May, 1997

05/29/97; Edition: FINAL; Section: LIFE; Page 10D

Congress, education officials at odds on college cost controls

By Tamara Henry

WASHINGTON — The heat is on for colleges to control costs, and members of Congress are talking about both carrots and sticks to get them to cooperate.

Sen. Christopher Dodd, D-Conn., got the attention of college officials last week when he suggested Congress may have to regulate tuitions to help Americans pay for college.

Dodd offers few specifics on how costs could be regulated. But he predicts the public would favor regulations if efforts are not made to keep colleges affordable. Right now, though, he admits there's more support for giving higher education a variety of incentives.

"Everyone knows that students have to get higher education and so, in a sense, it's a seller's market. I worry that there are less incentives for them to think about ways in which they can reduce those costs to provide the educational needs of students and, at the same time, keep (down) the overall cost of running these institutions."

Rep. Howard "Buck" McKeon, R-Calif., shares Dodd's passion for holding down college costs and says one way to stir the creative juices in the higher education community is to have their costs examined by a four-month Commission on College Costs. Legislation to create such a panel is pending.

A recent General Accounting Office report says college tuition has increased 234% since the early 1980s, far outpacing the cost of living and gains in family income. Meanwhile, some fear President Clinton's tuition tax breaks for the middle class and bigger Pell Grants for needy students would ease the pressure on colleges to contain costs. The tax break gives families more discretionary income, making them eligible for less financial aid.

Stanley O. Ikenberry, president of the American Council on Education, acknowledges costs are rising. "In part that's true because state governments over the last decade have been pulling back on investment in higher education" to pay for other mandatory programs such as welfare or corrections.

To hold down costs, though, Ikenberry says many college officials are reshaping priorities, eliminating programs and reducing services.

He says the rate of increase in tuition and fees has slowed in recent years.

Also, he says fewer than 5% of all students attend colleges and universities charging $20,000 or more. Ikenberry says most full-time undergraduates pay less than $6,000 in tuition and fees annually.

"The public tends to hear of the high end, high-priced," he says. "It's like talking about the options in cars and the only things publicized are Mercedes-Benz and BMWs."

Sandy Baum, professor of economics at Skidmore College, Saratoga Springs, N.Y., says tuition covers only a percent of the real cost of education. "Colleges are very busy subsidizing students," she says.

As for the prospect that colleges might raise tuition if families get more tax breaks, Baum says, "I don't think there are any good studies proving this one way or the other."

Both she and Ikenberry are skeptical about the Commission on College Costs.

"It's a bad idea for government to try to come up with ways to control college costs," Baum says. "I think that the market is going to do that. If people aren't willing to pay the cost, then costs would have to come down."■

18. Times Union (Albany, NY)

05/28/97; Edition: ONE STAR; Section: Main; Page A6

Clinton's education reform is long on goals but short on funding

ELSA C. ARNETT Knight-Ridder

WASHINGTON — President Clinton says that tough nationwide standards will make America's students smarter. But there are a couple of things he doesn't say: His plan would cost money, and he isn't offering any.

"It's not enough to just throw standards at schools and expect them to implement them on their own. We need training for virtually all school staffers," said Karen Anderson, research director at the National School Boards Association. "What we're really talking about here is a new approach to disseminating knowledge."

Creating national standards for public schools is the centerpiece of Clinton's Goals 2000 program, which would set benchmarks in reading and mathematics for every child in the nation.

While polls show that many parents and educators like the idea of tough standards, it clashes with the longstanding tradition of local control over public education. The 15,000 school boards in the United States, which set their own rules about what students learn, won't readily give up that autonomy.

And Clinton is giving them no financial incentive to do so. Schools are being encouraged to pay for curriculum changes by shifting the federal money they already receive. But schools won't

get a penny of additional federal money if they participate in the voluntary program, and they won't lose any money if they don't.

"We hope states will take it upon themselves to meet these standards," said Rick Miller, a U.S. Education Department spokesman. He said that once parents and local school districts understood the President's plan, they would see that it helps them achieve their prime goal: a better education for their kids.

School districts that sign on will find that it takes a lot of work. That's because any system of national standards will require nationwide tests to measure how students are doing. Most schools would be forced to revamp their teaching methods and materials so that students would be trained to meet the specific needs of the tests.

For example, mathematics classes in the United States are often criticized for covering too many topics, too superficially. Raising U.S. test scores would probably require schools to adopt the models of countries in which students master fewer math topics, but in greater depth.

The differences between American teaching styles and those in other countries were highlighted in a 1996 study by the National Center for Education Statistics, which compared the way American and Japanese eighth-grade math teachers approach a lesson.

In Japan, the teacher poses a complex, thought-provoking problem. The students struggle with the problem, and various students present ideas or solutions. The class discusses the ideas, the teacher summarizes the class' conclusions, and then students practice similar problems.

In the United States, the teacher first instructs students on a concept or skill, then solves example problems with the class. Then students practice on their own while the teacher assists individual students.

Lois Peak, the author of the study, said U.S. classes focus on teaching students how to do something, such as solving a certain kind of problem or using a standard formula, while the Japanese classes concentrate on fostering mathematical thinking, such as exploring, developing and understanding concepts, or discovering multiple solutions to the same problems.

This difference is illustrated by the way a concept like the Pythagorean theorem is taught. In the United States, teachers typically tell their students: "We find the length of the hypotenuse of a right triangle by using the formula a(squared) + b(squared) c(squared)."

In Japan, students would generally try to derive the formula, prove it, and discuss it in some detail.

While it's not yet clear what will be expected from new U.S. standards, some U.S. reformers apparently hope to transplant the Japanese techniques for teaching math into American classrooms.

A transition would be easier in affluent neighborhoods, where teachers often have ongoing training programs and can swiftly order materials to accompany their new curricula.

It would be hardest in schools in low-income neighborhoods, which are already strapped for money to train teachers and buy new textbooks, calculators and microscopes.

A few states already have an idea of what it takes to change their standards. In 1991, Maryland began giving new statewide tests in reading, writing, language usage, math, science and social studies to third, fifth and eighth graders.

Public schools were given a year to develop a curriculum that was more focused and emphasized in-depth mastery of concepts.

Scores on average have improved, but some schools in low-income communities such as Baltimore have consistently performed poorly on the tests. As a result, the state legislature recently voted to pump $254 million to Baltimore's schools over five years, with a chunk of the money earmarked for teacher training and other methods to boost test scores.

Generally, Clinton has said all fourth-graders should be able to read independently and show they can comprehend a variety of literature. Every eighth-grader should have mastered arithmetic and have studied algebra and some geometry.

The U.S. Education Department focused on those grades because research shows that students who can't read English well by the end of third grade are more likely to drop out. Similarly, students who meet the eighth-grade benchmarks have the foundation to take math and science courses in high school to prepare for college and high-skills jobs.

To ensure that students are meeting those targets, the administration is creating a 90-minute math test for eighth graders and a 90-minute reading test for fourth graders. About 80 percent of the two exams will be multiple choice, and the remaining 20 percent will require students to produce their own responses.

The U.S. Education Department will spend $22 million to develop the tests — $10 million this year and $12 million next year, and estimates it will cost between $10 and $12 per student to administer the test. The federal government will pay the cost of administering the tests the first year, which is expected to be 1999.

The new tests will be largely modeled on the National Assessment of Educational Progress (NAEP) tests, which are now given to a limited sample of students in 43 states.

The NAEP test must be modified because it measures only overall state achievement. The new exams are intended to give parents and teachers a score for each child.

So far, most states aren't going along. Only five have decided to administer the fourth- and eighth-grade tests — Maryland, Michigan, North Carolina, Massachusetts and West Virginia.

The Clinton administration hopes more will follow, because right now, according to the Third International Mathematics and Science Study issued by the Education Department in November, eighth-grade American students scored below the international average of 41 countries participating in the study.

The content taughtin U.S. eighth-grade mathematics classrooms is at a seventh-grade level in comparison to other countries, the study said.

In science, U.S. eighth-graders score about the international average of the 41 countries in the study. American students did well in earth science, life science and environmental issues, and performed about average in chemistry and physics.■

with prenatal care and financial problems.

"They're trying to link all the parts together. That's the hardest thing to do, but it's critical," said Ed Feaver, secretary of Florida's Department of Children and Families. "In Florida we mostly have an 'ad hoc-racy.' It's one program here and one over there. The cohesion is what's missing."

Smart Start's champion, Hunt, is the "education governor" who has spent the past four years convincing a sometimes-skeptical Legislature of the need for the initiative. He has convinced state lawmakers in Raleigh to spend more on Smart Start each year, from $68 million now to a projected $90 million in 1998.

Florida focuses on space

Chiles also has made children his top priority — he, too, spoke of early brain development in this year's State of the State speech — but his blue-ribbon education commission has been forced to focus on a more visible problem: a lack of classrooms to house Florida's exploding student population.

Others on Wednesday's field trip included state Reps. Rudy Garcia, R-Hialeah, and Cynthia Chestnut, D-Gainesville; university system chancellor Charles Reed; Deputy Commissioner of Education Bob Bedford; Margaret Tappan of St. Petersburg, president of the League of Women Voters of Florida; and Herald publisher David Lawrence Jr., who chairs the education commission's panel on readiness.■

45. Los Angeles Times

* 05/29/97; Edition: Home Edition; Section: Metro Desk; Page A-3

Panel Urged to 'Set Bar High' for Learning; Education: Wilson tells commission that is writing new standards to make them demanding and to finish its work soon.

By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

SACRAMENTO — Invoking the example of a Los Angeles teacher who demands that his Koreatown fifth- and sixth-graders perform Shakespeare and learn algebra, Gov. Pete Wilson on Wednesday urged a state commission—asked to write specifications for what public school children should learn—to "set the bar high" and to finish its work rapidly.

Wilson said Rafe Esquith, a 15-year veteran of Hobart Elementary School who takes his students to England and elsewhere to perform with professional actors, "is supplying something that in too many schools in California has been lacking for too long . . . high standards of achievement."

The governor told the Commission for the Establishment of Academic Content and Performance Standards that it has a duty to help ensure that students statewide are expected to work just as hard, which he said could make the difference between mediocrity and excellence in the public schools.

Wilson appointed the majority of the commission's members as part of legislation designed to create a statewide testing system. The panel of business leaders and educators began meeting late last year amid widespread concern about national test results showing California lagging most of the nation in math and reading.

The commission has encountered logistic, legal and personnel problems and has struggled with philosophical differences among its members over how to improve the state's standing—with some insisting on a traditional, back-to-basics approach rich in facts and formulas and others arguing for a greater emphasis on conceptual understanding.

Even so, the commission is hoping to finish a draft of its standards for reading and math in time for public hearings throughout the state at the end of June. The aim of "standards" in education is to write concise, objective statements of what students at each level should know as a guide for teachers, parents and students—for example, that students should understand the difference between fantasy and realism beginning in kindergarten and be able to write persuasively by the fourth grade.

During a brief statement Wednesday, after which he declined to take questions from commissioners, Wilson praised the panel but urged it to complete its work on reading standards in particular by no later than the end of the summer.

But Wilson also made a pitch for his proposal to begin testing every child in grades two through 11—to find out what they know—even before the commission completes its work.

"I don't think it's fair to cheat any more children," Wilson told reporters. "I think kids are entitled to know, their parents and teachers are entitled to know, what they are learning as individuals. And without an individualized test we simply cannot do that."

Rather than wait the two to three years it might take to develop a customized test based on the commission's work, Wilson wants to spend $80 million—from revenues that by law must go to the public schools anyway—to purchase an existing standardized testing program.

"I have every confidence that an off-the-shelf test can in fact complement the work you are doing and be consistent with the kind of tough, challenging standards that you will eventually develop," Wilson told the commission, answering concerns that he was undermining its work. "In no way should this step be interpreted

as a retreat from . . . the new standards."

The testing proposal has been temporarily shelved by Assembly and Senate budget panels, but Wilson said he will insist on its approval.

State Supt. of Public Instruction Delaine Eastin, who appointed some members of the standards panel and who is one of its members, agreed with Wilson that the state should quickly begin testing students. But she said students' performance should be measured against the standards—which will help mold schools' curriculum—rather than against a national average.

"Is this just an exercise we're doing here or do we want to influence what children learn?" Eastin said. "Do we want our kids to be at the average of a nation that overall is not doing very well?"

Wilson said California needs mandatory testing both to provide scores for individual students and to measure the impact of the $1-billion program to reduce the size of classes—this year up to three grades from kindergarten through third grade—to no more than 20 pupils.

On Wednesday, San Francisco school officials released the first data showing that, at least in that school district, small class sizes appear to be helping children learn. First-graders there registered 18% higher reading scores and 12% higher math scores.

"Kids are learning better and faster because of the more individualized teacher attention they're getting," Wilson said. "I'm hearing the same story from teachers and parents throughout the state."

During Wilson's first term, the state's recession caused school districts to make deep cuts in spending, average class sizes to rise and—in what some see as a related development—the state's scores on national tests to bottom out. In the past few years, with the state's economy rebounding, Wilson has been required by state law to pour billions of dollars more into education and is eager to see a turnaround before he leaves office at the end of 1998.

He said a new test, new standards and smaller class sizes would make it possible to "look back on this time as one of great reform, the beginning of a true educational renaissance in California and that clearly is a legacy we can all be very proud of."■

46. Los Angeles Times

* 05/29/97; Edition: Home Edition; Section: Metro Desk; Page A-3

Students Assail Korean-English Study Program : Half the participants in bilingual curriculum in Fullerton tell principal they want to drop out, although only one has quit so far.

By LILY DIZON
TIMES STAFF WRITER

FULLERTON — Three years after Sunny Hills High School launched the only federally funded Korean-English bilingual program in the country, half the students have signed a petition saying they want out.

In the document expressing their dissatisfaction, written late last month, 44 of the 87 students in Project Delta told the director of the program, "We now realize that we have been . . . in a program that has failed to provide 'bilingual and bicultural immersion.' "

Therefore, the students wrote, "we declare that we no longer want to be involved in Project Delta and will not recommend this to anyone."

Since the the petition was delivered, school officials have been scrambling to mollify the angry students, and only one has actually left the program.

But the unusual student condemnations came as the officials are preparing to seek funding to continue Project Delta, which was launched in 1994 at one of Orange County's best public high schools. At Sunny Hills, 51% of the students are Asian Americans, and nearly a third of that group are Korean Americans. The students enrolled in the program are from all grade levels, and most are Korean Americans, but it is open to all students.

The mission of the project, according to its literature, "is to provide an environment where students are able to become multicultural, as well as bilingual and biliterate in Korean and English." It differs from other bilingual programs because the students are mostly fluent in English, and they want to learn another language—Korean—and its culture.

Project Delta's original purpose was to teach students English and Korean, in addition to teaching math and social science in both languages. But math was dropped in the first year because the Korean American teacher had problems teaching the class in two languages.

In their letter to Deanna Hill, the program's director, the students said that they were unhappy with that change, and that they were not getting enough Korean instruction in the other classes.

One 16-year-old who has been in the program for three years said this week that he is considering dropping out next year. "There's really no point in staying in it [because] it has barely done anything to help my Korean get better," said the student. "I don't feel [school officials] have done much to help me. They haven't hired new teachers in the program or have new equipment that would help me."

He and other students said they were misled into believing that Project Delta would make it easier for them to get accepted into prestigious universities.

Both Hill and the high school's principal, Loring Davies, have met individually with the 44 students to

more.

Now, if test scores followed expenditures, then the court might be correct. But as Virginia learned half a decade ago, the two have very little to do with one another. Here in the Old Dominion, the 10 lowest-spending school districts have enjoyed generally higher average scores on the Iowa Test of Basic Skills (and generally lower dropout rates) than the 10 highest-spending school districts. In New Jersey, even after considerable amounts of aid were pumped into the poorer districts, academic performance remained dismal. Interestingly, the highest-spending districts were not the highest peforming, either.

Again: If money were the key to a good education, then students in the District of Columbia — which spends $9,500 per pupil, more than any state in the nation — would rank at the top academically. Yet District fourth-graders rank last in both reading and math. Meanwhile, Catholic schools routinely outperform public schools, despite spending (often) only a third as much.

Nationwide, per-pupil spending doubled between 1945 and 1965, doubled again by 1985, and has risen more than 20 percent since — yet vast numbers of students graduate less prepared than at any time since the 19th Century. Clearly, throwing money at schools does not necessarily improve them. What does work? In a word, choice.

Milwaukee's experiment with public school vouchers is a smashing success. More than a dozen states have enacted open-enrollment laws permitting children to attend any public school they wish. Most school districts easily could give full-tuition vouchers to any private or public school (average private school tuition in America is less than $4,000). Instead of throwing good money after bad, the New Jersey courts ought to be mandating a genuinely effective remedy. Unfortunately, the greatest disparity of all may be between reality and the warped world view of certain judicial minds.■

68. The New York Times

05/23/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 20, Column 1

In a School Gym, Professor Clinton Presides

By JAMES BENNET

CLARKSBURG, W.Va. May 22 — Equipped with a passage from "Charlotte's Web," a mathematical word problem and his studiously fatherly manner, President Clinton played teacher in a high school gymnasium here today, leading a handpicked crowd through a seminar on his proposals for improving education.

In answer to questions from his audience, Mr. Clinton endorsed extending the school year, provided such a change was affordable. He also embraced the idea of applying a V-chip to the Internet, to protect children from information objectionable to their parents. Such technology will soon be applied to television sets, and the White House said application to home computers was in development.

Returning to the town-hall format he built upon during the 1992 campaign, Mr. Clinton spoke before about 160 business and academic leaders, along with a smattering of children, seated on staggered platforms arranged in a horseshoe.

He devoted most of his presentation to his plan for voluntary national testing of the English skills of fourth graders and the math skills of eighth graders. West Virginia and Massachusetts announced today that they would adopt the tests by 1999, bringing the number of participating states to five.

"It's scary," Mr. Clinton said in explaining one reason why some people oppose his tests. But, he said, "this is not an instrument of failure, it's an instrument of accountability and a pathway to success."

The President, though still recovering from his two-month-old knee injury, did not seem to need his glossy black cane as he walked the gym floor, gesturing broadly to point at charts displaying sample reading and math questions.

But as he sat occasionally in a gray swivel chair to entertain questions, he struck a thoughtful pose by folding his hands and resting them at the top of the cane, where it bends like a shepherd's crook.

Mr. Clinton has often been accused of adopting the techniques of Oprah Winfrey or Phil Donahue. But, as his session today illustrated, such comparisons are inapt: far from seeking conflict or unscripted, powerful emotion, the ratings fodder of daytime television, he aims for an atmosphere of amiable conversation as banks of television cameras record it.

The dozen questions today were all friendly. Referring to his testing plan, Mr. Clinton's first questioner asked him "how we as educators and parents and community leaders can help you address this important initiative."

To illustrate the texts that pupils might be tested on, Hannah Galey, a fourth grader from a nearby school, read from "Charlotte's Web" a passage in which the spider contemplates tricking a farmer to save a pig. "People are not as smart as bugs," Hannah read.

In response to another question, Mr. Clinton said he liked the idea of a standardized test before graduation from high school, as part of a broader effort to insure that students know the basics.

