cleveland, which has been delayed by a lawsuit filed by the Ohio Federation of Teachers over the constitutionality of giving public money to church-sponsored schools.

At the time, Mr. Harris expressed disappointment, because vouchers would have made his school affordable for many more parents.

The Ohio Department of Education, which granted the school a charter last year, has not been notified of its closing, said Rollie Seiple, a consultant in the division of assessment and evaluation.

"We've received several calls about the school's status, but we've heard nothing," he said Monday. "We are supposed to be notified."

Mr. Harris said he has not yet notified the state, adding the academy's future is out of his hands.

"Anything that we do in the future will depend on what the legislature does with the voucher program," he said.

LOAD-DATE: July 10, 1996

FOCUS - 78 OF 118 STORIES

Copyright 1996 Palm Beach Newspaper, Inc.
The Palm Beach Post

July 8, 1996, Monday, FINAL EDITION

SECTION: OPINION, Pg. 11A

LENGTH: 184 words

HEADLINE: CHOOSING SCHOOL VOUCHERS MAY OPEN PANDORA'S BOX

BODY:

In regard to Richard Rampell's article "Schools need competition from vouchers to improve": I am totally against vouchers for private schools because that violates religious freedom by funneling tax dollars into private sectarian schools and entangling religion with government. The voucher breaches the church-state separation provisions of the U.S. Constitution's First Amendment.

According to a report in the Phi Delta Kappan, no empirical proof exists that vouchers do what their supporters say they will: Improve public education through competition.

According to Kevin B. Smith of the University of Nebraska and Kenneth J. Meier of the University of Wisconsin: "Racial segregation occurs when 'school choice' is allowed. As the number of black students increased in the public school system, private school enrollments grew. Religion and desire for racial segregation do seem to play a role in these shifts in enrollments."

Observed Mr. Smith and Mr. Meier, "Choice is more Pandora's box than panacea."

Marvin Engle, president

Humanists of the Palm Beaches

North Palm Beach

NOTES:

Letters to the Editor

TYPE: Letter

LOAD-DATE: July 11, 1996

FOCUS - 96 OF 118 STORIES

Copyright 1996 Orange County Register
THE ORANGE COUNTY REGISTER

July 4, 1996 Thursday MORNING EDITION

SECTION: NEWS; Pg. A06

LENGTH: 336 words

HEADLINE: School voucher plan rejected;

EDUCATION: Pringle's Assembly-passed proposal would have been worth as much as \$ 3,000 to students.

BYLINE: DANIEL M. WEINTRAUB, The Orange County Register

DATELINE: SACRAMENTO, CA

BODY:

Assembly Speaker Curt Pringle's proposal to give students in the worst-performing public schools taxpayer-paid vouchers for private-school tuition was rejected Wednesday by a state Senate committee.

Pringle could muster only one vote on the nine-member Senate Education Committee for the controversial bill, which was part of Gov. Pete Wilson's education policy agenda.

The measure, passed earlier by the state Assembly, would have given tuition vouchers worth as much as \$ 3,000 to students who lived within the attendance area of schools with test scores among the lowest 5 percent in the state.

The vouchers would have been worth a maximum of 90 percent of the amount the state spends for basic education of students in the public schools.

Pringle argued that students in poor-performing schools, many of which are in economically disadvantaged areas, should have the opportunity to transfer to a private school if parents think that option would improve the child's education. Among those testifying for the bill were the director and a student from a small private school in Compton, where the public-school district is considered one of the worst-managed in the state.

"For too long we have fought to defend the public-education system and ignored the fact that there are bad public schools that fail those communities and fail those children," Pringle said.

"I believe we as a legislature can no longer let those children be cut adrift. "

The bill was opposed by the entire public-school establishment

and some private schools that feared that taxpayer money for private schools would soon be followed by government regulation of those academies. Also opposed to the measure were groups who advocate the separation of government and religion.

As an alternative to Pringle's bill, the Senate has approved a measure that would give the same poor-performing schools extra money to try to improve their programs. That proposal is expected to die in the Assembly.