The President said he had come to West Virginia to highlight the state's progress in raising the math performance of its students. And he called West Virginia "the nation's leader in putting technology in schools."

To underscore that point, he made his remarks at Robert C. Byrd High School, named for the Senator who has brought so much Federal money to his home state. The $24 million school, which opened in January 1996, has at least one computer per classroom, seven computer laboratories and a virtual-reality lab, students said. Sharing a plateau among steep green hills with a stadium and several tennis courts, it serves more than 1,000

students from two former high schools.

Mr. Clinton had previously advanced his testing plans in speeches to state legislatures. But his aides seemed delighted with today's town-hall approach, which they said better reaches parents and teachers. The forum was broadcast on public television stations around West Virginia and was transmitted over the Internet.

Mr. Clinton was the first incumbent President to visit Clarksburg since Harry S. Truman, and hundreds of residents lined the motorcade route to the high school to welcome him. American flags dangled outside small clapboard homes.

"We Pray for You," declared the red-brick Evangel Baptist Church in its sign welcoming the President, while a Midas shop lauded his prized Ford: "Bill, Dig Your Mustang."

On the way back to the airport, Mr. Clinton, who said he was "deeply touched" by the crowds, stopped to greet children along his route.

04:32 EDT May 23, 1997■

69. The Wall Street Journal

05/23/97 Page A1

Washington Wire

A Special Weekly Report From The Wall Street Journal's Capital Bureau

By Ronald G. Shafer

FALLOUT SPREADS from rulings barring college minority preferences.

At Texas A&M, blacks' applications and admissions are both down 13% from a year ago after a court ruling in the federal Fifth Circuit in New Orleans. Houston's Rice University says that without special scholarship aid, more accepted minorities decide not to attend. The share of blacks in a University of Maryland scholarship program is down by half since a similar ruling by another court two years ago. Though that ruling mainly affected Maryland, the American Council on Education says it is sure some colleges in the same circuit also "made accommodations to it."

The next test may come in a suit filed against the University of Washington; a white woman turned down for law school complains that minorities with lesser qualifications are accepted.

"The Justice Department is looking for appropriate opportunities to challenge" the Fifth Circuit ruling, says **Leslie Thornton, the Education Department's incoming staff chief.**■

70. The Washington Post

05/23/97; Edition: FINAL; Section: A Section; Page A13

Promoting Internet Links for All Students, Clinton Suggests `V-Chip'-Type Limits

By Peter Baker
Washington Post Staff Writer

CLARKSBURG, W.Va., May 22 — First it was steamy television. Now it's smutty computer imagery. As he pushes to wire every public school to the Internet, President Clinton said today he wants to develop a "V-chip"-style device that would block out pornography and other material inappropriate for students.

At an education town meeting beamed from here around the world via the Internet, Clinton told a parent worried about what his child might be exposed to that he shared the concern and said his administration was working to develop technology to screen out "a lot of things on there that we wouldn't want our children to see."

"I think that is the answer, something like the V-chip for televisions," Clinton said. "And we're working on it. I think it's a serious potential problem myself."

Yet the president hastened to add that such concerns should not be used as an excuse for not following through on his goal of linking every classroom to the global computer network by the year 2000. "Let me say it would be a serious potential problem if they were not in the schools," he said. "Because the kids are normally under supervision, you have a far less likelihood that the Internet will be abused or that the children will be exposed to something they shouldn't see during the school hours . . .than at home."

Clinton's remarks came during his first town meeting of his second term as he returned to the road to promote his education program. Chatting with a specially selected crowd in the auditorium of Robert C. Byrd High School here, Clinton announced that West Virginia and Massachusetts have agreed to adopt his plan for new standardized tests and he offered rhetorical support for a longer school year if localities can afford it.

The television V-chip became a major thematic element in Clinton's first-term agenda, partly because it helped him co-opt the family values issue from Republicans and partly because it came to symbolize his scaled-down approach to domestic policy in a period when, as he declared,

"the era of big government is over."

But the V-chip is easier promised than delivered. So far it has yet to become available for televisions and the rating system devised in advance to accompany it has run into a torrent of criticism for being too vague. Creating a foolproof V-chip for the Internet would be infinitely more complicated because virtually anyone can post material on a Web site.

"A V-chip is a simplistic thought that just isn't going to be appropriate," said Gary Arlen, president of Arlen Communications, a Bethesda-based research firm specializing in information technology. "Adding a so-called V-chip in a world where there are hundreds of thousands of content suppliers — not just a few dozen television broadcasters — and getting each of them to monitor its material . . . would be not only unmanageable but unthinkable."

In recent years, a number of commercial software programs have hit the market catering to parents looking for help, including SurfWatch, CyberPatrol, CyberSitter and NetNanny. These programs generally prevent users from gaining access to sites deemed sensitive because of certain key words like "sex" or "drugs" or through one of several rating systems. In some cases, companies add specific sites discovered by their programmers or customers and update them regularly.

However, while manufacturers believe they screen out the vast bulk of objectionable material, such programs cannot block everything a parent or teacher might want. And they have led to unintended consequences, such as the early versions that blocked sites dealing with breast cancer because of the word "breast" or one that even screened out the White House Web site because it used the word "couples."

Marc Kanter, vice president for marketing of Solid Oak Software Inc., of Santa Barbara, Calif., said its CyberSitter program blocks out tens of thousands of sites and provides considerable protection for parents. But he added, "There's absolutely no way that any filtering program will ever get 100 percent of the material out there."■

71. The Washington Post

05/23/97; Edition: FINAL; Section: A Section; Page A06

House Leaders Delay Final Budget Vote; GOP Decision Is Linked to Dispute on Separate Disaster Aid Bill

By Eric Pianin
Washington Post Staff Writer

Republican leaders last night abandoned efforts to complete work on the bipartisan balanced budget plan before the Memorial Day recess — another sign of the difficulty facing the White House and the GOP in writing their accord into law.

The House approved the complex budget blueprint shortly before dawn on Wednesday, after GOP leaders put down a rebellion of Republicans and Democrats seeking more in highway spending that threatened to breach the budget deal. Senate Majority Leader Trent Lott (R-Miss.) intends to bring the plan to a vote this afternoon, after also struggling to fend off bipartisan amendments with the potential for derailing the agreement.

But a scheme worked out by Republicans that would have circumvented the need for a conference to resolve minor differences in the House and Senate versions of the deal was scrapped last night — which means Congress will put off for at least a week final action on the budget blueprint. House Majority Leader Richard K. Armey (R-Tex.) said that remaining differences between the House and Senate over the budget and a disaster relief supplemental spending bill forced the delay.

House Budget Committee Chairman John R. Kasich (R-Ohio) told reporters that the delay had more to do with the dispute over the disaster relief bill than problems with the budget. He predicted the budget would sail through Congress when the two chambers resume work in a week. "The budget is essentially a done deal," he said. "This will be approved."

An aide to Senate Budget Committee Chairman Pete V. Domenici (R-N.M.) agreed, saying: "I don't see any hurdles to final passage. . . . It's a Kansas highway from here."

The budget plan forged by the White House and GOP leaders would eliminate the deficit by 2002, cut Medicare by $115 billion and provide $85 billion of net tax cuts over five years.

"We'll give our country the first balanced budget we've had since the 1960s," said Clinton, cheering lawmakers on from an airport rally in Bridgeport, W.Va. "It's high time and I'm proud of it."

As they rushed to try to complete work on the agreement before the recess, House and Senate GOP leaders have had to navigate past scores of potentially lethal land mines. One of the last real threats to the deal, an amendment offered yesterday by Sen. John W. Warner (R-Va.) adding $12 billion for highway construction without offsetting cuts, was defeated, 51 to 49.

Domenici and Sen. Frank R. Lautenberg (N.J.), the ranking Democrat on the Budget Committee, chastised Warner for promoting a highway spending amendment that exceeds the spending limits of the budget deal. Warner argued that there was plenty of money available in the highway trust fund that ought to go for additional highway construction instead of other government programs.

"Congress looks upon that trust fund as a pot of poker chips and put them wherever they want," Warner said.

House Transportation and Infrastructure Chairman Bud Shuster (R-Pa.) led a similar effort in the House earlier this week that the leadership and the White House warned would breach the budget deal and set back the effort. After a long night of debate, the House rejected the Shuster measure early Wednesday morning, 216 to 214,

NATIONAL

1. Associated Press

05-22 2:20p

Clinton says two more states participating in national testing

By SANDRA SOBIERAJ Associated Press Writer

CLARKSBURG, W.Va. (AP) - Rejuvenating his campaign for national education standards, President Clinton today endorsed national competency tests for high school graduates and enlisted two more states to participate in rigorous math and science testing.

"We have to do this for the whole nation ... not federal government standards, but national standards," Clinton said.

He opened a town-hall style meeting at Robert C. Byrd High School by announcing that Republican governors in West Virginia and Massachusetts had committed to national standards and testing. The tests for fourth-graders in reading and eighth-graders in math will begin in the spring of 1999.

"From West Virginia to Nevada, from Washington State to Florida, from Maine to Arizona, math is the same. The need for basic reading skills is the same," the president said.

Asked by a local high school student whether students should have to pass a national exam in order to graduate from high school, Clinton replied: "I basically believe it would be a good thing if you had a standards exam - not one you have to make a certain score on, but one you have to show a certain competency on to move to different levels of education."

He said the test should be given in the 11th grade. "Start early and give everybody more than one chance" to pass, Clinton advised.

Waylaid by budget talks and foreign travel, Clinton has not made a major push for national achievement standards - which he outlined in his State of the Union speech as a priority - in more than two months.

"We're thrilled that he's back on the bully pulpit on this. One of the best things that can happen to this movement is to have a president who's solidly behind it and has concrete ideas on how to get it done," said Donna Fowler, spokesman for the 940,000-member American Federation of Teachers.

Maryland, Michigan, North Carolina and schools run by the Defense Department had earlier committed to Clinton's program of voluntary performance standards and testing -

California's elected superintendent of public schools has also endorsed the testing, although the governor and state legislature, which must approve the program, have signaled resistance.

Fowler said that despite Clinton's distractions, the national drive remained on track: "We would be thrilled if all the states jumped on board right away but I think that's so unrealistic. ... The test isn't even ready yet."■

2. Associated Press

05-23 8:55a wdcjrnn

Clinton Visit-Glance

CLARKSBURG, W.Va. (AP) - President Clinton endorsed longer school years, saying the United States has the shortest school year of any major industrialized country except Belgium.

Clinton made the remarks during an education town meeting Thursday at a high school named after the state's political dean, Democratic Sen. Robert C. Byrd.

Extending the school term is a "very unpopular" idea, the president acknowledged.

But he said, "On balance, I think it would be better if we had a slightly longer school year."

He said students in East Asia and Germany can study subjects in greater depth and retain more because they're in school longer each year.

The president's audience was friendly and asked easy questions.

Clinton was the first president to visit this community since Harry Truman in 1952. Hundreds of people gathered at roadside on a sunny spring afternoon to wave as the president's limousine rode past.

Twice on the drive to a campaign-style airport rally, Clinton had his motorcade stop so he could shake hands with supporters who lined the sidewalks.

Moving around a high school gym like a talk show host, Clinton answered questions from educators and parents.

He said there was "a serious potential problem" in protecting children from ill-suited material on the Internet. He suggested the remedy may be something like the v-chip being developed to screen television programs for violence and adult programs.

Asked by a local high school student whether students should have to pass a national exam to graduate from high school, Clinton replied: "I basically believe it would be a good thing if you had a standards exam, not one you have to make a certain score on, but one you have to show a certain competence on to move to different levels of education."

He suggested the test might be given in the 11th grade. "If you did it in the high school before graduation, I think we would have to start it early and give everybody more than one chance to pass," he said.

On the idea of keeping schools open for more of the year, Clinton said there are problems with the idea, such as how you pay for it. Another issue is that some schools are not properly air conditioned. Yet, he said, "I think on balance it's a good thing to do."

White House spokeswoman Ann Lewis hastened to add later that Clinton feels it is an idea worth considering. It is "not something that we are wholesale recommending but he does think it ought to get serious consideration."

Clinton also endorsed high school competency tests, saying there is a growing national consensus behind his call for national testing of math and reading skills. But he acknowledged there are apprehensions as well. "It's scary. It's personal. You're afraid. What happens if you take it and you don't do very well."

However, he said, "We're not necessarily trying to identify the specific score of every student but we want the schools and the classes to see how they're doing so they can lift the students up."

Clinton opened the program by announcing that Republican governors in West Virginia and Massachusetts had committed to national standards and testing. The tests for fourth-graders in reading and eighth-graders in math will begin in the spring of 1999.

"From West Virginia to Nevada, from Washington State to Florida, from Maine to Arizona, math is the same. The need for basic reading skills is the same," the president said.

Maryland, Michigan, North Carolina and schools run by the Defense Department had earlier committed to Clinton's program of voluntary performance standards and testing.

California's elected superintendent of public schools has also endorsed the testing, although the governor and state legislature, which must approve the program, have signaled resistance.■

3. Washington Times

May 23, 1997

Clinton offers another one for the books

By Paul Bedard THE WASHINGTON TIMES

CLARKSBURG, W.Va. resident Clinton is on another major campaign, a campaign key advisers say may be his most important ever: building a legacy that can withstand the tarnish of scandal.

The latest stop in this post-re-election drive occurred here Thursday at Robert C. Byrd High School, where Mr. Clinton held a campaign-style town-hall meeting and boasted to adoring supporters that he's delivered on his promises, especially in education.

"It can be the greatest moment of human promise in all history," Mr. Clinton said of the impact of his programs.

As he did May 18 at Baltimore's Morgan State University with a pledge to foster an AIDS vaccine, Mr. Clinton Thursday urged programs over which he has little control or to which he has committed no new funds. The proposals are popular and image-enhancing.

For example, he advocated a parental chip to block violence and sex on the Internet and spoke out on such locally regulated issues as school arts budgets, year-round schooling and graduating exams in high school.

He came to Clarksburg to announce that West Virginia and Massachusetts have joined Maryland and two other states in adopting math and reading standards.

The 37-minute flight to this mountain town was the result of a dual strategy mapped out by aides and outside advisers to convince historians he's been a successful chief executive who has kept promises and to offset the effects of the Whitewater and fund-raising scandals.

"He feels he's really accomplished what he set out to do, and he feels undervalued by you," Dick Morris, a part-time Clinton political adviser, told reporters. "He's spelling out his legacy that will surely rival Truman's."

"What he's doing is trying to keep his poll numbers up, his image up, his reputation up," said another adviser, former Rep. Tony Coelho, now an investment consultant. "It's good for him to be building his case for damage control."

Mr. Coelho said the Clintons continue to believe they are innocent of any crimes but realize the need to keep their agenda before the public so reports on scandals don't swamp the successes.

With each speech, the president crows about growing the economy, curbing crime, expanding NATO and increasing education benefits in an effort Democratic analyst Ted Van Dyk calls "building political capital."

In an interview, Mr. Van Dyk said, "The president has got to make some deposits of political capital because there's going to be some withdrawals" to fight the Whitewater and Democratic fund-raising scandals.

West Wing aides, meanwhile, said Mr. Clinton is laying the groundwork for positive accounts of his administration by supporters, journalists and historians.

"We're taking stock of what we've done," a senior administration official said.

Mr. Clinton stepped up this effort amid reports his leadership has been tentative and taken what Mr. Morris called a "bite-sized approach" to the nation's ills.

"We think we've done a good job and want people to notice," a Clinton aide said.

That's the pitch Mr. Clinton has made to his audiences for weeks.

The president told Democratic donors this week, "We can look at the last four years, and we can look at the last four months and understand that as a country our problems are like the problems of any other human endeavor: They yield to effort."

At another ceremony, Monday's address to the Young President's Organization, he said, "I think it's hard to argue that we're not moving in the right direction."

Mr. Morris said the president, while poor at "conceptualizing," is a good performer who should use his talents to tout his successes if he expects positive histories years from now.

"He's like an impressionist painter.

You don't see the broad picture until you step back, and he has to do that for the public," Mr. Morris said.

But Mr. Morris said that moving now to promote a legacy threatens to make Mr. Clinton a lame duck earlier than usual.

"He might end up like Reagan in the last two years. He'll have what he wants done by then, and he may be vulnerable to scandal," Mr. Morris said.

But in central West Virginia, Mr. Clinton and his ideas reigned Thursday. Signs screaming "Welcome Mr. President," "Honk if you're the president" and "We pray for you" dressed up dozens of businesses, churches and homes in Clarksburg and neighboring Bridgeport, where Mr. Clinton's DC-9 landed.■

4. Los Angeles Times

* 05/23/97; Edition: Home Edition; Section: National Desk; Page A-16

Balanced-Budget Deal Weathers Attack, Nears Senate Approval Congress: Vote is expected today, ending a crucial test of milestone agreement. After recess, differences with House version must be ironed out.

By JANET HOOK
TIMES STAFF WRITER

WASHINGTON — Fending off efforts to rewrite a finely wrought budget agreement, the Senate on Thursday neared approval of a resolution that calls for eliminating the federal deficit, providing substantial tax cuts and imposing new spending restraints on Medicare over the next five years.

Approval of the resolution, expected this morning, will mark the end of a bumpy road test of the budget agreement announced by President Clinton and GOP leaders in early May. It has weathered contentious debates in both the House and Senate, where its defenders have managed to narrowly defeat efforts to rewrite the budget to pump in more money for highways, schools and other politically popular programs.

The budget resolution, which represents an important milestone in Congress' efforts in recent years to bring down the deficit, calls for balancing the budget by 2002 by cutting projected spending by more than $300 billion. But the budget makes room for a net $85 billion in tax cuts over five years, and about $32 billion in spending increases for key Clinton initiatives, such as expanding children's health coverage and restoring some benefits for legal immigrants.

The Senate worked into the night to finish up work on the budget before today, when Congress is scheduled to begin a week-long recess. A nearly identical measure passed the House early Wednesday. However, minor differences between the two versions will not be ironed out until after Congress returns.

In a related development, GOP leaders came under fire Thursday for a decision to allow lawmakers to begin their recess before they voted on legislation to provide $8.4 billion in assistance to states, including California, hit by flooding and other natural disasters.

Protesting the delay, lawmakers voted to block adjournment of the House for the Memorial Day recess. However, the GOP leadership made it clear that there would be no votes on the matter until June. Democrats had complained that the GOP was holding up aid to disaster-stricken states by insisting that the aid bill be laden with politically charged amendments, including one designed to prevent future government shutdowns like the ones in 1995-96 that caused the GOP great political damage.

"We're in chaos," said Rep. David R. Obey (D-Wis.), comparing Republicans' strategy to the recalcitrance that led to the shutdowns. "Once again it looks like Congress can't put together a two-car funeral without the help of a dead undertaker."

Republicans said they were not delaying needed assistance, because much disaster relief is already flowing through government revolving funds. However, House Appropriations Chairman Bob Livingston (R-La.) is still trying to persuade GOP leaders to bring up a stripped-down version of the bill to provide about $1 billion in interim aid to help states while Congress finishes work on the larger bill.

Many Republicans hailed this budget agreement as a triumph of their party's long-standing efforts to balance the budget and cut taxes. But some conservatives complained that, in the effort to accommodate Clinton's priorities, the plan did not sufficiently cut taxes and spending.