LANGUAGE: ENGLISH

LOAD-DATE: July 05, 1996

Nat'l Standards

Riley Pr. Conf. 3/12/97

4TH STORY of Level 1 printed in FULL format.

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Sacramento Bee

May 4, 1997, METRO FINAL

SECTION: FORUM; Pg. F03

LENGTH: 1307 words

HEADLINE: WHOSE NATIONWIDE STANDARDS FOR EDUCATION WILL BE ADOPTED?

BYLINE: Lynne V. Cheney

BODY:

A GROUP OF business leaders gathered at the White House last month to endorse President Clinton's effort to establish national education standards. Shouldn't we have learned by now the danger of embracing national standards when we have no notion of what form they'll take?

Not long ago, President Bush and the ambitious head of the National Governor's Association, Bill Clinton, emerged from an education summit in Charlottesville, Va., with what seemed to many a terrific plan: "world-class standards" for U.S. schools. But several years and millions of taxpayer dollars later, when the experts came forth with the details, standards no longer seemed like such a good idea. Ninety-nine members of the U.S. Senate voted to reject history standards that would have students learning more about Joseph McCarthy than George Washington, more about the Indian chief Speckled Snake than Thomas Edison.

So how is it that today President Clinton's plans for national standards for fourth-grade reading and eighth-grade mathematics are proceeding so smoothly? Otherwise-sensible politicians are backing the proposal even though the details are unknown and the few things one can speculate about are not reassuring.

The president has given his proposal an aura of specificity by promising to model the new standards on the respected National Assessment of Educational Progress. But because the NAEP tests are not intended to measure every child in the nation, they will have to be overhauled. The Department of Education intends to award contracts worth some \$ 9 million a year over the next few years to groups outside the government to rework the tests. Therein lies the danger: If those groups are so inclined, they can turn out a product that differs significantly from the model, just as outside groups did in the last round of standard-setting.

Clinton tries to allay such concerns by suggesting that in reading and math -- as opposed to controversial subjects like history -- universal agreement prevails about what students should know and be tested for. "From Maryland to Michigan to Montana," he said recently, "reading is reading and math is math." Apparently the president has not heard of "whole language" instruction, an approach to reading and writing that has created firestorms in several states, most notably California. Whole-language teachers focus on student "empowerment." They prefer not to talk about student errors, but about "approximate spelling."

Sacramento Bee, May 4, 1997

They also don't talk much about phonics, one of those dreaded instructional techniques requiring drill and memorization.

ALTHOUGH COMMON sense and recent research argue against whole-language instruction, it has powerful advocates, including the National Council of Teachers of English, a group sure to have influence in the development of a reading test. Since it is impossible to imagine the process going forward without the NCTE, it is quite possible to imagine a national reading test in which it matters not a whit to students' scores if their answers are full of spelling and grammatical errors.

Even mathematics is vulnerable to such fashionable nonsense. In 1989, the National Council of Teachers of Mathematics set forth standards embodying what one might call "whole math" instruction. As powerful in its field as the NCTE is in English, the NCTM lambasted "a long-standing preoccupation with computation and other traditional skills," which makes students into "passive receivers of rules and procedures rather than active participants in creating knowledge." The council's standards urged that drill, practice and memorization be downplayed in favor of "number sense," "operation sense" and "cooperative work." Parents in at least four states have blamed the NCTM standards for inadequately fostering math literacy. Given the NCTM's likely role in developing a national test in eighth-grade mathematics, parents across the country could soon be irate. Worse, in the absence of other tests, a national examination that downplayed skills like computation might well disguise student inadequacies, which would be very bad news indeed.

A third group that could play a role in developing tests is the National Center for Education and the Economy. With \$ 20 million from the Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation, the NCEE has been at work for the past few years on standards and assessments for fourth-, eighth- and 10th-graders. Thus it is very well positioned to influence any new standards -- and well connected too. Hillary Clinton and Ira Magaziner are among those who have served on its board. Mike Cohen, formerly NCEE executive director, is now chief education adviser at the White House.

UNDERSECRETARY OF Education Mike Smith has worked closely with the NCEE. Like Robert Schwartz, then head of educational giving for the Pew Foundation, Smith was among those whom NCEE president Marc Tucker brought together right after the 1992 election to advise Mrs. Clinton. After the meeting Tucker wrote an 18-page letter to "Dear Hillary" advising that the Clintons aim to "remold the entire American system" of education and training. Crucial to spinning a "seamless web" of education and labor policy that would envelop all Americans "from cradle to grave," Tucker wrote, are "clear national standards of performance."

Tucker's letter offers vivid support to those who worry that the Clinton reading and math tests are merely the first step on a path toward central control of all aspects of education. Many of those who have come out in support of the Clinton proposal would no more approve of this idea than they would of approximate spelling; but, as the last round of standard-setting showed, what is proposed in the beginning may bear little relationship to what results in the end.

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GRAPHIC: Los Angeles Times illustration / John MacDonald

LANGUAGE: ENGLISH

LOAD-DATE: May 5, 1997

HRC Role in Promoting

Ed. 3/12/97

6TH STORY of Level 1 printed in FULL format.

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The Washington Post

March 12, 1997, Wednesday, Final Edition

SECTION: A SECTION; Pg. A09

LENGTH: 876 words

HEADLINE: First Lady Reprises Old Role; Little Rock Journey Spotlights Education

BYLINE: John F. Harris, Washington Post Staff Writer

DATELINE: LITTLE ROCK, March 11

BODY:

First lady Hillary Rodham Clinton was back on home turf today. The faces were familiar, and so was the subject.

There was even an echo, as she stumped in Arkansas on behalf of the Clinton administration's proposal for national educational standards and testing, of her old role as a public point person on behalf of her husband's agenda.

Fourteen years ago, education was the issue on which Hillary Clinton established her reputation as a full partner with her husband, then the governor of this state, in crafting policy. These days, she and aides take pains to say, she is not crafting the policy, but her appearances here and earlier in Washington this week make plain she plans to be unabashed in promoting it.

For the first lady, the fight over educational standards is a chance to confront old foes. Social conservatives, many of whom bridle at suggestions for an expanded federal government role for education, are also the people who bridled most at the expanded role Hillary Clinton sought for the office of first lady early in the first term.

On other occasions, she has blamed vilification from what she called "right-wing" advocacy groups for some of the problems she and her husband have faced in promoting policies. One purpose of her public appearances, she said in a Monday gathering with reporters, is to create enough support from the general public to counteract conservative complaints that this is "an attempt to micromanage what goes in the classrooms of America."

So far, she said, the administration's plan to have voluntary testing of fourth-graders in reading and eighth-graders in math has not excited loud protest. "We just don't see it," Clinton said. "It may burn up some radio talk show host's phone line."

But the voices of dissent are just beginning to clear their throats. Some critics believe that the voluntary tests, to be drafted by the Education Department, could be a precursor to more intrusive efforts by the government to set curricula and wrest control in other ways from localities and parents.

The Washington Post, March 12, 1997

"What's voluntary the first time ends up being mandatory the next time," said Michael P. Farris, who heads an advocacy group for parents who teach their children at home and who became a hero of social conservatives after his unsuccessful run for Virginia lieutenant governor in 1993. "There will be a coercion that follows -- either direct coercion or implied."

But even a critic like Farris said he has no problem with the first lady taking a prominent role in the policy debate. Given her past involvement with education and the welfare of the young, he said, "it's a more natural fit than health care."

Edward Kelly, a former Little Rock school superintendent who now runs the Prince William County public schools in Northern Virginia, agreed. In Arkansas, Kelly recalled, Hillary Clinton was "a strong voice," who was instrumental in building public support by making the case that "education is absolutely critical" to the state's future economic success.

In Arkansas, her husband appointed her to an educational task force. Ultimately, the state passed a tax increase to pay for additional educational spending, but linked it with testing of teachers to reassure the public that instructional quality was high.