Sen. Wayne Allard (R-Colo.) said the deal would neither balance the budget nor "reduce the size and scope of the federal government."

Democrats also were split. While the plan drew the high-profile opposition of House Democratic leader Richard A. Gephardt (D-Mo.), it was endorsed by his Senate counterpart.

"I believe this budget agreement is a very good thing for the country," said Senate Democratic leader Tom Daschle (D-S.D.).

The budget resolution sets spending and revenue targets for the coming fiscal year, which will be a blueprint for the next stage of the budget process. When Congress returns from its recess, its committees will begin drafting detailed legislation to cut taxes, rein in

—JOETTA L. SACK■

15. Education Week

May 21, 1997

Rep. Goodling Fails To Block Funding for New Tests

By Millicent Lawton
Washington

A key Republican lawmaker tried unsuccessfully last week to block funding for the creation of President Clinton's voluntary national student achievement tests.

Rep. Bill Goodling of Pennsylvania, the chairman of the House Education and the Workforce Committee, aimed to remove money for the tests by amending a supplemental spending bill for Midwest disaster relief and peacekeeping in Bosnia.

The House approved the appropriations measure late last week.

Earlier, when Mr. Goodling brought up his amendment on the House floor, it was shot down in a procedural attack by Rep. David R. Obey, D-Wis., the ranking member of the House Appropriations Committee. Mr. Obey said the amendment was out of order because it would change existing law.

The White House had released a statement even before the amendment was introduced saying that if such an amendment were to be adopted, the president's advisers would recommend that he veto the entire spending bill.

Mr. Goodling has for weeks made clear his opposition to the plan to administer by 1999 national tests in reading for 4th graders and in mathematics for 8th graders. At a Capitol Hill hearing last month, he told Secretary of Education Richard W. Riley that he disliked the idea of obtaining individual student scores that might be used to rank schools. Current federal law, which expires this year, already prohibits the only existing national assessments from measuring individual student achievement. ("Riley Faces Panel's Questions On New National Student Tests," May 7, 1997.)

Congressional lawmakers, including Mr. Goodling, have also been griping that the administration was moving ahead on a major piece of federal education policy without explicit approval from Congress.

In remarks prepared for delivery on the House floor, Mr. Goodling said his amendment would "slow down a runaway train." It would, he said, give Congress time to examine "an issue of enormous magnitude."

Mr. Goodling's proposed amendment would have prohibited the administration from using any money for the testing plan that Congress made available during this fiscal year or had set aside in prior years for a fund earmarked for improving education.

"There is absolutely no reason for the department to bypass Congress," Mr. Goodling said in his statement. "Anything of this magnitude ought to be done through specific and explicit legislation."

Despite the setback, Mr. Goodling is expected to try to resurrect his amendment in the future when an appropriate bill presents itself, an aide said last week.

Mr. Riley and other Education Department officials have said that they believe they have the authority to proceed. They are paying for the start-up of the new tests through the $40 million Fund for the Improvement of Education, which is part of the department's office of educational research and improvement.

Mr. Goodling argued that the administration is relying on very broad language that says nothing specific about national tests.

It will cost about $22 million over this year and next fiscal year to create the tests, Mr. Riley testified at last month's hearing before the House Subcommittee on Early Childhood, Youth, and Families. The department has already awarded a competitive bid for the overall blueprint for the tests and is now soliciting proposals for the writing of test items and the administration of pilot- and field-testing.

Support for Both Sides

The new national reading and math tests are to be based on the reading and math subject-area exams of the National Assessment of Educational Progress. NAEP, an Education Department project mandated by Congress, has measured the academic performance of a nationally representative sample of public and private school students since 1969. It provides national and state-level snapshots of achievement by students in the 4th, 8th, and 12th grades, but is prohibited by law from producing individual students' scores.

The proposed halt to the new testing plan drew at least one set of supporters. Officials from the Cambridge, Mass.-based National Center for Fair and Open Testing, or FairTest, a watchdog group, backed the amendment last week in a letter to Mr. Goodling. "The [national testing] issue should be carefully considered, weighed, and debated before the administration is allowed to move ahead with any significant new testing plans; this amendment will slow down the process and allow for such careful consideration to occur," wrote Laura Barrett, the group's executive director and Monty Neill, its associate director.

The new tests also have their share of boosters. The governors of Maryland, Michigan, and North Carolina, representing both political parties, have said that schools in their states will take the tests, and the Council of Chief State School Officers has endorsed the plan.■

16. Education Week

lesson plans.

While most of the parents teach one or two classes a week, Ms. Wilson teaches five or more. "I just strap my 8-month-old baby on my back and go teach class."

California educators have released a comprehensive strategic plan to recruit critically needed new teachers.

The plan, drafted by a statewide task force of educators, aims to address the vast teacher demand created by increases in student population and the state's class-size-reduction mandate. ("Class-Size Cuts in Calif. Bring Growing Pains," April 30, 1997.)

Created in conjunction with the Belmont, Mass.-based nonprofit group Recruiting New Teachers Inc., the plan calls for expanding the pool of prospective teachers with outreach and assistance activities, an expansion of alternative training efforts, and an easing of transfer restrictions for teachers trained in other states.

One recommendation is the creation of a "one-stop shopping" source where potential teachers would be able to obtain information and counseling about teacher requirements, preparation programs, and job opportunities.

—ANN BRADLEY, JOETTA L. SACK, KATHLEEN KENNEDY MANZO, & JEANNE PONESSA■

19. Education Week

May 21, 1997

Clinton May Seek NAEP Board Role In New Tests

Washington

The Clinton administration may try to involve the National Assessment Governing Board in the governance of the new voluntary national tests that the president is promoting, says his education adviser, Michael Cohen.

The governing board, a citizens' panel, sets policy for the National Assessment of Educational Progress, known as the nation's report card. NAEP, which measures achievement by a national sample of students in a variety of core academic subjects, is a project of the U.S. Department of Education's National Center for Education Statistics.

The assessment, which has been conducted since 1969, delivers results for student performance across the nation and the states but by law cannot report individual scores. The new tests that President Clinton proposes for 4th grade reading and 8th grade math —which would be based on the NAEP exams in those subjects —would report the achievement of individual students to schools and parents.

Mr. Cohen, who made his comments here May 9 to a quarterly meeting of the governing board, said that under current law, NAGB could not be involved in the president's initiative. But the launch of the new testing plan this year coincides with Congress' consideration of reauthorizing the assessment and the governing board.

A top House Republican, meanwhile, made an unsuccessful bid last week to stop the administration from using current funds to pay for the new program. ("Rep. Goodling Fails To Block Funding for New Tests," in This Week's News.)

A just-completed survey of some of NAEP's users turned up results that are generally consistent with the revamping of the national assessment now under way, according to a draft shared with the board.

The survey, conducted this year for the Education Department's statistics center by the private Education Statistics Services Institute in Washington, drew on written questionnaires and focus groups. Between 400 and 500 questionnaires were mailed to state assessment directors, chief state school officers, state legislative aides, governors' aides, and others; the response rate was 84 percent.

A majority of respondents said that they would like to see NAEP exams administered in at least some subjects every year. Now, the national assessment is given in two or more subject areas every other year; the redesign calls for testing every year, although not in the same subjects each time.

Respondents also urged the release of results more quickly after the exam has been given, even if it means sacrificing the collection of background data of students and schools. In the past, reports have come out 10 months to 27 months after the exam.

A little-known task force within the Education Department is working to improve math achievement nationwide.

"We're looking across the department at all our resources and identifying where we are already doing things in math education that we could tighten up, strengthen, be more proactive in," Judy Wurtzel, the initiative's director, said in an interview last week following a presentation at the nagb meeting. The aim, she said, is to create strategies for boosting students' math performance, provide tools to administrators and teachers, and get information out to parents.

The task force plans to disseminate materials about best practices in math education. This summer, it plans to release a curriculum "toolbox," which would allow school officials to analyze their own math curricula in light of the expectations on NAEP and the Third International Mathematics and Science Study.

—MILLICENT LAWTON
mlawton@epe.org■

LOCAL

Washington youngsters shown a picture of the doll agreed. Many said they had friends and relatives in wheelchairs.

"It's saying that everyone is not perfect, everyone is not able to walk," said 11-year-old Ashley Best of Stevens Elementary School. "It's showing kids with disabilities, they have an example."

Even the boys found a lesson in the new Barbie.

"I think kids will learn not to be afraid of people in wheelchairs," said 8-year-old Robert Mayo. Then he added, "But I don't fool with Barbies."

The doll hit the shelves without announcement almost two weeks ago, and between 4,500 and 6,000 dolls already have been sold nationwide, Mattel officials said.

While Mattel is the largest toy-maker to market a disabled doll, it is not alone.

Minnesota-based Cultural Toys introduced a rag doll in 1995 in a wheelchair. Pleasant Company, the Wisconsin toy company that makes the American Girl Collection, also has a wheelchair accessory for its line of dolls.

Fisher Price makes a toy bus with a wheelchair ramp and Little Tikes has a dollhouse with a ramp, analysts said.■

3. Los Angeles Times

May 22, 1997

AFT Says U.S. Lags in Math Teaching, Tests

By HEATHER KNIGHT
Times Staff Writer

WASHINGTON —In a study that it says reinforces President Clinton's call for national education standards, the American Federation of Teachers reported Wednesday that mathematics instruction and testing of U.S. students lags far behind that done in Japan, Germany and France.

Sandra Feldman, the new president of the teachers union, said that the United States should respond to the report not just by increasing math standards and expectations for students but by expecting more from teachers.

The report compared tests taken by students just before they enter high school and as they seek college admission and found that much higher percentages of foreign students are taking and passing these exams.

For instance, the report said, 26% of German students, 36% of French students and more than 50% of Japanese students pass college entrance exams that contain a large math component. The United States' best equivalent to these exams —the advanced placement test for math which requires detailed subject knowledge —is taken by only 4% of students and passed by only 2%.

Japan, Germany and France all have national standards and Feldman said that this is a central reason behind their students' high performances.

"The difference is that these other countries all have systems of education aimed at getting more students to higher levels of achievement," Feldman said. "They have a common curriculum, tests based on the curriculum and incentives for students to work hard in school. There is no parallel in the United States, so it's no surprise that our students don't perform as well."

According to the report, 75% of the union's members support Clinton's call for national standards, which would give states the option of administering national fourth-grade reading tests and eighth-grade math tests. With these national tests and such consequences as keeping those who fail them from passing on to the next grade level, students would know what is expected of them and "rise to the occasion," Feldman said.

Feldman said that efforts also should be made to upgrade the performance of U.S. teachers.■

4. Detroit Free-Press

May 22, 1997

High school athletes hope to catch a scholarship through Web pages

BY BOB FERNANDEZ
Knight-Ridder Newspapers

Brooke Bergmann is a 17-year-old junior from Fallsington, Pa. who hopes to play college basketball someday. To that end, she has posted her picture, stats, height, weight, academic credentials and coach's name on the Internet.

"It couldn't really hurt and it wasn't that much money," said the 5-foot-8 guard at Pennsbury High School, who appears on the Online Sports Network.

Bergmann, an honor student, says that even if she doesn't win a basketball scholarship to an NCAA Division I college, her broader exposure on the Internet could help, especially if she can attract an Ivy League school with a need for a strong basketball player.

For years, controversy has dogged college sports-recruiting services that charge upwards of $800 to help promising high school athletes find scholarships. Some critics say those services, which compete fiercely to represent athletes, are a waste of money.

Now the Internet is threatening to reshape the recruiting landscape.

Working With Schools

Meanwhile, the University of California at Los Angeles' law school has admitted 80 percent fewer black students and 32 percent fewer Hispanics from 1996 to this year, the first class to be affected by the school's abolishing race preferences in postgraduate admissions.

The ban on affirmative action in undergraduate admissions takes effect next year, following the state voters' approving Proposition 209 last fall.

A University of California (UC) task force on Tuesday recommended a three-part plan to recruit students at "educationally disadvantaged" high schools statewide. The report estimates that 80 percent of students at the targeted schools are minorities.

The panel says the university must focus on educational disadvantages, not low income, "to serve the goal of racial and ethnic diversity" legally in the wake of Proposition 209. It said poor-performing schools are a better indicator than income of who needs help.

In its draft report, the task force recommends.

* Forming "school-centered partnerships" among each UC campus and public schools chosen for their poor academic performance, to establish standards and improve student achievement.

* Expanding academic outreach programs for K-12 students. and

* Creating an "information outreach" program to help students and their families prepare for college.

Among the goals are doubling the number of UC-eligible graduates at the disadvantaged schools within the next five years and tripling the number of "outreach contacts" with disadvantaged students and families.

The state and university allocated $3.5 million for the 1997-98 school year to implement the plan. But educators say it will cost tens of millions of dollars more to be successful, and a state legislator has proposed $20 million for outreach.

The task force says success will depend mainly on recruiting new teachers, retaining them and providing "ongoing professional development" for teachers at the partner schools.

The state education department estimated last year California will need between 17,000 and 30,000 new teachers each year over the next decade because of retirements and a new "baby boom" of students.

After a public comment period, each UC chancellor is to submit a detailed plan to the UC president by Jan. 1.

The American Council on Education says the rumblings of the upcoming limits on affirmative action in California and Texas are responsible for an overall slowing in the growth nationwide of minority students attending college in 1995 (ED, May 19).

The task force report is available at its Web site at http://www.ucop.edu/acadaff/otf/cover1.html — Dave Boyer ■

12. Education Daily

May 22, 1997

WEST VIRGINIA IN LINE FOR TESTS

West Virginia is expected today to become the fourth state to sign up for President Clinton's voluntary national tests in reading and math.

State Associate Superintendent Bill Luff said West Virginia would sign up when the president visits Clarksburg for an education forum, though the White House sources would not confirm this.

Michigan, Maryland and North Carolina have already volunteered to administer the tests, scheduled for 1999.

+Laureen Lazarovici ■

13. Education Daily

May 22, 1997

BILL RELIEVES PUBLIC SCHOOLS OF PRIVATE COSTS UNDER IDEA

Public schools' liability for services to disabled students who voluntarily enroll in private schools will be sharply limited by upcoming changes to federal special education law.

The revised Individuals with Disabilities Education Act (IDEA)+whisked through Congress this month+instructs local education agencies to provide only a proportionate share of federal special education funding to private schools serving disabled students.

That share must be equal to the per-pupil allotment to public schools under IDEA based on the number of disabled children the private schools serve, the bill says.

The federal subsidy for each special education student now is estimated at $536, after a windfall $774 million increase in IDEA spending for this year (ED, Oct. 9, 1996).

Parents have been fighting in court to have public schools cover the full costs of providing special education to their children in private schools, with limited success.

Under the IDEA bill passed by Congress, "state and local money is

with professionals who encourage the kids to pursue science careers (www.asel.udel. edu/sem).

The arrangements often evolve informally. Teachers and volunteers typically find each other on mentor-oriented Web sites. Many applicants are screened. although it varies from site to site. At the Electronic Emissary site (www.tapr. org/emissary), for example, interested students and adults fill out forms and are matched by site administrators at the University of Texas at Austin.

Linking children with unseen adults can raise concerns about inappropriate contacts. But Mr. Nellen, who has never had any trouble, asserts that e-mail mentorships are safer than face-to-face encounters. "Kids can simply hit the delete key" and erase the e-mail, he says. He monitors communications, and counsels the kids not to give out personal information. He steps in quickly if needed.

Nellen calls Internet mentoring "a powerful tool in education" because each of the 34 kids in his class can get personal attention. And, he says, the kids often pay more attention to their mentors than to him. These "outsiders" provide a real-world "authenticity." Besides, he quips, "Who listens to English teachers?"

Extra effort for mentors

In fact, it's quite typical for students to work harder with mentors, including those on the Internet. "The kids have a sense that it isn't just a school task," explains Janet Schofield, a professor of psychology at the University of Pittsburgh who is studying Internet mentor programs. "It's not just something the teacher is making them do."

Few question that technology holds promise in bringing students and mentors together. But as with any exclusively e-mail encounter, the first steps can be awkward.

Take Tati Diaz, a bright, ebullient 12th-grader in the New York high school. Her mentor, Donald DeMan, is a real-estate appraiser in Melbourne, Fla. Mr. DeMan, whom Nellen recruited on the Internet, was eager to help, because he says he's "appalled at the state of education in this country."

In his first e-mail to Ms. Diaz, he took a tough line: "I can tell by your home pages that you have a good base to build upon, yet you lack the self-discipline and perhaps the confidence needed to do quality work. You may think it doesn't matter but I assure you it does."

"I was so shocked," Diaz says with an indignant smile. "I was like, how dare this man!" But soon the two found common ground. They both have a passion for the "Dune" science-fiction books. He was a finance major in college. She's an accounting major.

DeMan encouraged her to write drafts of her papers. "I told him I didn't like rough drafts," she recounts. "But he told me I had to organize my thoughts. He said I have to be consistent." Soon she began rewriting already complete papers.

Then in one e-mail he wrote: "I liked your composition. Well done!"

"That meant a lot to me," she beams. "I worked hard for that."

When Diaz's English class ended last spring, she and DeMan lost touch. Neither ever knew much about the other. "I came on strong, and ... she improved, that's the important thing," DeMan says.

Targeting key interests

One key to successful mentoring is leveraging a student's interests. Sitting in her office cubicle in Boulder, Colo., Mary Jones got connected to a troubled high-schooler in rural North Carolina.

This Hewlett Packard software engineer and mother of three had a tough task. The student, whose name Ms. Jones prefers not to use, was described by her teacher as shy, not gifted, and afraid of computers. With gentle encouragement and a touch of humor, Jones waded in.

She asked what the girl wanted to do after high school. "Open my own jewelry store," came the reply. It was the perfect opening.

"If you're going into business, you're going to have to know how much to charge, and how much profit you're making," Jones wrote. "Math helps you figure this out."

She also encouraged her to write more clearly, "so when you want to buy gold chains from a business in India, you can write a formal request." Before working with Jones, the girl rarely smiled or talked in class. Now she was the resident expert in computer class - because she could ask her mentor tough questions. Her grades soared - from D's in English and math to A's and B's.

Mentors can also give career advice. Alex Kopperud, a senior at Colony High School in the remote town of Palmer, Alaska, had mulled over a career as a lawyer. "But if I could do what I really wanted, I'd be an outdoor photographer," he wrote his mentor.

"Hey, you don't have to compromise," came the reply from David Neils, a Hewlett Packard employee in Fort Collins, Colo. With Mr. Neils's help, Kopperud is putting his pictures from a trip to Mt. Marcus Baker on the Internet.

Neils also got Kopperud to write to two prominent photographers, Gaylen Rowell and George Weurthner, who agreed to offer advice.

"I was amazed they would sit down with a grubby little Alaskan like me," Kopperud says.

For Neils, that was a great reward: "A student's life is different on the other side of the planet because I took 12 minutes a day."■

9. Associated Press

05-22 11:12a

Clinton comes to West Virginia to promote education goals

By DAVID SHARP
Associated Press Writer

CLARKSBURG, W.Va. (AP) - West Virginians rolled out the red carpet today for President Clinton's scheduled visit to promote his education goals.

Along the route that will take him from Benedum Airport to Robert C. Byrd High School, state police, Secret

Service and other officers were stationed about every 100 yards.