The problem with the Clintons' effort this time, Kelly warned, is that it promises to be less substantive than what they did in Arkansas. While some conservatives worry that testing may be the start of something big, Kelly said many educators worry it is just the latest example of something small. "We've got plenty of data from existing tests that can tell us how our kids are doing, the question is what are we going to do about it," Kelly said. "There's a feeling of 'Ho, hum, here we go again, another national movement.' "

The first lady's day trip to Arkansas -- 17 hours round-trip -- had something none of her previous domestic trips have: reporters. The change is part of her plan gradually to increase her public profile and identification with policy issues. This follows more than two years of relative retreat following the defeat of the administration's plan to overhaul health care in 1994.

Since then, the first lady has taken an activist role on some lower-profile issues, such as "Gulf War Syndrome" and promoting "microcredit" programs of small loans for low-income people trying to start businesses. But this week represents her most visible effort to sell a proposal at the heart of her husband's second-term agenda.

By holding a lengthy news conference on Monday to answer questions about her and her staff's role in Democratic fund-raising, the first lady helped assure this controversy did not shadow her homecoming today.

She began the day by viewing damage left from recent tornadoes. A trailer park she visited in nearby Benton was reduced to rubble -- looking more like a landfill than a former neighborhood of 60 trailers.

This evening, at an event to promote scholarships for single parents, the first lady said the task of finding jobs and education for the needy has become more urgent: "With the president's signature on welfare reform, we no longer have a national safety net. We have a big challenge ahead of us."

GRAPHIC: Photo, reuter/jeff mitchell, First lady Hillary Rodham Clinton and FEMA official Raymond "Buddy" Young walk through a tornado-battered mobile home park near Little Rock.

LANGUAGE: ENGLISH

LOAD-DATE: March 12, 1997

Character Education
6/4/97

CSM
6/4/97
p.1

Done Right, Ethics Lessons Can Work

How Some Schools Make a Success Of Character Ed.

By Laurel Shaper Walters

Staff writer of The Christian Science Monitor

ST. LOUIS

POSTERS on respect and responsibility dot the walls at elementary schools nationwide. Teachers use "Charlotte's Web" to teach about loyalty or discuss Helen Keller to define courage.

After a 10-year boom in character education, children in thousands of American classrooms are now being taught values.

But one question looms: Are they absorbing anything?

The answer is a very qualified yes.

Experts warn against overblown expectations. And they say there's no such thing as quick-fix character education. But with substantial effort, children can start to assimilate values taught in school and begin applying them to their lives.

Take, for example, 50 kids in Oakland, Calif., who had intensive character education from kindergarten to eighth grade.

Compared with "nonprogram" children, they were more spontaneously helpful, friendly, and collaborative in the classroom. Their conflict-resolution skills were more advanced. And they were less "socially anxious" and less lonely in school.

But all this comes only with hard work. "You really need to change the moment-to-moment, day-to-day experience of schooling for kids," says Eric Schaps, president

See **VALUES** Page 9

VALUES from Page 1

of the Oakland, Calif.-based Development Studies Center, which tracked the kids.

The Oakland program focuses on simultaneously nurturing students' intellectual, ethical, and social growth.

Reading materials must offer positive lessons for students and class discussions revolve around moral and ethical issues.

Teachers are encouraged to be models of good behavior and seize opportunities in the regular curriculum to discuss common values, such as what it means to be helpful, caring, honest, and kind.

Connections between home and school are fostered through "Family Reading Nights" when students and parents join with teachers for an evening of stories and discussion at school.

Every few weeks, teachers also assign "family homework." For example, parents and students may share opinions on household chores or research the family's ancestry.

The project is continuing in about 50 schools in several school districts nationwide, including Louisville, Ky., White Plains, N.Y., and Cupertino, Calif.

What really makes a difference is the "hidden curriculum," Mr. Schaps says. "It's not just what the kids are told but whether they experience their schools as a caring community in which they feel they are valued, contributing members."

Effects tough to chart

But even with extensive programs, it's tough to measure any effect on behavior.

Schaps warns that the evaluations are "slow and tricky."

Another evaluator puts it more starkly. "Sometimes I feel like I'm trying to figure out if going to church makes people better," says Michael Grady, a St. Louis University professor who is measuring a St. Louis program's success.