Signs along the route greeted Clinton, including one from a Harley Davidson motorcycle shop.

A church sign told Clinton that its congregation would pray for him. Across the street, an automotive company's sign asked the president if he needed his tires rotated.

Many West Virginia officials past and present gathered at the airport late this morning, including former Gov. Gaston Caperton, Secretary of State Ken Hechler and Public Safety Secretary Otis Cox.

Others were simply travelers.

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On Wednesday, "He said we couldn't fly out if President Clinton was in our air space. I said, `What about OUR air space?'"

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"I've got my camera. I'm ready."

The high school hosting Clinton's visit has at least one computer connected to the Internet in each classroom, one of the objectives Clinton outlined in his State of the Union address.

And 85 percent of the schools in the state will have Internet access by the end of next month, with the rest expected to come online by year's end, said state schools Superintendent Hank Marockie.

"No other state can match our record. No other state can match school spending," Marockie said.

Clinton's visit to promote his education agenda follows West Virginia's decision to join North Carolina, Michigan and Maryland in adopting his proposals for national standards.

The president has proposed tests in the fourth grade for reading and in the eighth grade for math.

West Virginia already requires testing at each grade level, so the state will simply substitute the national tests during the fourth and eighth grades, Marockie said.

"It's a natural fit for the president's proposal and our testing program," he said.

Other goals of the president include modernizing school buildings and making sure there is a talented teacher in every classroom. He also wants to expand the Head Start program.

The state has boosted its teacher salaries from 49th in the nation to 32nd from 1990-95, and no other state has matched West Virginia's commitment to staff development during that period, Marockie said.

The state also pumped $900 million into capital improvements since 1989, meaning about 70 percent of public school students in West Virginia are in new or renovated schools, he said.

Robert C. Byrd High School, built on a former strip mine in a hollow, will be used by the president as a model in preparing students for the 21st century.

The $24 million school boasts 10 computer labs, the state's only "virtual reality" lab and Internet access that allows students to go anywhere in the world, said Chester Hall, director of technology.

"We're not up in the hollow in the strip mine. We're anywhere in the world we want to go," he said.

Although not all students will receive classes on virtual reality, all are expected to graduate with some grasp of computers, and up to 70 percent of graduates go on to college.

Rebekah Squires, a students who helped put together the school's virtual reality tour, plans to study accounting at West Virginia University before going to law school.

But her computer training will come in handy regardless of the field she ultimately enters.

"No matter what job you go into, there are going to be advantages of using a computer," Squires said. "You can't live day-to-day and be totally computer illiterate."

Sophomore Nathanael Wentz agreed.

"Just about any field you're going to go into, you're going to use a computer," Wentz said. "Just being familiar with the computer in the workplace is tremendously useful."

Sen. Jay Rockefeller, D-W.Va., said the focus on computers is not misplaced. Six out of 10 jobs will require workers to know how to use computers by the year 2000, he said.

Rockefeller announced a $2 million Department of Education grant for computers, software and training for teachers on the eve of Clinton's visit, the first by a sitting president in Clarksburg in 45 years.

"The bottom line of all of this is how well children do," Marockie said. "The children in West Virginia are demonstrating they are achieving at the top of the levels in reading and mathematics."■

TRADE

10. Chronicle of Higher Education -- Academe Today

May 22, 1997

Only One Black Student Has Accepted Admission to U. of Texas Law School

Washington youngsters shown a picture of the doll agreed. Many said they had friends and relatives in wheelchairs.

"It's saying that everyone is not perfect, everyone is not able to walk," said 11-year-old Ashley Best of Stevens Elementary School. "It's showing kids with disabilities, they have an example."

Even the boys found a lesson in the new Barbie.

"I think kids will learn not to be afraid of people in wheelchairs," said 8-year-old Robert Mayo. Then he added, "But I don't fool with Barbies."

The doll hit the shelves without announcement almost two weeks ago, and between 4,500 and 6,000 dolls already have been sold nationwide, Mattel officials said.

While Mattel is the largest toy-maker to market a disabled doll, it is not alone.

Minnesota-based Cultural Toys introduced a rag doll in 1995 in a wheelchair. Pleasant Company, the Wisconsin toy company that makes the American Girl Collection, also has a wheelchair accessory for its line of dolls.

Fisher Price makes a toy bus with a wheelchair ramp and Little Tikes has a dollhouse with a ramp, analysts said.■

3. Los Angeles Times

May 22, 1997

AFT Says U.S. Lags in Math Teaching, Tests

By HEATHER KNIGHT
Times Staff Writer

WASHINGTON —In a study that it says reinforces President Clinton's call for national education standards, the American Federation of Teachers reported Wednesday that mathematics instruction and testing of U.S. students lags far behind that done in Japan, Germany and France.

Sandra Feldman, the new president of the teachers union, said that the United States should respond to the report not just by increasing math standards and expectations for students but by expecting more from teachers.

The report compared tests taken by students just before they enter high school and as they seek college admission and found that much higher percentages of foreign students are taking and passing these exams.

For instance, the report said, 26% of German students, 36% of French students and more than 50% of Japanese students pass college entrance exams that contain a large math component. The United States' best equivalent to these exams —the advanced placement test for math which requires detailed subject knowledge —is taken by only 4% of students and passed by only 2%.

Japan, Germany and France all have national standards and Feldman said that this is a central reason behind their students' high performances.

"The difference is that these other countries all have systems of education aimed at getting more students to higher levels of achievement," Feldman said. "They have a common curriculum, tests based on the curriculum and incentives for students to work hard in school. There is no parallel in the United States, so it's no surprise that our students don't perform as well."

According to the report, 75% of the union's members support Clinton's call for national standards, which would give states the option of administering national fourth-grade reading tests and eighth-grade math tests. With these national tests and such consequences as keeping those who fail them from passing on to the next grade level, students would know what is expected of them and "rise to the occasion," Feldman said.

Feldman said that efforts also should be made to upgrade the performance of U.S. teachers.■

4. Detroit Free-Press

May 22, 1997

High school athletes hope to catch a scholarship through Web pages

BY BOB FERNANDEZ
Knight-Ridder Newspapers

Brooke Bergmann is a 17-year-old junior from Fallsington, Pa. who hopes to play college basketball someday. To that end, she has posted her picture, stats, height, weight, academic credentials and coach's name on the Internet.

"It couldn't really hurt and it wasn't that much money," said the 5-foot-8 guard at Pennsbury High School, who appears on the Online Sports Network.

Bergmann, an honor student, says that even if she doesn't win a basketball scholarship to an NCAA Division I college, her broader exposure on the Internet could help, especially if she can attract an Ivy League school with a need for a strong basketball player.

For years, controversy has dogged college sports-recruiting services that charge upwards of $800 to help promising high school athletes find scholarships. Some critics say those services, which compete fiercely to represent athletes, are a waste of money.

Now the Internet is threatening to reshape the recruiting landscape.

with professionals who encourage the kids to pursue science careers (www.asel.udel. edu/sem).

The arrangements often evolve informally. Teachers and volunteers typically find each other on mentor-oriented Web sites. Many applicants are screened, although it varies from site to site. At the Electronic Emissary site (www.tapr. org/emissary), for example, interested students and adults fill out forms and are matched by site administrators at the University of Texas at Austin.

Linking children with unseen adults can raise concerns about inappropriate contacts. But Mr. Nellen, who has never had any trouble, asserts that e-mail mentorships are safer than face-to-face encounters. "Kids can simply hit the delete key" and erase the e-mail, he says. He monitors communications, and counsels the kids not to give out personal information. He steps in quickly if needed.

Nellen calls Internet mentoring "a powerful tool in education" because each of the 34 kids in his class can get personal attention. And, he says, the kids often pay more attention to their mentors than to him. These "outsiders" provide a real-world "authenticity." Besides, he quips, "Who listens to English teachers?"

Extra effort for mentors

In fact, it's quite typical for students to work harder with mentors, including those on the Internet. "The kids have a sense that it isn't just a school task," explains Janet Schofield, a professor of psychology at the University of Pittsburgh who is studying Internet mentor programs. "It's not just something the teacher is making them do."

Few question that technology holds promise in bringing students and mentors together. But as with any exclusively e-mail encounter, the first steps can be awkward.

Take Tati Diaz, a bright, ebullient 12th-grader in the New York high school. Her mentor, Donald DeMan, is a real-estate appraiser in Melbourne, Fla. Mr. DeMan, whom Nellen recruited on the Internet, was eager to help, because he says he's "appalled at the state of education in this country."

In his first e-mail to Ms. Diaz, he took a tough line: "I can tell by your home pages that you have a good base to build upon, yet you lack the self-discipline and perhaps the confidence needed to do quality work. You may think it doesn't matter but I assure you it does."

"I was so shocked," Diaz says with an indignant smile. "I was like, how dare this man!" But soon the two found common ground. They both have a passion for the "Dune" science-fiction books. He was a finance major in college. She's an accounting major.

DeMan encouraged her to write drafts of her papers. "I told him I didn't like rough drafts," she recounts. "But he told me I had to organize my thoughts. He said I have to be consistent." Soon she began rewriting already complete papers.

Then in one e-mail he wrote: "I liked your composition. Well done!"

"That meant a lot to me," she beams. "I worked hard for that."

When Diaz's English class ended last spring, she and DeMan lost touch. Neither ever knew much about the other. "I came on strong, and ... she improved, that's the important thing," DeMan says.

Targeting key interests

One key to successful mentoring is leveraging a student's interests. Sitting in her office cubicle in Boulder, Colo., Mary Jones got connected to a troubled high-schooler in rural North Carolina.

This Hewlett Packard software engineer and mother of three had a tough task. The student, whose name Ms. Jones prefers not to use, was described by her teacher as shy, not gifted, and afraid of computers. With gentle encouragement and a touch of humor, Jones waded in.

She asked what the girl wanted to do after high school. "Open my own jewelry store," came the reply. It was the perfect opening.

"If you're going into business, you're going to have to know how much to charge, and how much profit you're making," Jones wrote. "Math helps you figure this out."

She also encouraged her to write more clearly, "so when you want to buy gold chains from a business in India, you can write a formal request." Before working with Jones, the girl rarely smiled or talked in class. Now she was the resident expert in computer class - because she could ask her mentor tough questions. Her grades soared - from D's in English and math to A's and B's.

Mentors can also give career advice. Alex Kopperud, a senior at Colony High School in the remote town of Palmer, Alaska, had mulled over a career as a lawyer. "But if I could do what I really wanted, I'd be an outdoor photographer," he wrote his mentor.

"Hey, you don't have to compromise," came the reply from David Neils, a Hewlett Packard employee in Fort Collins, Colo. With Mr. Neils's help, Kopperud is putting his pictures from a trip to Mt. Marcus Baker on the Internet.

Neils also got Kopperud to write to two prominent photographers, Gaylen Rowell and George Weurthner, who agreed to offer advice.

"I was amazed they would sit down with a grubby little Alaskan like me," Kopperud says.

For Neils, that was a great reward: "A student's life is different on the other side of the planet because I took 12 minutes a day."■

9. Associated Press

05-22 11:12a

Clinton comes to West Virginia to promote education goals

By DAVID SHARP
Associated Press Writer

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TRADE

10. Chronicle of Higher Education -- Academe Today
May 22, 1997

Only One Black Student Has Accepted Admission to U. of Texas Law School

Working With Schools

Meanwhile, the University of California at Los Angeles' law school has admitted 80 percent fewer black students and 32 percent fewer Hispanics from 1996 to this year, the first class to be affected by the school's abolishing race preferences in postgraduate admissions.

The ban on affirmative action in undergraduate admissions takes effect next year, following the state voters' approving Proposition 209 last fall.

A University of California (UC) task force on Tuesday recommended a three-part plan to recruit students at "educationally disadvantaged" high schools statewide. The report estimates that 80 percent of students at the targeted schools are minorities.

The panel says the university must focus on educational disadvantages, not low income, "to serve the goal of racial and ethnic diversity" legally in the wake of Proposition 209. It said poor-performing schools are a better indicator than income of who needs help.

In its draft report, the task force recommends.

* Forming "school-centered partnerships" among each UC campus and public schools chosen for their poor academic performance, to establish standards and improve student achievement.

* Expanding academic outreach programs for K-12 students. and

* Creating an "information outreach" program to help students and their families prepare for college.

Among the goals are doubling the number of UC-eligible graduates at the disadvantaged schools within the next five years and tripling the number of "outreach contacts" with disadvantaged students and families.

The state and university allocated $3.5 million for the 1997-98 school year to implement the plan. But educators say it will cost tens of millions of dollars more to be successful, and a state legislator has proposed $20 million for outreach.

The task force says success will depend mainly on recruiting new teachers, retaining them and providing "ongoing professional development" for teachers at the partner schools.

The state education department estimated last year California will need between 17,000 and 30,000 new teachers each year over the next decade because of retirements and a new "baby boom" of students.

After a public comment period, each UC chancellor is to submit a detailed plan to the UC president by Jan. 1.

The American Council on Education says the rumblings of the upcoming limits on affirmative action in California and Texas are responsible for an overall slowing in the growth nationwide of minority students attending college in 1995 (ED, May 19).

The task force report is available at its Web site at http://www.ucop.edu/acadaff/otf/cover1.html — Dave Boyer ■

12. Education Daily

May 22, 1997

WEST VIRGINIA IN LINE FOR TESTS

West Virginia is expected today to become the fourth state to sign up for President Clinton's voluntary national tests in reading and math.

State Associate Superintendent Bill Luff said West Virginia would sign up when the president visits Clarksburg for an education forum, though the White House sources would not confirm this.

Michigan, Maryland and North Carolina have already volunteered to administer the tests, scheduled for 1999.

+Laureen Lazarovici ■

13. Education Daily

May 22, 1997

BILL RELIEVES PUBLIC SCHOOLS OF PRIVATE COSTS UNDER IDEA

Public schools' liability for services to disabled students who voluntarily enroll in private schools will be sharply limited by upcoming changes to federal special education law.

The revised Individuals with Disabilities Education Act (IDEA)+whisked through Congress this month+instructs local education agencies to provide only a proportionate share of federal special education funding to private schools serving disabled students.

That share must be equal to the per-pupil allotment to public schools under IDEA based on the number of disabled children the private schools serve, the bill says.

The federal subsidy for each special education student now is estimated at $536, after a windfall $774 million increase in IDEA spending for this year (ED, Oct. 9, 1996).

Parents have been fighting in court to have public schools cover the full costs of providing special education to their children in private schools, with limited success.

Under the IDEA bill passed by Congress, "state and local money is

—JOETTA L. SACK■

15. Education Week

May 21, 1997

Rep. Goodling Fails To Block Funding for New Tests

By Millicent Lawton
Washington

A key Republican lawmaker tried unsuccessfully last week to block funding for the creation of President Clinton's voluntary national student achievement tests.

Rep. Bill Goodling of Pennsylvania, the chairman of the House Education and the Workforce Committee, aimed to remove money for the tests by amending a supplemental spending bill for Midwest disaster relief and peacekeeping in Bosnia.

The House approved the appropriations measure late last week.

Earlier, when Mr. Goodling brought up his amendment on the House floor, it was shot down in a procedural attack by Rep. David R. Obey, D-Wis., the ranking member of the House Appropriations Committee. Mr. Obey said the amendment was out of order because it would change existing law.

The White House had released a statement even before the amendment was introduced saying that if such an amendment were to be adopted, the president's advisers would recommend that he veto the entire spending bill.

Mr. Goodling has for weeks made clear his opposition to the plan to administer by 1999 national tests in reading for 4th graders and in mathematics for 8th graders. At a Capitol Hill hearing last month, he told Secretary of Education Richard W. Riley that he disliked the idea of obtaining individual student scores that might be used to rank schools. Current federal law, which expires this year, already prohibits the only existing national assessments from measuring individual student achievement. ("Riley Faces Panel's Questions On New National Student Tests," May 7, 1997.)

Congressional lawmakers, including Mr. Goodling, have also been griping that the administration was moving ahead on a major piece of federal education policy without explicit approval from Congress.

In remarks prepared for delivery on the House floor, Mr. Goodling said his amendment would "slow down a runaway train." It would, he said, give Congress time to examine "an issue of enormous magnitude."

Mr. Goodling's proposed amendment would have prohibited the administration from using any money for the testing plan that Congress made available during this fiscal year or had set aside in prior years for a fund earmarked for improving education.

"There is absolutely no reason for the department to bypass Congress," Mr. Goodling said in his statement. "Anything of this magnitude ought to be done through specific and explicit legislation."

Despite the setback, Mr. Goodling is expected to try to resurrect his amendment in the future when an appropriate bill presents itself, an aide said last week.

Mr. Riley and other Education Department officials have said that they believe they have the authority to proceed. They are paying for the start-up of the new tests through the $40 million Fund for the Improvement of Education, which is part of the department's office of educational research and improvement.

Mr. Goodling argued that the administration is relying on very broad language that says nothing specific about national tests.

It will cost about $22 million over this year and next fiscal year to create the tests, Mr. Riley testified at last month's hearing before the House Subcommittee on Early Childhood, Youth, and Families. The department has already awarded a competitive bid for the overall blueprint for the tests and is now soliciting proposals for the writing of test items and the administration of pilot- and field-testing.

Support for Both Sides

The new national reading and math tests are to be based on the reading and math subject-area exams of the National Assessment of Educational Progress. NAEP, an Education Department project mandated by Congress, has measured the academic performance of a nationally representative sample of public and private school students since 1969. It provides national and state-level snapshots of achievement by students in the 4th, 8th, and 12th grades, but is prohibited by law from producing individual students' scores.

The proposed halt to the new testing plan drew at least one set of supporters. Officials from the Cambridge, Mass.-based National Center for Fair and Open Testing, or FairTest, a watchdog group, backed the amendment last week in a letter to Mr. Goodling. "The [national testing] issue should be carefully considered, weighed, and debated before the administration is allowed to move ahead with any significant new testing plans; this amendment will slow down the process and allow for such careful consideration to occur," wrote Laura Barrett, the group's executive director and Monty Neill, its associate director.

The new tests also have their share of boosters. The governors of Maryland, Michigan, and North Carolina, representing both political parties, have said that schools in their states will take the tests, and the Council of Chief State School Officers has endorsed the plan.■

16. Education Week

lesson plans.

While most of the parents teach one or two classes a week, Ms. Wilson teaches five or more. "I just strap my 8-month-old baby on my back and go teach class."

California educators have released a comprehensive strategic plan to recruit critically needed new teachers.

The plan, drafted by a statewide task force of educators, aims to address the vast teacher demand created by increases in student population and the state's class-size-reduction mandate. ("Class-Size Cuts in Calif. Bring Growing Pains," April 30, 1997.)

Created in conjunction with the Belmont, Mass.-based nonprofit group Recruiting New Teachers Inc., the plan calls for expanding the pool of prospective teachers with outreach and assistance activities, an expansion of alternative training efforts, and an easing of transfer restrictions for teachers trained in other states.

One recommendation is the creation of a "one-stop shopping" source where potential teachers would be able to obtain information and counseling about teacher requirements, preparation programs, and job opportunities.

—ANN BRADLEY, JOETTA L. SACK, KATHLEEN KENNEDY MANZO, & JEANNE PONESSA■

19. Education Week

May 21, 1997

Clinton May Seek NAEP Board Role In New Tests

Washington

The Clinton administration may try to involve the National Assessment Governing Board in the governance of the new voluntary national tests that the president is promoting, says his education adviser, Michael Cohen.

The governing board, a citizens' panel, sets policy for the National Assessment of Educational Progress, known as the nation's report card. NAEP, which measures achievement by a national sample of students in a variety of core academic subjects, is a project of the U.S. Department of Education's National Center for Education Statistics.

The assessment, which has been conducted since 1969, delivers results for student performance across the nation and the states but by law cannot report individual scores. The new tests that President Clinton proposes for 4th grade reading and 8th grade math —which would be based on the NAEP exams in those subjects —would report the achievement of individual students to schools and parents.

Mr. Cohen, who made his comments here May 9 to a quarterly meeting of the governing board, said that under current law, NAGB could not be involved in the president's initiative. But the launch of the new testing plan this year coincides with Congress' consideration of reauthorizing the assessment and the governing board.

A top House Republican, meanwhile, made an unsuccessful bid last week to stop the administration from using current funds to pay for the new program. ("Rep. Goodling Fails To Block Funding for New Tests," in This Week's News.)

A just-completed survey of some of NAEP's users turned up results that are generally consistent with the revamping of the national assessment now under way, according to a draft shared with the board.

The survey, conducted this year for the Education Department's statistics center by the private Education Statistics Services Institute in Washington, drew on written questionnaires and focus groups. Between 400 and 500 questionnaires were mailed to state assessment directors, chief state school officers, state legislative aides, governors' aides, and others; the response rate was 84 percent.

A majority of respondents said that they would like to see NAEP exams administered in at least some subjects every year. Now, the national assessment is given in two or more subject areas every other year; the redesign calls for testing every year, although not in the same subjects each time.

Respondents also urged the release of results more quickly after the exam has been given, even if it means sacrificing the collection of background data of students and schools. In the past, reports have come out 10 months to 27 months after the exam.

A little-known task force within the Education Department is working to improve math achievement nationwide.

"We're looking across the department at all our resources and identifying where we are already doing things in math education that we could tighten up, strengthen, be more proactive in," Judy Wurtzel, the initiative's director, said in an interview last week following a presentation at the nagb meeting. The aim, she said, is to create strategies for boosting students' math performance, provide tools to administrators and teachers, and get information out to parents.

The task force plans to disseminate materials about best practices in math education. This summer, it plans to release a curriculum "toolbox," which would allow school officials to analyze their own math curricula in light of the expectations on NAEP and the Third International Mathematics and Science Study.

—MILLICENT LAWTON
mlawton@epe.org■

LOCAL

since the devaluation of the peso in December 1994. They have vowed to continue their protests until the government agrees to a better wage settlement. Leslie Crawford, Mexico City■

8. Los Angeles Times

* 05/22/97; Edition: Home Edition; Section: National Desk; Page A-23

AFT Says U.S. Lags in Math Teaching, Tests

By HEATHER KNIGHT
TIMES STAFF WRITER

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Feldman said that efforts also should be made to upgrade the performance of U.S. teachers.■

9. Detroit Free Press

May 23, 1997

Student seeks end to racially split school

Separate-but-equal policy has support

BY GINA HOLLAND Associated Press

HERNANDO, Miss. — Hernando High has two principals — one white, one black. There are two homecoming queens and two class presidents, one of each race. The yearbook features a black Mr. and Miss Hernando High School next to their white counterparts. The students even choose class clowns and biggest flirts of each race.

Now, one student is challenging the practice, begun when the school was desegregated in 1970.

"I know that's not how it is anywhere else, and that's not how it should be," said Alison Williams, 17, an honor roll student who is the Latin Club president. She said living around the country and overseas with her Air Force family has given her a different perspective.

A junior, Williams first questioned school officials about the policy last year when she wasn't allowed to run for a student office because she is white and the rotating post was designated for a black that year.

"They said that's the way it's always been, that's the way it's always going to be," said Williams, who was chosen this month by the entire 750-student body to the council presidency, which isn't selected by race.

Her mother, Beverly Williams, wants school board members to reverse the practice.

"I thought that was the whole reason we integrated — so everybody would be treated equal," Beverly Williams said. "They've moved everybody into one building, but we still have black and white."

Alison Williams asked the school board this month to end the practice, but the board has made no decision.

She and her mother are not contemplating legal action.

"Any challenge would probably face a difficult time in the courts simply because the courts have allowed schools a great deal of leeway in promoting the proper atmosphere," said David Ingebretsen, executive director of the state American Civil Liberties Union.

So far, none of the other students or

For Testing staff

NATIONAL

1. Boston Globe

May 16, 1997

US official lauds Hub literacy initiative

By Geeta Anand
Globe Staff

US Education Secretary Richard Riley came to Boston yesterday to praise the city's nearly two-year-old literacy initiative, and declare he would draw on its successes in developing a similar national program.

Riley, joining Mayor Thomas M. Menino and literacy advocates at the Sarah Greenwood School in Dorchester, said President Clinton shared the same goal of the ``Read Boston'' initiative: turning all third graders into able readers.

Clinton, who recently launched the ``America Reads'' program, will use the literacy programs in Boston and nine other cities as models in developing the national effort, said **David Frank,** press secretary for the US Department of Education.

``We like the focus in Boston on disadvantaged youngsters, on involving college work-study students and in constantly evaluating the results over time,'' Frank said.

The program in Boston has drawn together literacy specialists, community volunteers and businesses to send tutors into 15 elementary schools this year. In the fall, the program will expand to involve 1,000 college students and serve 25 schools, according to its director, Margaret Williams.

The Boston program, however, received criticism last fall because many tutors were untrained and donated books were old and inappropriate for the third grade.

Williams said those problems have been corrected. The tutoring program will be fully operational by the fall, and more than 100,000 new books appropriate to third graders have been donated, she said.

``The first year of a program often requires a good deal of time devoted to planning,'' Frank said. ``We remain very impressed.''■

2. Providence Journal-Bulletin

May 16, 1997

Education czar calls for business partnerships

By JONATHAN D. ROCKOFF
Journal-Bulletin Staff Writer

PROVIDENCE — **U.S. Secretary of Education Richard W. Riley** yesterday called for higher standards in classrooms, national testing of students and closer ties among teachers, parents and businesspeople.

Riley presented the Clinton administration's education goals in a speech to a statewide organization that is trying to improve mathematics and science instruction by increasing business involvement in schools.

"We need to change the way we do business," Riley told 350 educators and businesspeople. "We need to review and toughen our standards. We need to raise our expectations of what our children should learn.

"And we need to help our teachers use their time better to create strong learning environments."

Riley's 30-minute speech reiterated President Clinton's prescriptions for better teaching. But the president's policies run up against the federal government's lack of money for establishing sweeping new initiatives and the control that states have over most education decisions.

Thus, the president's success will largely depend on his administration's powers of persuasion. And so the administration is, among other things, trying to convince the states to hold students to national standards and encouraging greater participation from parents and businesses.

Toward that end, Riley implored businesspeople in Boston yesterday afternoon to adopt such measures as paying employees for attending parent-teacher conferences and sending employees to give lectures in schools, an aide said.

During his speech later at the Westin Hotel, Riley called for high standards for students and for national tests for fourth graders in reading and eighth graders in mathematics.

He also pressed businesses and parents to take an interest in the education of children. "We need to make sure that teachers have the support and assistance of parents and communities," he said, adding that "businesses have a very important role to play" too.

Riley praised the event's organizers, the Rhode Island Mathematics and Science Education Coalition, for urging businesspeople to help make better schools.

Yesterday's reception and dinner was held so that teachers could meet businesspeople from their communities. The hope was that, after making such contacts, teachers would call businesspeople for help in their classrooms and the businesspeople would provide it.■

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For Testing staff

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59. San Francisco Chronicle

May 15, 1997 Category: Local

UC Berkeley Chancellor Receives Honor

Chronicle Staff Report

The Koret Foundation, the Bay Area's fifth largest foundation, honored University of California at Berkeley Chancellor Chang-Lin Tien yesterday for preeminent contributions to American education.

Tien was awarded a $1 million grant for education programs at Berkeley.

Sharing honors with Tien were Anita Friedman, executive director of Jewish Family and Children's Services, for innovative and inspiring leadership in community service; and Gary Tobin, director of the Institute for Community and Religion at Brandeis University, for exemplary research and scholarship in the American Jewish community.

Friedman received $1 million for her organization, and Tobin was given $100,000 for Brandeis' Maurice and Marilyn Cohen Center for Modern Jewish Studies, which is in San Francisco.

The Koret foundation is one of the largest Jewish-sponsored charitable trusts in the United States.

60. Associated Press

05-15 10:48a Category: Local

Wisconsin 3rd-graders score high on reading test

MADISON, Wis. (AP) - Wisconsin third-graders taking part in a statewide reading test scored an average of 83.5 percent, down slightly from 84 percent in 1996, a report released today shows.

Children had to get at least 40 answers correct on the 60-question test to meet the performance standard, and 87.1 percent did. That's a slight dip from 1996, when 89.7 percent met the standard.

Such year-to-year fluctuations are expected, state School Superintendent John Benson said in a written statement.

"The reading comprehension test gives us a good picture of the state's primary reading programs, however, I urge caution against judging a school or an entire school district upon one test given to third-graders," he said.

The DPI reported 6.2 percent of students with below-standard scores of 31 or fewer correct, compared with 5 percent last year.

Scores of 32 to 39 correct are considered inconclusive, and 6.7 percent of children fell in that range. That compares with 5.3 percent last year.

"You don't really know if their skills are good enough that they don't need remediation or if they should be considered for remediation," said Frank Evans, a DPI evaluation specialist.

In all, 56,487 children took the test. As a result of their scores, 7,277 students will be evaluated to determine whether they need remedial help.

Wisconsin law requires districts to offer remedial reading help to fourth-graders. Districts must also use test scores to evaluate their reading programs.

Children in 415 of the state's 426 public school districts were tested.

The test also found:

- Districts in which at least 15 percent of children receive welfare had an average comprehension score of 73.7 percent, 12.2 percent lower than districts in which less than 5 percent of students received welfare.

- The average reading comprehension score for girls was 84.4 percent, 1.8 percent higher than boys' average score of 82.6 percent.

- The average reading score for various ethnic groups includes 85.5 percent for whites; 81.4 percent, Asian, 78.5 percent, American Indian; 76.8 percent, Hispanic; and 70.2 percent for black students.

The reading test includes 60 comprehension questions on three reading passages, two stories and one explanatory report.

Next year the tests will include new performance measures, identifying partially proficient, proficient and advanced readers.

61. San Francisco Chronicle

May 15, 1997 Category: Local

Windfall for California Schools

Strong economy brings unexpected billions

Robert B. Gunnison
Chronicle Sacramento Bureau

With tax revenues flooding into the state treasury, Governor Pete Wilson said yesterday that California schools should receive a staggering $3.6 billion extra in state aid, much of which will flow to education programs and school employee salaries.

In a final financial update before Wilson and lawmakers negotiate the state budget for the coming fiscal year, the governor said the unexpected tax collections exceed his "fondest

Many Area Educators Skeptical About Clinton's National Testing Proposal

By Jay Mathews
Washington Post Staff Writer

President Clinton wants every U.S. child to take national reading and math exams and has put the tests at the top of his education agenda. But many Washington area students won't be participating, judging from the way the region's school officials have greeted Clinton's plan.

Virginia officials say they're opposed to the voluntary tests, D.C. school leaders are divided, and even in Maryland, the first state to endorse the Clinton proposal, school administrators are having second thoughts.

Clinton proposed the reading test for fourth-graders and the math test for eighth-graders in his State of the Union message in January. He and Education Secretary Richard W. Riley have urged all states to begin administering the new 90-minute exams in 1999, to ensure that their students have mastered those two essential skills and to see how their schools compare with those in other states and countries.

"Our young people need to master the basics once and for all," Riley told a congressional committee last month. "And parents deserve to know how their children are achieving—how they stack up, no matter where they live or move in this great country of ours."

But many Washington area educators contend that the additional testing isn't needed. They say they already are improving reading and math teaching and have their own tests to measure their students' progress.

The Maryland and Virginia state school boards will have the final say on whether their students take the national exams, unless they take the rare step of leaving the decision to local school boards. In the District, the decision will be made by the D.C. emergency school board of trustees.

In Virginia, Gov. George Allen (R) and a majority of the state Board of Education say they prefer tests created by Virginians, including the state tests just being introduced for third, fifth, eighth and 11th grades in basic subjects.

"We like the notion of a test our kids can study for, and in Virginia, you know exactly what is going to be on your test," board President Michelle Easton said.

Board Vice President Lil Tuttle, a Richmond parent, said the Clinton initiative seems like an intrusion into state affairs. Those who want to impose national education standards appear to be "trying to come through the back door with a test," she said.

Northern Virginia officials also are skeptical.

The National Assessment of Educational Progress tests, on which the national exams would be based, have a good reputation, said Kathleen F. Grove, assistant superintendent for instruction in Arlington. But, she added, "we have to be cautious about how many tests we subject the children to."

New tests also would require administrators and teachers to put aside other duties to organize, secure and collect the test booklets and to monitor additional test data, she said.

Dolores Bohen, spokeswoman for the Fairfax County schools, said adopting national tests "would be wrenching for this country because we have such a deeply rooted tradition of local curriculum and local school boards."

D.C. officials said they are worried about loading tests on children who need more instruction, not more assessment.

"In most of our schools, we have a breakdown in supervision; we have one of the highest poverty rates in the country; we have a variety of problems. And I think that just setting up testing . . . will not serve the interests of most of the kids or the schools," said Don Reeves (Ward 3), president of the elected D.C. school board and one of the trustees setting school policy. "It's only going to tell us what we already know."

But Bruce K. MacLaury, chairman of the D.C. school board of trustees, said he thought the national tests might help D.C. schools, particularly since the federal government has agreed to pay school districts' first-year costs. He said the trustees hope to announce within a month a set of new school standards and ways to test them.

Maryland's state Board of Education endorsed the Clinton proposal Feb. 10, making Maryland the first state to do so, followed by Michigan and North Carolina. Maryland board Chairman Christopher Cross said the quick embrace was inspired in part by a Clinton visit to Annapolis. But since then, Cross said, district superintendents have told State School Superintendent Nancy S. Grasmick that they are concerned that their students may be getting too many tests.

Maryland Education Department spokesman Ronald Peiffer said the districts were worried that "every time you bring in a new test, you have to build a different curriculum, and it is a different yardstick."

Steven Ferrara, state director of student assessment, said the school systems would have to explain the differences between the results of the Clinton tests and those of state tests.

Nonetheless, Ferrara said, "there is a commitment from Maryland to take seriously the possibility of participating" in the Clinton program.

Leroy J. Tompkins, chief divisional administrator for instruction for the Prince George's County schools, said the Clinton tests sounded useful. But he said he wanted a better explanation of how they would work alongside a battery of National Assessment of Educational Progress tests already given to selected students in 43 states.

"There is some confusion on my behalf as to the necessity of two different tests," he said.

Budget Brings Out Rivalry Between Duncan, Council

Silver Spring Staffing Becomes Issue in Feud

By Manuel Perez-Rivas
Washington Post Staff Writer

In the course of a few days, members of the Montgomery County Council showed County Executive Douglas M. Duncan who controls the county's purse strings: They do.

They voted to take away a county car from one of his top aides, the one who promotes his public profile. They voted to deny him any money to run a traffic-advisory radio station. They made cuts left and right to Duncan's $2 billion budget, even pausing to debate one $250 item. And at the end of the week, they cut two positions out of five from an office handling one of the county's top

America's oldest college newspaper. Founded 1799.

Inside: R.J. Reynolds vindicated in court, p. 2. 'Morphine' review, p. 5. Crimson beat Men's baseball in doubleheader sweep, p. 8.

The Dartmouth

Vol. CLIV No. 76 Tuesday, May 6, 1997

Monica Cha/The Dartmouth

YOUR MOTHER MISSES YOU: Students signed up yesterday to send their mothers postcards of themselves for Mother's Day.

College likely to offer Oxfo

Four students a term will take courses in

By Charlotte Bednar

Beginning this fall, the College plans to offer a new exchange program with Oxford University's Keble College which will allow College students to study economics and government for course credits in their major.

Rockefeller Center Director Linda Fowler said the program will accept only four students each Fall, Winter and Spring term. In return, Oxford students will come to the College beginning in the summer of 1998.

Joanna Wolff, administrative assistant to the Rockefeller Center, said "pre-approved courses to satisfy major credits" will be offered in economics, government and public policy.

Fowler said the program, which is still under administrative review, must be formally approved by one more committee before it is officially offered to students.

Students interested in going to Keble College must fill out the standard Foreign Study Program form and essay, Fowler said.

Economics and government majors, as well as students pursuing the College minor in public policy will be given preference in the application process, but other students can apply, according to Wolff.

"There was less competition for next year because there wasn't much advertising," said Fowler. "People applied before the program was a

Cortines challenges public on education

By Elysa L. Jacobs
News Editor

Former New York City Public Schools Chancellor Ramon Cortines spoke last night to a crowd of more than 80 people in 3 Rockefeller Center about the public's responsibility in educating the country's children, particularly urban students.

Cortines, who resigned as Schools Chancellor in 1995, is currently the acting assistant secretary for the Office of Educational Research and Improvement in the Department of Education.

"I believe education is a public responsibility," Cortines repeated throughout his speech.

Monica Cha/The Dartmouth

Ramon Cortines

After more than 40 years of experience as an educator in such diverse systems as New York, Pasadena and San Francisco, Cortines said he still has hope for the future of urban education.

He said he thinks the United States is doing a better job educating its youth than ever before.

"When I first started 41 years ago, there were no records," he said. "We didn't know what a dropout was — if someone didn't show up to school, no one noticed."

Cortines said he thinks the public has lost sight of the mission of education — academic achievement.

"I believe that all children can learn," he said.

Cortines said all too often the "strawmen of ethnicity and socioeconomic problems" are proposed to explain the problems many young-

See **CORTINES**, page 3

Gold Coas

will close t

Popular halls wil

By Joseph C. Scott
Staff Writer

The College will close sev residence clusters and affir houses this Summer term in or to complete the 18-month proc of rewiring the campus with fa computer network connection

The Gold Coast, Massaschus Row, the Lodge and the River Aj ments in Maxwell and Cham Cox will all be closed this sum

Associate Dean of Resi tial Life Bud Beatty said tw finity houses — Brewster I national House and Cut Shabazz Hall — will also c for rewiring over the sum Cutter-Shabazz will und other renovations in additi the rewiring, Beatty said.

Additional affinity ho might close if the depart which sponsors the housin no programs during Sun term, Beatty said.

There has been little st

Ten years ago, Hart made a 'mistake'

Presidential hopeful spoke at Dartmouth after adultery scandal broke

By Katie Uhre

Ten years ago today, the College was thrust into the national political spotlight when Gary Hart

port for the 1988 state Democratic presidential primary.

But just days before his scheduled appearance, The Miami Herald published a story saying he spent the previous weekend at his

dia barraged Hart with personal questions during the press conference.

The former Colorado Senator denied ever having an affair with Rice, but refused to discuss whether he had ever committed

Cortines: invest in education

Former New York schools chancellor speaks to crowd of 80

CORTINES from page 1

sters have in urban schools.