"There are a lot of churchgoers in jail, of course," he quips.

The St. Louis program, Personal Responsibility Education Process (PREP), involves 213,000 students in nearly 400 schools and 28 districts. Rather than a single approach, this is a collection of programs that receive funding and training sup-

'It's naive to expect teachers to wave a magic wand and turn everyone into good boys and girls.'

- James Leming

port through PREP.

Most of the school districts have reached consensus on the values their communities want to stress through character education. From there, individual schools and districts come up with their own programs.

Getting an 'A' in character

Some emphasize community-service projects. One school began "catching" students on campus exhibiting a PREP quality — such as honesty or helpfulness — and sending home a postcard announcing that Johnny was caught being good.

Another school district has started a pilot program that grades students on their character. Rather than old-fashioned citizenship marks, these elementary students now get graded on how well they live out the qualities most valued in their community.

Since its beginnings a decade ago, PREP has conducted formal evaluations at participating schools.

The findings suggest that cognitive development of character has increased. Students can better recognize character traits in stories and define them.

"In those districts which have taken it seriously and implemented it fully, character education has had some impact," says Professor Grady. "Students are certainly more aware of character education. But it's still an open question if it has [affected] behavior."

While the research is still too thin to determine whether character-education has a long-term impact on student behavior, researchers are reaching consensus on the kinds of programs that are most likely to succeed.

One yardstick for success

Thomas Lickona, author of "Educating for Character," has developed a survey that helps schools measure success.

His "Eleven Principles Survey" asks school officials, teachers, parents, and students to document how well their school is implementing certain basic criteria. These include the use of conflict resolution, providing good role models, making use of literature that teaches virtues, and including parents in the character-education process. (See box at right.)

This is a first step to the later hope of determining the impact on students. "It's only to the degree that you know teachers are actually implementing quality character education that you can make sense of student outcomes," Dr. Lickona says.

But the expectations for character education may be out of sync with reality, some say.

"If you read the rationale for character education, it says we

have a drug problem, a crime problem, a sexual promiscuity problem, and if we'd only do character education in our schools, we could fix all these problems," says James Leming, a professor of education at Southern Illinois University in Carbondale.

"We have to be realistic about what we can expect from these programs," he adds.

"It's naive to expect teachers to wave a magic wand and turn everyone into good little boys and girls by doing lessons in their classrooms."

11 PRINCIPLES OF CHARACTER EDUCATION

These are summaries of criteria for effective character education programs developed by Thomas Lickona and the Alexandria, Va.-based Character Education Partnership.

1. Ethical values are defined as the basis of good character. Qualities such as "caring, honesty, fairness, and responsibility" set the standard by which the school and students are evaluated.
2. Students succeed in "thinking, feeling, and behaving" in line with these "core values."
3. Each activity and environment in school is geared toward teaching character.
4. School is a "caring community" that fosters caring relationships between students and adults.
5. Students apply what they learn by cooperating in groups and settling arguments.
6. The academic curriculum is intellectually challenging and helps students value themselves and each other as learners.
7. Rules promote a sincere interest in doing good — minimizing material rewards and punishments.
8. The school staff shares responsibility for and lives by the "core values."
9. Various committees are administered by staff and students who volunteer and are elected to serve as these groups' moral leaders.
10. The school involves parents and the community in advancing "core values."
11. There is an assessment of the school's character, the staff's success in cultivating character, and the student body's character overall.

Zip Across America
4/28/97

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SECTION: State and Regional News

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HEADLINE: First Lady Hillary Clinton Hears the Concerns of America's
Children; Three Student Ambassadors Participate in White House Ceremony

DATELINE: WASHINGTON, D.C., April 30

BODY:

Seventh grader Carolyn Dang is concerned that her parents won't have enough money to send her to college. Eighth grader Chuck Goldsmith thinks there is too much pollution on the beaches. And eighth grader Jeronique Bartley, whose sister and mother were killed in a drive-by shooting, believes that something needs to be done about escalating gang violence. These students were chosen to represent the tens of thousands of young Americans who participated in Zip-Across-America(SM), a letter writing campaign where young people wrote the President about the issues they believe are most important to address. The letters will be presented to First Lady Hillary Clinton at a White House ceremony on April 30.

"For the first time in the history of American politics, young people across the country had an organized way to voice their opinions and concerns directly to the White House," said Jim Williams, 30-year veteran of the National Education Association and educational advisor to Zip-Across-America. "The children's letters exceeded our highest expectations and proved that America's young people are thinking seriously about the issues that face their community and the country."

Sponsored by Iomega Corp., Newsweek, Inc., Eastman Kodak Company, Texas Instruments Inc., and its subsidiary Silicon Systems Inc., Zip-Across-America collected a significant number of letters that revealed a broad range of concerns, including violence, homelessness, unemployment, gun control, education and welfare. One child in New Orleans asked for more school supplies, such as books and pencils. A student from Rochester voiced concern about his mom, a single mother working two jobs, and requested higher minimum wages. And a little boy from Utah asked the President to spend more money on medical research, because his Dad has multiple sclerosis and "sometimes he is sad."

These and other experiences and concerns were compiled on Zip disks -- Iomega's high-capacity floppy disks -- which will be given to the First Lady along with a commemorative, engraved Iomega Zip drive. Three students were selected from the tour to read their letters and deliver the disks on behalf of all the children who participated:

* Jeronique Nicole Bartley from Sylvan Middle School in Atlanta, wrote about her personal encounter with violence after her mother and sister were killed. She ended her letter with a poem entitled "Victory Over Violence," in which she says: "We must join together in unity and clean violence out of our communities. Victory over Violence is what I see, Victory over Violence is what we need."

* Chuck Goldsmith from St. Mark Catholic School in Plano, Texas, is concerned with the safety of our environment and asks for tougher laws against pollution. He writes: "I went to Galveston Island in the Gulf of Mexico. All along the beach were chunks of industrial waste."

* Carolyn Dang from Currie Middle School in Tustin, Calif., is uncertain whether she will be able to afford a college degree. Furthermore, she writes about violence on television and problems regarding international affairs, asking: "Was it fair to storm Iraq for being involved in its internal conflicts, while ignoring Indonesia's annexation of East Timor?"

Zip-Across-America encouraged students to write letters to the President that they submitted via e-mail or on computer disk. In addition, letters were collected through an 18-city bus tour. A decorative Zip-Across-America school bus traveled across the country visiting a school at each stop, where young people submitted their letters, had digital photographs taken and voice clips recorded. Computer equipment was donated to each school and school district visited on the tour, which started with the launch event September 26 in Washington, D.C. and ended in Seattle on December 17.

"We are very pleased with the outcome of Zip-Across-America," says Tim Hill, vice president of worldwide marketing and sales for Iomega, makers of the Zip drive and Zip disks. "The program not only educated students about political decision-making, but also increased computer literacy. Kids got hands-on experience in many areas of computer technology, such as multi-media and Internet research, electronic-mail, word processing and digital photography."

Iomega Corporation provides personal computer storage solutions that help people manage their stuff -- anywhere. These solutions include Zip drives and disks; Jaz one-gigabyte drives and disks; Ditto tape back-up drives and tape cartridges; and the Bernoulli line of removable drives and disks. Used in homes, business, government, education, and by creative professionals, Iomega storage solutions are available through computer retail stores, resellers and major distributors. The company can be reached at 801-778-1000 or at www.iomega.com.

Newsweek holds more National Awards given by the American Society of Magazine Editors (ASME) than any other newsweekly. Published since 1933, Newsweek, owned by The Washington Post Company since 1961, has been credited with having "reinvented the spirit of the news magazine." Newsweek also publishes six foreign language editions and reaches a global audience of more than 24 million people worldwide.

With sales of more than \$16 billion in 1996, Eastman Kodak Company has been a world leader in imaging for over 100 years. In addition to its consumer photography business, Kodak provides traditional and digital imaging solutions to customers in a wide range of commercial, educational and professional applications.