"The problem is not with the children, it is with the adults," he said. "America needs a commitment to education and its youth."

One of the problems Cortines addressed was the lack of continuing and proper teacher education. "We haven't invested the kind of money we need in teacher preparation," he said.

"Being empathetic is not enough to teach children to learn how to read," Cortines said. "Teaching reading skills is a scientific process."

He also pointed out that while the Unites States is constantly comparing its schools to those of Japan, one fundamental difference often overlooked is that Japanese teachers spend almost half of each day on professional development.

Knowledge of content of instruction is the key to effective teaching, he said. If you know your content, you are able to challenge students no matter what grade or reading level.

"It is the same material, just packaged differently" for students of varying reading abilities, he said.

"Evaluation and accountability are necessary" components to improving urban schools, Cortines said. He said these are the only ways to determine if students are truly internalizing the knowledge they are acquiring in schools.

Cortines said even fourth and fifth graders should be able to explain, share and defend topics they have learned about in front of a group of peers.

Working in the improvement division of the Department of Education allows Cortines to oversee "hundreds of millions of dollars [which] are given away for educational research," he said.

He said he has been disappointed in educational research because generally it has been in a language that I can't understand."

"It has been written by researchers for researchers," he said.

Many people in last night's audience would not be entering the education profession and Cortines said, even as a community member or parent, the most important questions a person can ask are, "How come? Why not? and What if?"

"Too often decisions are made on how we feel rather than based on contemplative thinking," he said.

The 35-minute speech was followed by a lengthy question and answer period that covered such diverse topics as desegregation, bussing, poverty issues and teacher preparation.

Cortines said he once thought that entering teaching was a "lifetime commitment," but now thinks that is no longer the case.

"Give me your best two years," Cortines said. "Give me your best three years. Then if you want to leave, then do so by all means."

One of the most important things in being a good educator is remaining in contact with what occurs in the classroom, he said. Cortines referred to some of his visits to schools in New York City that he closed once he realized how poor their conditions were.

Education Professor Robert Binswanger put Cortines' experience in New York City in perspective when he told the audience that Cortines needed a full-time body guard to escort him around the city, as well as a police driver.

Binswanger added that, while chancellor, Cortines was in charge of more than 150,000 employees, a $6 billion budget and the education of 1.2 million children.

In the Department of Education, Cortines is responsible for bringing together experts in reading and math to establish national voluntary tests for fourth and eighth graders, he said.

Monica Cha/The Dartmouth

Former New York City Schools Chancellor Ramon Cortines spoke last night to a crowd of 80 people regarding the state of public education.

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HERITAGE TALKING POINTS

CLINTON'S FY 1998 EDUCATION PROPOSALS: BUILDING BUREAUCRACY FOR THE 21ST CENTURY

By Christine L. Olson

April, 1997

Federal mandates, according to the GAO, also have added to the number of schools that have fallen behind on capital improvements.[10] Of the $112 billion the GAO has estimated will be required to upgrade U.S. schools to "good overall condition,"[11] nearly $10.7 billion over the next three years will have to be used to comply with federal mandates. Many states and individual school districts must devote a large portion of their resources to complying with these mandates. The average amount spent per school on such compliance is $177,000, most of which is consumed by the need to comply with mandates on accessibility.[12]

Greater federal involvement in maintaining, upgrading, and building local schools would increase the degree to which state and local governments must devote scarce financial resources to complying with federal mandates. Congress instead should remove mandates that prevent states and school districts from making the most urgently needed repairs. Regulatory waivers for less urgent federally mandated renovations at needy schools could provide more assistance with school construction expenditures in the long run.

National Standards and Standardized Tests

The President's proposal to create voluntary national standards and assessment tests duplicates efforts already taking place at the federal, state, and local levels. At the federal level, for example, the U.S. Department of Education has spent about $30 million annually for the past five years on the National Assessment of Educational Progress (NAEP) test, administered by the National Assessment Governing Board (NAGB). Forty-eight states now have assessment tests in place. Many, such as Virginia, already have developed rigorous standards that reflect the values and priorities of their own communities.

The assessment tests proposed by the President would be similar to the NAEP tests, which provide nationwide results in core subjects for grades 4, 8, and 12, and state-level results in those subjects and grade levels for states that volunteer to participate. By design, however, the NAEP tests cannot provide results for individual students, schools, or districts because no one student takes the entire test. The Administration plans to redesign the test to remedy this. However:

- **A new national assessment is not necessary.** The NAEP test is widely regarded as an accurate measurement of proficiency; and 45 states currently administer statewide assessments. As the National Educational Goals Panel (NEGP) recently stated, "[T]he goal is not to add more assessments, but to revise existing assessment systems to make sure that they test whether students have reached the standards and mastered the knowledge and skill that states and local communities want all of their students to learn."[13] It is important for states to know how their standards and assessments compare with those of other states and countries, but a new test is not the answer. Even as the Administration proposes new tests, the Department of Education is studying the possibility of having states report their own assessment test scores in NAEP equivalents, which would eliminate the need for nationwide testing.
- **Standards are a state and local issue.** States and local governments should have the freedom to set their own standards, draw from the experiences of other states, and determine for themselves what their students should be learning. Standards that are designed and implemented at the state and local levels will reflect the priorities of parents and communities. A locality may choose

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10 U.S. General Accounting Office, *School Facilities: Condition of America's Schools*, GAO/HEHS-95-61, February 1995, p. 63.

11 U.S. General Accounting Office, *School Facilities: America's Schools Report Differing Conditions*, p. 1. These findings were based on data reported by the schools and were not verified by the GAO.

12 *Ibid.*, p. 76.

13 National Education Goals Panel, "Executive Summary," *The National Education Goals Report: Commonly Asked Questions about Standards and Assessments*, 1996, p. 15

standards that are tougher than any national models. The federal government may provide information about general guidelines and objectives for academic standards but should not overreach its authority to control how states enable students to meet those standards.

- **Accountability also is a state and local issue.** President Clinton has called for standards by which schools and districts are held accountable. But standards are not a solution unless their effects can be measured and there are consequences for students, teachers, and schools. For example, students should not be promoted or allowed to graduate until they have met or exceeded certain standards. Furthermore, if schools had to compete for students, they would have an incentive to show that their students are improving. Charter schools and school choice would provide competition; but such standards, and alternatives, for improvement should remain entirely within the scope of state and local control.

The NEGP has noted that the majority of states collaborate with each other to develop high standards. In addition, "the tremendous amount of work that has been done to date to set more challenging academic standards has resulted in a wealth of models and resources."[14] For example, the privately funded New Standards Project is working with 17 states (representing 50 percent of the students in the entire United States) to develop a system of standards and assessments that allows for state and local customization. These challenging standards include "clear expectations" for grammar and spelling as well as a recommended reading list.[15] Although much work has been done, the NEGP notes that states found they cannot merely copy other states' standards or other guidelines. They have to customize the standards to reflect state and local consensus.[16]

National Teacher Assessments

President Clinton has said that "every community should have a talented and dedicated teacher in every classroom and at a least one master teacher certified by the National Board for Professional Teaching Standards." The President recognizes an important need but proposes a plan that will intrude fundamentally into the power of states and localities to control teaching credential requirements. Moreover, it further bureaucratizes teaching by adding another hoop to the state licensing and certification process that talented teachers must negotiate in order to prove their effectiveness.

Parents and local schools are best able to determine for themselves whether a teacher is "talented." The ability to meet "peer developed criteria" has little to do with how the teacher actually performs in the classroom. A teacher's effectiveness in the classroom is nearly impossible to quantify in nationalized assessments that rely more on formal measures and less on the judgment and discretion of local schools.[17]

To improve teaching skills, the colleges and universities that prepare teachers need to require a greater emphasis on competency in core subjects. Bureaucratic barriers to non-teaching professionals who wish to enter the teaching profession must be removed through programs like alternative certification so that talented people currently working in other fields can become teachers more easily. If states focus their efforts on rewarding and recognizing teachers for what actually takes place in the classroom, teacher quality will improve substantially—with no need for any federalizing of teaching credentials.

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14 *Ibid.*

15 Chester E. Finn, Jr., and Diane Ravitch, *Education Reform: 1995–1996*, Hudson Institute, August 1996, p. 21.

16 National Education Goals Panel *Report*, p. 29.

17 John Chubb and Terry Moe, *Politics, Markets & America's Schools* (Washington, D.C.: The Brookings Institution, 1990), p. 196.

nationality, sex, health, political affiliation, political activity, union activity or sexual orientation. It also establishes employee performance, as measured by evaluations, as the only basis for not renewing the contract.

Meetings have been held with the New York State United Teachers union, the New York State School Board Association, my colleagues in the Legislature, taxpayers, students and business leaders in an effort to bring forth effective legislation.

It's unconscionable that some people would put the interests of adult educators ahead of the interests of our children. As for our teachers and administrators, I am puzzled that many seem to fear a merit-based employment system.

Most of my constituents accept that success in their jobs is based upon ability, performance and merit. They function and succeed in that environment daily.

Have we devalued education to such an extent that those things no longer matter in the classroom? I hope not. H■

Detroit Free Press

April 18, 1997

There are no magic fixes for schools

In this country's long search for ways to reform public education, a lot of people have been searching desperately for a silver bullet that would fix everything.

If only the country would adopt a voucher plan, says one group, the marketplace would force the system to give parents and students what they want.

Put enough money in, or enough computers, or enough equity, or enough tests, or enough master teachers, say others, and you will see that the present structure can produce the results you need.

No, no, say those who believe all government is foredoomed to failure. You really need to abolish all government schools and leave money in the hands of individuals, who will then find education that works. To them, choice and charter schools are but way stations on the way to an essentially privatized education system.

Not so, say defenders of the present system. You have to protect public education's franchise and try to avoid letting money for public education get divided too many ways. This set of folks, in general, sees protecting the franchise as the key to providing more nearly universal education in this country.

The national debate has raged for at least a quarter-century. With a country that must clearly compete in an international marketplace, with a nation that began in the 20th Century to think of itself as a nation, we began to think of national needs for a better education system.

With a national commitment to equality of opportunity, with higher education more nearly universally available, we started looking at public education's failures rather than celebrating its successes. The American people have started demanding more and accepting fewer excuses.

The result has been a long period when public school teachers and administrators have felt under siege. They've been pounded as supposed failures and treated rather contemptuously by politicians. Remember some of John Engler's early denunciations of teachers and teacher unions in particular? Remember Robert Dole's speech to the 1996 Republican convention?

For whatever it's worth, I do not believe public education has, over the life of this Republic, failed at what it was asked to do. It was asked to educate a middle class to function as the backbone of an emerging world power. It wasn't asked, until fairly recently, to compete in a truly global market or to try to stop letting so many people fall behind and through the cracks.

Rural education, education in many parts of the South and education in many big-city ghettos was not asked to save everyone. The country has redefined success at education upward.

In recent years, a lot of people have been rewriting history and imagining a golden age to which we ought to return. I don't believe it truly existed. My grandfather could not even sign his name; I finally figured out that the Civil War destroyed his chance at formal schooling.

He and my grandmother moved into town from the farm so they could see my father and his sister go to school. But that was unusual. When first my aunt and then my dad were packed off to college, at the beginning and the end of World War I, there weren't many families in our county who finished eighth grade, let alone college.

So we're trying something different now - universal literacy, universal education for technical jobs, international norms for education. It has been and is quite a reach.

And so American education is deemed not good enough. Failure or not, public education is going to be pushed hard. It isn't surprising that people are searching for the silver bullet.

Reaching for easy answers, for cure-alls, is as dangerous as not reaching at all. I fear the dangers of dismantling public education as we've known it. We have to build on what we have.

At the same time, we have to challenge the old ways of organizing and running schools. That's why I've supported charters and choice. That's why I thought we had to get more equity in school finance. That's why we have to demand that school bureaucracies and school unions show more flexibility.

I doubt we'll find any magic bullets. I do believe we can demand change and maintain stability. I believe public education can be made better.■

Christian Science Monitor

04/18/97; Edition: ALL 04/18/97; Section: OPINION/ESSAYS, Page 19

The Washington Post
04/18/97; Edition: FINAL; Section: Editorial; Page A24

Maryland Schools: Who's Paying?

THIS YEAR'S battling over state aid for Maryland schools bared an arbitrary and unfair system of distributing money and highlighted some outdated assumptions in Annapolis about the needs of the Washington suburban counties. Defenders of one deal that will steer $254 million to Baltimore City schools over the next five years — compared with $167 million to all other public school systems combined — portrayed Montgomery and Prince George's counties as rich and undeserving. With all that wealth, the charges went, the two shouldn't have serious problems maintaining their schools.

Now, as Gov. Glendening, House Speaker Casper Taylor and other legislative leaders are conceding that maybe the school aid distribution isn't all that systematic or fair, they ought to take a fresh look at the profiles of the two counties' schools:

Enrollments: Maryland Department of Education numbers show that as of September 1995, total state public school enrollment was 805,544, of which 42 percent was minorities. Largest system in the state? Prince George's, with 122,415 at that time. While Baltimore's school population is declining, the suburban populations are growing fast. In Montgomery, the enrollment is increasing by more than 1,700 students annually — more than enough to fill three new elementary schools a year. The county already uses 200 portable classrooms while continuing to build more schools, according to county school officials.

Students from lower-income families:

In Montgomery, one of every four students is in the Free and Reduced Meal Eligible Program. In 1970 that figure was 6 percent. In the next five years, Baltimore will receive increases for this program of up to $711 per student, while Prince George's and Montgomery are slated to remain constant at $96.

Limited English proficiency: More than half of the 12,000 students in Maryland schools who speak English as a second language — 7,000 — are in Montgomery, county school officials report.

Special education: In 1996, 12 percent of the students in the state were receiving some type of special-education service. In Prince George's, it was 9.1 percent.

Local money for schools: Montgomery may enjoy a higher average income, but its local commitment to schools is high as well. According to county statistics, Montgomery taxpayers are supplying 83.6 percent of the general-fund money for the schools in the current year; state aid has been at 13.4 percent, with the remainder coming from fees and other revenues.

The point here is not that the urban needs of Baltimore City schools should be discounted or that some small rural counties don't have heavy special-education burdens. The most important mission for next year's session of the General Assembly should be to come up with new formulas that are tied to these specific needs. This was the suburban counties' message this year. Rather than set off another big legislative fight, it ought to inspire statewide agreement on a rational, fair way to treat every school system in Maryland.■

San Antonio Express-News
April 17, 1997

OUR TURN

Problem of illiteracy best handled locally

When Roy Kaiser helped the city develop its literacy program, his goal was to replicate the San Antonio model across the state. Kaiser, administrator of the city's literacy services, now may have his chance.

U.S. Rep. Lamar Smith, R-San Antonio, Tuesday introduced a bill that would give block grants to the 10 states that develop the most innovative proposals to draw people into adult literacy classes. Smith notes only 9 percent of the 46 million illiterate adults in * the United States use adult education programs. The lack of support services such as day care and transportation keep the participation low, he said. For now, that is not a problem in San Antonio.

leadership development centers - with three more to open in the next year - enjoy assistance from Our Lady of the Lake University's Worden School of Social Services. With a five-year, $1.2 million federal grant, students provide some support services such as counseling.

In addition, the Region 20 Education Service Center provides learning materials and instructors. The Mexican Consulate General also offers training to literacy center volunteers who conduct * Spanish-language adult basic education classes. With an annual $1 million commitment from the city budget - a figure Kaiser says is unprecedented nationally - the literacy centers have

since 1991. Texas and the nation could learn much from San Antonio. But there could be obstacles to the visions of Kaiser and Smith, at least in Texas. The Texas Legislature is considering a bill to transfer adult basic education programs, including literacy services, from the Texas Education Agency to the Texas Workforce Commission.

While the switch is logical, Kaiser worries about a disruption in services, a complication that could prevent consideration of Texas for a literacy block grant. Further, as Smith may discover, innovation in literacy programs occurs at the local level, not statewide. Federal dollars should land in innovative cities.■

The New York Times
04/18/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 1, Column 2

Facing a Fateful Test, Pencils in Hand, Butterflies in Stomach

By JACQUES STEINBERG

For weeks, Shanee Medley, age 8, trained like an Olympic gymnast for the moment that finally arrived just after 9 yesterday morning: the start of the standardized, city-wide reading examination.

By that point, she had already taken two practice tests, answered dozens of sample questions for homework and been drilled in strategies for relaxation, like taking deep breaths periodically.

As he passed out the official test booklet, her teacher, Ted Kesler, told Shanee and her 29 classmates: "You'll all do fine. You practiced a lot. You are smart people." But that did little to calm the jitters Shanee had expressed over her breakfast cereal when she said, "I'm just afraid I'm not going to pass the test and I'm not going to go to fourth grade."

It is always a tense moment when New York's 80,000 third-grade pupils — along with more than 300,000 other students in grades four through eight — sit down for the reading examination, which lasts just over an hour but is a bench mark by which parents, teachers and officials judge the success of each of the city's 1,100 schools.

But this year, the stakes have been raised even higher.

Schools Chancellor Rudy Crew has said he will use the test scores, along with his sweeping new powers over the city's 32 community school districts, to hold the system accountable in ways that no previous Chancellor could have: to evaluate whether district superintendents, who now effectively report to him, should be rehired; to determine whether struggling schools need more resources, and to identify schools that might benefit from a longer day or year.

Perhaps most important, the tests will show whether the students in Mr. Kesler's classroom, as well as those in the 3,216 other third-grade classes in the city, came close to meeting the goal Dr. Crew set for them at the beginning of the year: to be able to read independently and at their grade level. Last year, fewer than half could.

"This is a day on which all eyes are on their work," Dr. Crew said in an interview. "For the system, and certainly for me, this is a serious, serious moment for us to determine what our efforts have really brought us by way of results."

No one had to tell that to Daniel Hessel, one of Shanee's classmates at Public School 75 on West 96th Street in Manhattan. Just before the examination began, Daniel brought his hands together in prayer.

But his concern was less for his school's standing than for his own: each student will receive a score from 0 to 100 that will be sent home.

"My parents tell me I shouldn't worry," Daniel had said earlier in the week, not long after Mr. Kesler told him he got a perfect score on the last practice test. "Sometimes I tell them: 'That's easy for you to say. You don't have to take the test.' "

For Daniel, one of the strongest readers and writers in Room 3-223, passage to fourth grade is virtually assured, whatever his score. But for students at the bottom of the class, a poor score will be a factor in deciding whether they repeat the grade.

The pressure leading up to yesterday's test had been mounting for nearly a year at P.S. 75, ever since the school learned last May that only 38.3 percent of its third graders had scored at or above grade level on last year's test — a drop of 10 percentage points from the previous year. (Grade level is the average test score achieved by a national sample of students in that grade.)

While the test was unfamiliar to teachers last year — the Board of Education had switched from a fill-in-the-blank examination to one that required students to read passages and then answer multiple-choice questions — the performance of third-graders city-wide actually improved. Last year, 42.5 percent scored at grade level as opposed to 34.7 percent in 1995.

The disappointing performance at P.S. 75 did not go unnoticed by parents who were contemplating sending their children to the school. As they toured the immaculate red-brick building throughout the year, they peppered school officials with questions about the scores.

"They'd say they were disappointed," said Pauline Brookfield, the president of the P.T.A. at the school, which for years

had a reputation for luring middle-class parents back to the public school system. "And our reading scores are low."

The scores, coupled with the Chancellor's mandate on third-grade reading, led the school and hundreds of others across the city to step up their training of students.

Roughly once a month throughout the school year, and nearly every day for the last two weeks, teachers at P.S. 75 gave their students advice for a variety of situations: from how to sit in one place for an hour (wear comfortable clothes), to how to fill in the answers on a computerized "bubble" sheet (remember to skip the answer if you skip the question), to how to handle the questions (read them before reading the passage, to know what to look for).

Last month, the school even held a "scrimmage" test, with seating arrangements and starting time nearly identical to yesterday's.

Nonetheless, Mr. Kesler insists that he did not spend the year "teaching the test," choosing instead to devote the bulk of his time to helping his students feel comfortable reading a range of literature on their own, from Beverly Cleary's Ramona Quimby series to R. L. Stine's "Goosebumps" books. Indeed, a reporter who had made more than two dozen unannounced visits to his classroom since September barely heard the subject of the test come up until early last month.

But Mr. Kesler says he knows the test is one of the few ways his students' performance, as well his own, his principal's and even the district superintendent's, can be measured against the rest of the city's. And since this is his class's first standardized test, he said he felt a responsibility to explain the mysteries of the examination to his students, which he did with increasing frequency in recent days.

"I take it very seriously," he said on Wednesday, after running through a lesson designed to help his students distinguish questions seeking facts from questions seeking opinions. "However, I also try to give it the proper perspective.

"It's horrible," he added, "that this one day of testing means so much, when there are so many other facts about their reading lives."

In fact, his students will take three more standardized tests in the next three weeks: a city mathematics test, as well as another set of reading and math tests from the state. But it is yesterday's results, which will be tabulated by the end of May, that most interest the Chancellor, who has made literacy his top priority.

For the most part, the children of Room 3-223 said that they thought they did well yesterday and that they found the test generally easier than the practice questions they had seen.

At about 10:15, her task complete, Shanee emerged from her classroom, which had been closed to visitors.

"I think I passed, a little bit," said Shanee, who only recently began reading books written on the third-grade level, including those in the popular "Little Sister" series. "Some of the words I didn't know, so I skipped over them.

"I feel happy," she added. "I don't want to take it again." Room 3-223

Third-grade teachers throughout New York City are trying to meet Schools Chancellor Rudy Crew's goal for the school year: by summer, all third graders should be able to read at grade level. Previous articles described the efforts of Ted Kesler and his students to succeed. This is the seventh article. The series is available to computer users on The New York Times on the Web, at http://www.nytimes.com/library/national/teach.html. Chart: "A CLOSER LOOK: The Big Test" Here is a sample question fron the reading test that third graders took yesterday.

Patricia Ellen Katherine Martin had the longest name in her class. Her friends called her "Ellie," but her teacher believed children should write their full names on their papers. No one else had four names that filled up the whole first line. "First, midle, and last is enough for anyone," Ellie thought. "Ed Lee is really lucky! no wonder he always finishes writing first."

One day the teacher wrote four names on the board - Frances Eliza Hodgson Burnett. "This person wrote THE SECRET GARDEN, the book we all enjoyed so much," the teacher said. "She has a long name like our Patricia Ellen."

After that Ellie felt proud when she wrote her full name. "Someday I might become a writer," she thought. She wondered what it would be like to see her name on the cover of a book. At the beginning of the story, how does Ellie feel about her name? A. curious B. unhappy C. proud D. lucky When does Ellie begin to enjoy writing her name? A when she changes it to a shorter name B. when the teacher tells her to write it C. after Ed Lee finished writing his name D. after she learns the name of an author Why does Ellie think Ed Lee is lucky? A. He has a short name B. He wrote his name on the board C. The teacher likes his name best D. The class talked about his name Which of these of the best title or this story? A. "Ellie Changes Her Name" B. "Ellie Reads a Good Book" C. "Ellie Learns to Like Her Name" D. "Ellie Meets her Favorite Writer"

04:51 EDT April 18, 1997■

Chicago Tribune
04/18/97; Edition: NORTH SPORTS FINAL; CN, Section: FRIDAY; Page 24

Stage

STORYTELLING PROGRAM KEEPS KIDS RAPT IN TALES

By Steve Knopper.
Special to the Tribune.

Holding 125 kids' rapt attention is easier than you'd think. It takes a goofy looking wolf puppet, a pretty little girl puppet and a story line in which the wolf makes loud, fierce noises and the girl sings pretty songs. Who needs "Independence Day" when they can have

San Antonio Express-News
April 17, 1997

OUR TURN

Problem of illiteracy best handled locally

When Roy Kaiser helped the city develop its literacy program, his goal was to replicate the San Antonio model across the state. Kaiser, administrator of the city's literacy services, now may have his chance.

U.S. Rep. Lamar Smith, R-San Antonio, Tuesday introduced a bill that would give block grants to the 10 states that develop the most innovative proposals to draw people into adult literacy classes. Smith notes only 9 percent of the 46 million illiterate adults in * the United States use adult education programs. The lack of support services such as day care and transportation keep the participation low, he said. For now, that is not a problem in San Antonio. Neither is innovation. Five literacy and leadership development centers - with three more to open in the next year - enjoy assistance from Our Lady of the Lake University's Worden School of Social Services. With a five-year, $1.2 million federal grant, students provide some support services such as counseling.

In addition, the Region 20 Education Service Center provides learning materials and instructors. The Mexican Consulate General also offers training to literacy center volunteers who conduct * Spanish-language adult basic education classes. With an annual $1 million commitment from the city budget - a figure Kaiser says is unprecedented nationally - the literacy centers have served nearly 400,000 San Antonians since 1991. Texas and the nation could learn much from San Antonio. But there could be obstacles to the visions of Kaiser and Smith, at least in Texas. The Texas Legislature is considering a bill to transfer adult basic education programs, including literacy services, from the Texas Education Agency to the Texas Workforce Commission.

While the switch is logical, Kaiser worries about a disruption in services, a complication that could prevent consideration of Texas for a literacy block grant. Further, as Smith may discover, innovation in literacy programs occurs at the local level, not statewide. Federal dollars should land in innovative cities.■

St. Petersburg Times
April 17, 1997

Education initiative should ring a bell

By MARTIN DYCKMAN
Times Associate Editor

Under the apple-pie title, "Reclaim Education's Share," Florida's teacher unions are pushing an initiative that would force the Legislature to spend at least $1.5-billion more each year on schools, community colleges and universities.

It's the sort of thing that Steve Uhlfelder's heart would urge him to support. The Tallahassee lawyer is not only a parent and lifelong apostle of the public schools but a member and prospective chairman of the Board of Regents as well. Nobody needs to persuade him that education needs a lot more money.

But having a heart is about having courage, too - the kind of courage it takes to oppose something like this when your head tells you it's all wrong. If there are few Florida politicians with that kind of courage these days, there is at least one: Steven J. Uhlfelder. He has joined Phil Handy, the Orlando financier best known for Florida's term limit initiative, in organizing opposition to "Reclaim Education's Share."

The initiative would amend the Constitution to require that at least 40 percent of each year's total state budget - not counting federal aid or lottery

Tests 18

Education Week, April 9, 1997

Stumping for Standards

By Christopher T. Cross and Scott Joftus

Two recent surveys by the nonpartisan foundation Public Agenda found that a vast majority of the general public, business leaders, and students support academic standards, descriptions of what all students should know and be able to do at specified grade levels. President Clinton has tapped into this general support for standards by proposing the adoption of voluntary national standards and reading and math tests. Not surprisingly, the president's proposal has met with wide approval. The American Association of School Administrators found that a majority of superintendents, administrators, and school board members support the proposal, and the Business Roundtable's education task force--chaired by the Lockheed Martin Corp.'s CEO, Norman R. Augustine--has declared its support as well.

Despite the strong consensus for standards, many people are confused about President Clinton's proposal to adopt the standards and tests. What are the standards? What did the president mean when he said that the standards would be "national, not federal"? Why are they voluntary? The president has suggested very straightforward standards: All students should read at grade level by the 4th grade and master basic mathematics and algebra by the 8th grade. The standards would be defined by national tests in 4th grade reading and 8th grade math. The standards would be national and not federal because they would be developed by experts in the field, not federal bureaucrats. Moreover, although every state and district would be encouraged to use the tests to assess all students, they would not be required to do so. Furthermore, the federal government would merely report the scores; states, districts, and schools would be free to use the information as they wished. Finally, President Clinton encourages states and districts to continue to create their own specific standards in reading, math, and other subjects.

Some people have also expressed concerns about the president's proposal. One concern is that national standards may hurt low-performing students, especially those in high-poverty schools. In fact, these students suffer the most in the absence of standards. Students in high-poverty schools often receive high grades despite low skills. A 1994 U.S. Department of Education study concluded that students in high-poverty schools who receive mostly A's in English read only as well as C and D students in affluent schools. Similarly, students receiving mostly A's in mathematics in high-poverty schools perform in math about the same as D students in affluent schools.

Shouldn't students in poor schools be pushed to improve their skills so that they will succeed in college or a demanding career? Shouldn't their schools be held accountable for teaching those skills? Public Agenda found that students think so: Three out of four said students should be promoted only when they have learned everything they are supposed to have learned, and almost nine out of 10 said the standards should be as high for inner-city schools as for those in middle-class and affluent suburbs.

Another concern voiced by critics is that the national tests represent federal government intrusion into education. These critics fear the thought of federal bureaucrats developing tests that set standards for all students. On the contrary, the proposed tests would be based on the National Assessment of Educational Progress, a highly regarded exam that has been created through consensus by teachers and subject specialists and used by states for 27 years. While NAEP would set expectations for student learning and measure student achievement, it would not dictate how schools should teach.

Yet another concern is that the proposed budget for the tests--$90 million over the next five years--could be better spent helping students meet existing standards. Indeed, according to Education Week, all states except Iowa and Wyoming and many districts (including the District of Columbia) have either adopted or are in the process of adopting academic standards, and most states already test their students in math and reading. These tests, however, have two main problems. First, a vast majority of the states with assessments have set very low expectations for their students.

Second, state assessments prevent comparisons of students and schools in one state with those in another. State assessments also allow for vastly different standards in subjects like math and reading that should be comparable in every state. The Southern Regional Education Board found that while many states report that 70 percent of their students meet their own standards for student achievement on the state tests in mathematics and reading, only about 30 percent of the students in these states are actually proficient in these subjects.

Shouldn't the math and reading learned by Washington, D.C., students compare in content and rigor with the reading and math learned by students in Virginia, Maryland, and California? In a society as mobile and concerned with equity as ours, location should not determine the type or the rigor of the reading or math students learn. National tests would set the same high expectations for all students and allow for comparisons of students and schools across the country.

A final concern about the national tests comes from those, including Washington Post columnist David Broder, who believe that President Clinton is not going far enough. Mr. Broder notes correctly that the proposed budget is sufficient only to develop the tests and administer them once, in 1999. He also suggests, again correctly, that two tests in two subjects fall far short of a systematic set of standards. Finally, Mr. Broder questions the administration's decision to make the tests voluntary, asking whether "superintendents and principals who think their kids will not measure up [will] volunteer for the embarrassment of testing."

Mr. Broder is absolutely correct: President Clinton's proposal is modest, almost to a fault. The president recognizes (as does Mr. Broder) the political realities that require starting small, focusing on uncontroversial subjects, and avoiding a new federal mandate. We can hope that the president will be able to encourage all states to participate in the test and to build enough momentum that tests will continue after 1999. But Mr. Clinton should not attempt to include other subjects in the national testing program at this time; there is simply not enough consensus over what all students should learn in subjects such as science and history, and such a debate would detract from the wide consensus that exists in reading and math.

Moreover, testing 4th grade students in reading and 8th grade students in math makes sound academic sense.

-more-

Standards cont.

Research shows that students unable to read well by the end of the 3rd grade are more likely to become dropouts, struggle in later grades, and have fewer good job options. Developing math proficiency in junior high school enables students to succeed in rigorous math and science courses in high school, which have been shown to increase scores on college-entrance exams and prepare students for the intellectual challenges of college and careers. Programs such as the College Board's Equity 2000 are showing that all students can succeed in challenging math courses that expand both students' minds and their options.

Testing students in these "gatekeeper" subjects during key points in their educations will provide invaluable information to students, parents, and educators. Students will be pushed to learn essential information and skills and receive feedback early enough to improve. Parents, armed with data on student achievement in comparable schools across the country, will be empowered to hold schools accountable for providing a high-quality education. Educators will be able to use this same information to identify and then replicate successful schools and programs.

Just as education is the key to our children's future, information about education is the key to improving the quality of schools and increasing student learning.

Christopher T. Cross is the president of the Maryland state board of education and of the Council for Basic Education, a nonprofit organization in Washington that advocates high academic standards in K-12 education. Scott Joftus is a policy analyst at the CBE.

Education Week, April 9, 1997

Broaden Achievement Definition for NAEP, Panel Urges

By Millicent Lawton

The nation's report card needs to branch out beyond measuring paper-and-pencil skills to assess such abilities as how well students work in groups, a panel of scholars and education leaders has concluded.

Putting a greater emphasis on the active use of knowledge would make the congressionally mandated National Assessment of Educational Progress a better measure of how students reason, the panel of the National Academy of Education at Stanford University says in a new report.

"Many jobs in the future, as well as education, depend upon being able to work with others and take on various roles ... and part of assessing how children are doing would be to learn how they're doing in that regard," said Robert L. Linn, a panel co-chairman and a professor of education at the University of Colorado in Boulder.

"It's not in any way a rejection or a minimization of knowledge and skills as measured by NAEP now," he said, "but a belief that we need to know more."

A 15-member committee of the national academy has been studying NAEP for six years and was expected to issue the last of its five reports on the assessment late last week in Washington. The report, Assessment in Transition: Monitoring the Nation's Educational Progress, envisions what NAEP should be by the year 2015. The U.S. Department of Education paid for the report.

The assessment should, in the next 20 years, break down its reporting of student scores into categories of knowledge and skills, problem-solving and interpretation, and performance in groups--provided they can be shown to be valid and reliable, the report says.

AEP, which has been given since 1969, is the only nationally representative and ongoing assessment of what U.S. students know and can do in various academic subjects. The assessment is a project of the Education Department's National Center for Education Statistics. The independent National Assessment Governing Board sets policy for NAEP.

Currently, NAEP examinations use multiple-choice and open-ended answers, measuring students' basic and critical-thinking skills. The program does not assess group work.

Courting the Press

The academy panel also urged the Education Department to orchestrate a more ambitious public information campaign following the release of assessment results. The report suggests the secretary of education and the commissioner of education statistics "encourage the major television networks, leading national newspapers, and other publications to do extended feature stories" on the results.

The panel recommended that officials who run NAEP can meet some of the goals by using technology to create and score NAEP exercises. This "will allow the measurement of higher-order thinking skills and contributions to group problem-solving in ways not currently available," the report says.

To that end, the academy group proposed that NAEP officials undertake a research and development program to apply technology to aiding the national assessment's goals and objectives. Recommended topics include the use of computers in NAEP and adaptations for students with disabilities.

William T. Randall, the chairman of the assessment's governing board, said in a prepared statement that the panel offered "useful recommendations."

He said the suggestions are consistent with policies adopted by the board last year when it redesigned NAEP: providing a predictable, long-term schedule of assessments; promoting the means by which state and international assessments can be compared with the national assessment; expanding dissemination of and access to NAEP reports and data; and using advances in technology.

For More Information: Copies of Assessment in Transition: Monitoring the Nation's Educational Progress are available for $32 each, prepaid, including shipping and handling, from the National Academy of Education, CERAS Building, Room 108, Stanford, Calif. 94305-3084; (415) 725-1003.

LEVEL 1 - 45 OF 264 STORIES

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HEADLINE: **Education** chief backs **Clinton's test** plan
State might help develop national exam

BYLINE: GIL LAWSON

SOURCE: The Courier-Journal

DATELINE: FRANKFORT, Ky.

BODY:

Education Commissioner Bill Cody would like **fourth- and eighth-grade** students in Kentucky to take a national **reading and mathematics test** proposed by President **Clinton.**

The test, which has not been developed yet, would consist of a **reading test** for **fourth-graders** and a **math test** for **eighth-graders.**

Mr. Cody said Kentucky could include the national **test** in the state-sponsored **tests** given annually to determine whether schools are meeting their goals. Parents want to make comparisons with other states, he said, and using the national **test** might save the state money, because the federal government would pay for the **test** the first year.

Four states - Maryland, Michigan, North Carolina and California have already volunteered to participate in the **test,** which will start in 1999.

Mr. Cody said Wednesday that he wants to speak to members of the state Board of Education before making a commitment. He said the state Department of Education is also interested in helping develop the national **test.**

Mr. **Clinton** has said the **test** would be tied to accepted standards and would help parents and teachers see whether students were learning.

The **test** would last about 90 minutes and would provide individual scores. It would have multiple-choice questions and open-ended questions requiring a written response.

Some critics at the national level, including the National Center for Fair & Open **Testing,** a non-profit group based in Cambridge, Mass., have questioned whether more **testing** would help improve schools and are concerned that teachers will "teach the **test**" while ignoring other subjects.

But several Kentucky education groups expressed support for the **test,** with

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LEXIS·NEXIS A member of the Reed Elsevier plc group
LEXIS·NEXIS A member of the Reed Elsevier plc group

some reservations about the additional time it would take away from classroom instruction.

Ann Walls, a **fourth-grade** teacher at Cochran Elementary in Louisville, said that she didn't want more time devoted to **testing** but that parents "are looking for some standard kind of measure" to make comparisons.

Mr. Cody said that if the **test** were used, it could eventually replace portions of the Kentucky Instructional Results Information System **test**, known as KIRIS, which is given each spring and is used to decide whether schools qualify for cash rewards or need state assistance. Substituting the new **test** for portions of KIRIS would mean that no extra time would be needed for **testing**, he said.

States would pick up the cost of the **test** after the first year. But Mr. Cody said there could be some savings if the cost is less than what the state now pays a private contractor to develop KIRIS.

He said the national **test** could also replace a standardized **test** that the state requires students to take in the ninth **grade**, the sixth **grade** and the last year of primary, formerly the third **grade**. The standardized **test**, just started this school year, can be used to make national comparisons, but results from this **test** aren't part of the KIRIS results and won't be used for accountability purposes.

Another change this school year spreads the KIRIS **test** over more **grades** so the time spent on **testing** will be reduced. In the past, students in the **fourth, eighth** and 11th **grades** were given **tests**, but this year **grades** five and seven will be added and the different academic subjects will be divided among the **grades**. This will reduce **testing** time from 14 hours to seven hours except in the 11th **grade**. KIRIS **tests reading** in the **fourth grade** and mathematics in the **eighth grade**.

Some states, including Kentucky, also participate in the National Assessment of Educational Progress. But that **tests** only a sampling of students and doesn't provide individual scores.

Earl Stivers, an **eighth-grade** mathematics teacher at Beaumont Middle School in Fayette County, said he thought the proposal was a good idea, as long as it didn't require more time being devoted to **testing**.