Kodak's Digital and Applied Imaging business unit consolidates the

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company's expertise in digital imaging technology and color science. The group's products include digital cameras, scanners, imaging software, optical storage systems, Photo CD products, inkjet media, thermal printers and writable CD products. Marked by the Kodak Digital Science brand, these products help people to work with, and share, pictures quickly, easily and inexpensively on their desktop or home computers. The latest information on a range of Kodak products and services is available on the Internet at <http://www.kodak.com>.

Texas Instruments Incorporated, headquartered in Dallas, Texas, is one of the world's foremost high technology companies, with sales or manufacturing operations in more than 30 countries. TI products and services include semiconductors; consumer products; electrical controls; and metallurgical materials. More information about TI is storage, optical drives and DVD applications.

read channel products, including both PRML and peak-detect designs, controllers and preamps are complemented by TI's leadership in DSP solutions and global semiconductor manufacturing capabilities. Additional company information and photography is available through Silicon Systems Internet home page: <http://www.ssil.com>.

SOURCE Zip Across America

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HRC Visit to ~~LA~~
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May 20, 1997, Tuesday, VALLEY EDITION

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HEADLINE: FAMILY CENTER IMPRESSES FIRST LADY; SUCCESS WITH PARENTS IN LOW-INCOME AREA HAILED AS MODEL EFFORT

BYLINE: Dennis Love Daily News Staff Writer

BODY:

First lady Hillary Rodham Clinton came to the perpetual urban laboratory that is Los Angeles on Monday, visiting a Westside day care and parenting center in hopes of exporting its success nationwide.

Along the way, Clinton managed to plug her husband's welfare reform efforts. She also demonstrated that although it may take a village to raise a child, it takes a small army of advance people and Secret Service agents to pull off a field trip by the first lady.

"She's really nice!" gushed Tammi Peterson, a parent volunteer at the Mar Vista Family Center in Culver City, as she elbowed through the forest of reporters and cameras monitoring the lavender-suited Clinton's tour of the facility. "She's asked a lot of questions about what we do here."

What Clinton learned is that the Mar Vista center, pressed hard against a low-income housing project in a section of the city where gang activity is prevalent, has impacted families in the neighborhood by offering free schooling for parents on child-raising techniques.

While the Secret Service seemed to lurk in every doorway - one agent was accompanied by a bomb-sniffing German shepherd - Clinton listened as parents who double as workers at the center talked about how their own behavior had changed.

"I would hit my children," said Yolanda Bermudez, now one of the principal volunteers at the center. "I wouldn't treat them as people . . . but I've learned that you can't give love if you're not getting love from somewhere else."

Another volunteer, Ignacio Rosas, said when he began bringing his child to the day care center in 1995, "I thought I would drop off my son and go home. But it wasn't like that. I finally realized that my kid wasn't the one being taught - I was the one being taught."

Deanna Cherry, the center's development director and its only staffer not from the local community, said the parenting programs concentrate on helping mothers and fathers "set goals and communicate with their children. It sounds fundamental, but when families are in a poverty crisis, very basic things become

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very difficult to accomplish."

During a round-table discussion, Clinton said, "This kind of approach really does work. We have to figure out ways to transplant it and make it grow . . . If welfare reform is to succeed, we have to do a better job of creating environments like this.

"We're taking a big step with welfare reform, and we're doing so because we think people will be better off if they can have the options to make choices for themselves," she said.

Later in Santa Monica, Clinton gave the keynote address to the 1997 National Policy Forum on Children, sponsored by the Democratic Governors Association. She recognized the Mar Vista group and urged the some 400 people there - including Mayor Richard Riordan and filmmaker Rob Reiner - to "muster some extra energy to make sure the message keeps getting out."

Clinton was to appear at a fund-raiser Monday night for Sen. Barbara Boxer, D-California.

GRAPHIC: 2 Photos;

PHOTO: (1 -- color) First lady Hillary Rodham Clinton stops to watch preschool girls playing at a makeup table at the Mar Vista Family Center.;

(2) The first lady hears about the Culver City center's successes from parents and volunteers.;

Bob Halvorsen/Daily News

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