"I think parents are interested in how we compare" to the rest of the country, he said.

Mr. Stivers also said a national **test** could help textbook publishers because there would be consistent standards instead of different ones in each state.

Sen. David Karem, the Democratic floor leader from Louisville who is co-chair of a task force examining the Kentucky Education Reform Act, said the new **test** would be helpful if it brought "greater credibility" to the KIRIS **test**, which has been the target of critics who say it's not an accurate measure.

Sen. Dan Kelly, the Republican leader from Springfield, said he agreed with Mr. Cody's goals of saving money and having a national comparison but wants to make sure the **test** is reliable and valid - the same questions he has about

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LOAD-DATE: April 10, 1997

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LEVEL 1 - 48 OF 264 STORIES

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The Courier-Journal

April 4, 1997, Friday KY:KENTUCKY

SECTION: NEWS Pg.01B

LENGTH: 947 words

HEADLINE: Students may take new national test
Parents could compare results with other states

BYLINE: GIL LAWSON, The Courier-Journal

SOURCE: STAFF

DATELINE: FRANKFORT, Ky.

BODY:

Education Commissioner Bill Cody would like fourth- and eighth-grade students in Kentucky to take a national reading and mathematics test proposed by President Clinton.

The test, which has not been developed yet, would consist of a reading test for fourth-graders and a math test for eighth-graders.

Cody said Kentucky could include the national test in the state-sponsored tests given annually to determine whether schools are meeting their goals. Parents want to make comparisons with other states, he said, and using the national test might save the state money, because the federal government would pay for the test the first year.

Four states - Maryland, Michigan, North Carolina and California - have already volunteered to participate in the test, which will start in 1999.

Cody said Wednesday that he wants to speak to members of the state Board of Education before making a commitment. He said the state Department of Education is also interested in helping develop the national test.

Clinton has said the test would be tied to accepted standards and would help parents and teachers see whether students were learning.

The test would last about 90 minutes and would provide individual scores. It would have multiple-choice questions and open-ended questions requiring a written response.

Some critics at the national level, including the National Center for Fair & Open Testing, a non-profit group based in Cambridge, Mass., have questioned whether more testing would help improve schools and are concerned that teachers will ''teach the test'' while ignoring other subjects.

But several Kentucky education groups expressed support for the test, with

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some reservations about the additional time it would take away from classroom instruction.

Ann Walls, a **fourth-grade** teacher at Cochran Elementary in Louisville, said that she didn't want more time devoted to **testing** but that parents ''are looking for some standard kind of measure'' to make comparisons.

Cody said that if the **test** were used, it could eventually replace portions of the Kentucky Instructional Results Information System **test**, known as KIRIS, which is given each spring and is used to decide whether schools qualify for cash rewards or need state assistance. Substituting the new **test** for portions of KIRIS would mean that no extra time would be needed for **testing**, he said.

States would pick up the cost of the **test** after the first year. But Cody said there could be some savings if the cost is less than what the state now pays a private contractor to develop KIRIS.

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LANGUAGE: English
LOAD-DATE: April 5, 1997

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The Daily News of Los Angeles

April 3, 1997, Thursday, VALLEY EDITION

SECTION: NEWS, Pg. N14

LENGTH: 405 words

HEADLINE: STATE SCHOOL OFFICIALS, EXECUTIVES BACK **TESTING** STANDARDS

BYLINE: Scripps-McClatchy Western Service

DATELINE: WASHINGTON

BODY:

California's top public schools official and dozens of the state's high-tech executives Wednesday endorsed President **Clinton's** proposal for a national, voluntary **testing** standard for students.

State Superintendent of Public Schools Delaine Eastin joined **Clinton**, Vice President Al Gore and several Californians in lauding a national academic benchmark that they asserted would lead to better educated schoolchildren.

California follows Maryland, Michigan and North Carolina in backing the proposal.

''With California's endorsement, states and school systems that educate nearly 20 percent of America's schoolchildren are now on the road to measuring their students against those standards,'' **Clinton** said during a 45-minute round-table discussion in the White House.

''We need high national standards,'' Eastin said, ''just as we need many other national goals. Then we can measure progress. Then we can prove to parents we're getting the job done and prove to the general public that public education is still America's highest-yielding investment.''

The president's proposal would implement a set of performance standards and **tests** that would examine the **reading** skills of **fourth-graders and the math** knowledge of **eighth-graders.**

While **Clinton** characterized his efforts on behalf of national **testing** as a ''crusade,'' his is a voluntary program that states and local school districts need not adopt.

Mandatory **testing** is controversial within education circles and likely would generate opposition from Republicans in Congress. Some in the GOP, though, have embraced the voluntary plan. **Clinton** addressed the Michigan Legislature last month as the guest of GOP Gov. John Engler, who supports it.

Watching the East Room discussion were two dozen executives of high-tech firms, including many headquartered in California, who back the president's

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testing proposal.

''It's the biggest, broadest bipartisan endorsement ever from the high technology industry,'' said John Doerr, a partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers. ''We all agree that we need national education standards.''

Among the 200 high-tech executives nationwide who support the proposal are Jim Barksdale, chief executive officer and president of Netscape Communications; Gilbert Amelio, chief executive officer and chairman of Apple Computer, and Steve Case, chairman and president of America Online.

LANGUAGE: ENGLISH

LOAD-DATE: April 4, 1997

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THE ARIZONA REPUBLIC

April 3, 1997 Thursday, Final Chaser

SECTION: FRONT; Pg. A10

LENGTH: 326 words

HEADLINE: HIGH-TECH FIRMS BACK CALL FOR NATIONAL STUDENT **TESTING**

BYLINE: Knight-Ridder Newspapers

DATELINE: WASHINGTON

BODY:

The chiefs of more than 200 major technological companies pledged Wednesday to use their clout to push educators to adopt voluntary national **tests** aimed at building a stronger educational system.

The executives, who gathered in Washington on Wednesday to endorse President **Clinton's** proposal to establish national **testing** standards for **fourth- and eighth-graders**, said U.S. schools are failing to provide enough skilled workers to fill thousands of high-tech jobs.

Without skilled workers, they warned, American leadership in technology and the economic growth that it brings is threatened.

"We are striving for what you would call in manufacturing a zero-defect result," **Clinton** said in a White House meeting with the technology executives.

The president said national standards should "guarantee that 100 percent of the children" graduate from high school with the skills required to go to college and train for high-wage jobs in places like northern California's Silicon Valley, one of the most economically vibrant regions of the country.

The high-tech endorsement lends weight to the idea of national standards to boost educational performance, a cornerstone in **Clinton's** second-term agenda.

It is also a political touchstone for Vice President Al Gore, whom most observers expect to run for president in 2000 - and who will need to court California and its high-tech industry in the process.

The difficulty in filling the jobs, according to high-tech companies, is that schools are not teaching enough children the proper skills in **reading, math,** science, engineering or computer programming to allow them to work in computer or biotechnology jobs.

"People in the high-tech sector bang their heads against each other trying to hire enough people," said Marc Andreessen, co-founder of Netscape Communications in Mountain View, Calif. "There's a whole series of things that have to happen to improve education. This is just a start."

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LANGUAGE: ENGLISH
LOAD-DATE: April 6, 1997

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Chicago Tribune
04/03/97; **Edition:** NORTH SPORTS FINAL; N; **Section:** NEWS; **Page** 10

HIGH-TECH FIRMS BACK NATIONAL SCHOOL TESTS; BUSINESS LEADERS VOW TO PUSH CLINTON PLAN

By Knight-Ridder/Tribune.

The chiefs of more than 200 major technological companies pledged Wednesday to use their clout to push educators to adopt voluntary national tests aimed at building a stronger educational system.

The executives, who gathered in Washington on Wednesday to endorse President Clinton's proposal to establish national testing standards for 4th graders and 8th graders, said U.S. schools are failing to provide enough skilled workers to fill thousands of high-tech jobs.

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Education is a subject of vital interest to the executives, whose high-tech companies are forced to look overseas for programmers and whose assembly line workers must understand statistics.

"What this is really about is about the new economy and what our kids, our companies, and society has got to do to compete and prosper," said John Doerr, a venture capitalist.

"We all agree that we need national education standards. These companies that have endorsed this program today employ a half-million people. More importantly, they've created 130,000 jobs over the last four years. And even more importantly than that, they have hundreds to thousands of high-wage job openings right now that they're trying to fill."

The difficulty in filling the jobs, according to high-tech companies, is that schools are not teaching enough children the proper skills in reading, math, science, engineering or computer programming to allow them to work in computer or biotechnology jobs.

"People in the high-tech sector bang their heads against each other trying to hire enough people," said Marc Andreessen, co-founder of Netscape Communications in Mountain View, Calif. "There's a whole series of things that have to happen to improve education. This is just a start."

Delaine Eastin, California's superintendent of public instruction, also attended Wednesday's White House meeting and endorsed the national standards proposal.

She called the national standards vital to moving her state's schools forward and assuring parents that educators "can get the job done."

"Just because a kid gets an 'A' . . . doesn't mean anything," she said. "I need (standards) to know how my kid measures up against kids in Connecticut and Kentucky."

If other California education officials echo Eastin's support—a course by no means certain—the state's 5.5 million public school students would join those in Maryland, Michigan and North Carolina, and those in U.S. military schools, in taking the tests beginning in 1999. While that's only four states, they contain about 20 percent of public school students.

In California, Republican Gov. Pete Wilson sounded a discordant note. "The bottom line is, she (Eastin) doesn't have the authority to set policy for the state of California," said Wilson spokesman Sean Walsh.

The tests would be designed by the U.S. Department of Education at a cost of $10 million to $12 million, paid out of existing research funds, said Education Secretary Richard Riley.

The administration also has pledged to absorb the costs of the first year of administering the tests, which Riley estimated at $80 million to $90 million. But that money must come from Congress in the 1999 budget.■

MINNEAPOLIS STAR TRIBUNE APR 03 1997

CEOs join Clinton campaign for national school standards

President Clinton claimed new momentum in his push for national education standards and testing by enlisting 240 executives and a top California school official to lobby for the program. Clinton told an roundtable of parents, teachers and business leaders that the endorsements by Silicon Valley execs and Delaine Eastin, California's superintendent of public schools, amounted to "powerful new momentum to the crusade for national education standards."

California School Chief Supports Nationwide Tests

By ELIZABETH SHOGREN
and RICHARD LEE COLVIN
TIMES STAFF WRITERS

WASHINGTON—Delaine Eastin, California's schools superintendent, committed herself Wednesday to securing the state's backing for President Clinton's proposal for national tests in reading for fourth-graders and math for eighth-graders.

"I believe we will in fact prevail," Eastin said after meeting with the president at the White House.

Although Clinton said California's schools were on board, Eastin's confident endorsement was more a battle cry than a guarantee that California schoolchildren will take the tests, which would be given for the first time in 1999.

A spokesman for Gov. Pete Wilson, a Republican, said the announcement was premature.

Dan Edwards said the governor favors the development of demanding academic standards and tests, but that it should be a state, not federal, responsibility.

"It's good for the president to use the bully pulpit to talk about high standards, but we're actually doing it in California," Edwards said, referring to a commission that is putting together grade-by-grade academic standards, due next fall, to be followed by statewide tests.

Clinton's initiative, unveiled in his State of the Union address two months ago, would for the first time give schoolchildren and their parents a national yardstick against which to measure performance. Now, states can measure performance on the National Assessment of Educational Progress, but districts and individual students cannot.

So far, Michigan, Maryland and North Carolina have endorsed the testing proposal, which is voluntary.

But before students in California see the tests, the State Board of Education—which is appointed by Wilson—would have to vote for participation. And the Legislature would have to approve the cost of $10 to $12 per pupil for administering the tests after the first year.

Eastin predicted that the board and the Legislature will approve the plan, but Wilson's office was skeptical. Even if the board and the Legislature were to reject the national tests, individual districts could decide to administer them to students.

"This is not about the political ideology of adults," Eastin said. "This is about the success of children in the next century."

Failing to provide students with tools needed to compare themselves with those across the country—and the world—would leave American children at a disadvantage in the increasingly competitive international workplace, Eastin said.

"In a global economy, after all, it is not unreasonable for parents to ask, how do their kids measure up compared to those in Germany or in Korea or anywhere else in the world," she said.

Clinton appeared eager to count the state as a supporter of his initiative. California's 5.5 million schoolchildren represent 11% of the nation's public school enrollment.

"Today, with California's endorsement, states and school systems that educate nearly 20% of America's schoolchildren are now on the road to measuring their students against those high standards," Clinton announced, perhaps prematurely. "If any state understands the challenges we face in the 21st century in the global economy and an Information Age, it is surely California, our gateway to much of the world and the home of many of the industries that will shape our future."

Also joining Clinton at the White House on Wednesday were representatives of California teachers unions, a parent from Pasadena, a reading teacher from Porterville and representatives of other state education groups.

To further bolster his program, Clinton invited representatives of the state's high-tech industries—many of whom gathered at a school in San Jose to participate in the White House event via satellite—to get on board.

"Finding enough educated employees is our greatest challenge. It's an acute issue," said Marc Andreessen, co-founder and vice president of technology of Netscape Communications, one of 200 industry leaders who said they will help Clinton campaign for national standards and tests.

"It's hard to improve something if you can't measure it," Andreessen said. "If we tried to run a business like this [without standards and testing], we clearly would fail."

Andreessen and his colleagues said national tests would create the kind of competition needed to produce graduates qualified to hold the higher-wage jobs of the future.

"It will give parents a yardstick to judge their children's progress," said Kim Polese, CEO of Marimba, an applications technology company in Palo Alto.

But testing experts cautioned that the 90-minute tests would be too short to measure the range of skills needed to read well or attain mathematical competency. They also fear that the tests would overemphasize basic skills, causing teachers to put less time into lessons that require students to think critically or apply what they know.

Although the tests will be developed by private testing firms under contract with the U.S. Department of Education, they will be administered by states or individual school districts—or parents who choose to school their children at home.

More...

California Schools Chief continued...

To deflect concerns that the testing program represents a federal intrusion into education, test scores will not be collected nationally. Instead, scores would be reported by states and local districts that administer the tests.

The purpose of the testing program is to create a check on the standards that have been set by 48 states, which administration officials said are far too low.

They also hope that the standards will spur changes in teacher training, textbooks and other areas. "The purpose is not to give a test, the purpose is to motivate changes to increase opportunities for kids," said Marshall Smith, acting deputy secretary of education. "The test is a lever to get there."

BOSTON GLOBE APR 04 1997

New Netday aims to increase classrooms linked to Internet

By James A. Duffy
GLOBE STAFF

The second of two Massachusetts NetDays, designed to bring the Internet into classrooms, will be held across the state tomorrow as more than 400 schools – 31 of them in Boston – are to be "hooked up" with computers.

A number of companies are contributing, including Lotus, Sun Microsystems and BankBoston, with perhaps the largest single donation, $1 million, made by California-based 3Com Corporation.

According to David Katz, worldwide education industry manager for 3Com, $700,000 will be spent on equipment for three Boston middle schools and 10 elementary schools, and $300,000 for technical support.

NetDay started in Massachusetts last Oct. 26 as a way of supporting education reform, said Steven E. Miller, executive director of Mass. Networks Education Partnership, Inc. The event was modeled after a California effort, when President Clinton helped wire hundreds of schools in the state.

While Massachusetts supporters predicted 400 schools would go on line in October, only about 140 schools out of 1,500 statewide were hooked to the Internet that day. In an effort to meet the goal of 400, the nonprofit Mass. Networks planned the second NetDay for tomorrow.

"We stopped adding schools when we hit 420," Miller said.

Mass. Networks has organized about 7,000 volunteers statewide to install and distribute between $8 million and $10 million in goods, services and technical support.

At Oliver Ames High School in Easton, volunteers plan to log on to the Internet from the school's library. At Memorial Elementary School in the Hampden-Wilbraham Regional School District, volunteers will set up computers. And at Stoughton Middle School, volunteers will spend the day unpacking computers, tables and software.

Before October's NetDay, Massachusetts ranked second to last in the nation in networked classrooms, according to Mass. Networks. The group says the state has "significantly" improved since then, but could not give a ranking.

Training programs have also been set up today for both students and teachers. Tomorrow from 8 a.m. to noon and 1 p.m. to 4 p.m., the Museum of Science is sponsoring two seminars to introduce its technology integration program. Call 742-7850 to register. Internet workshops for teachers will be held in Brookline, Fall River, Lexington and Peabody from 10 a.m. to noon. Call 267-7204 for more information.

Clinton gets backing for national student testing

By TERENCE HUNT
AP White House Correspondent

WASHINGTON (AP) - President Clinton today won support from the nation's largest school system and 240 leaders of high-tech industries for his campaign for national testing standards for America's students.

Delaine Eastin, California's superintendent of public instruction, announced her backing for the president's initiative at a White House ceremony. White House officials consider her endorsement important because California has 5.5 million public school students.

"The people are behind you," Eastin told the president. "We'll work on this on a high priority basis ... to make this happen within the next couple of years."

"The most important thing of all is that we know whether we are learning what we need to know," Clinton said. "And that requires something America has put off doing for too long: the embracing of a genuine commitment to national standards of learning for our young people."

Maryland, Michigan and North Carolina already have committed themselves to Clinton's program, which envisions a national set of performance standards for fourth-graders in reading and eighth-graders in math.

With California's participation, 20 percent of the nation's schoolchildren "will be enrolled in the type of testing regime the president has recommended that would bring high quality standards to our schools," presidential spokesman Mike McCurry said.

"Today, America's largest school system and leaders of its most forward-leaning high-tech industries have joined together to put California alongside Maryland, Michigan, North Carolina and our military schools in the support of a national standards movement," the president said.

It was unclear whether Clinton's plan had bipartisan support from California's political establishment. McCurry said he did not know if Gov. Pete Wilson, a Republican, had expressed a view. Eastin, a Democrat, is elected statewide rather than appointed by the governor.

McCurry also said that leaders of high-tech industries based in California's Silicon Valley "are going to say that they, as an industry, are pledging their support for the president's initiative."

"Because that is a high job-creating sector of our economy, we believe that will be very significant," McCurry said. "The message will be loud and clear to states and legislatures that it's time to get with the program because one of our most important sectors, that will be hiring the graduates of the future, that these standards are necessary to produce the type of work force that they need to have available."

Chicago Tribune
04/03/97; **Edition:** NORTH SPORTS FINAL; N; **Section:** NEWS; **Page** 10

2.

HIGH-TECH FIRMS BACK NATIONAL SCHOOL TESTS; BUSINESS LEADERS VOW TO PUSH CLINTON PLAN

By Knight-Ridder/Tribune.

The chiefs of more than 200 major technological companies pledged Wednesday to use their clout to push educators to adopt voluntary national tests aimed at building a stronger educational system.

The executives, who gathered in Washington on Wednesday to endorse President Clinton's proposal to establish national testing standards for 4th graders and 8th graders, said U.S. schools are failing to provide enough skilled workers to fill thousands of high-tech jobs.

Without skilled workers, they warned, American leadership in technology and the economic growth that it brings is threatened.

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The high-tech endorsement lends weight to the idea of national standards to boost educational performance, a cornerstone in Clinton's second-term agenda.

Education is a subject of vital interest to the executives, whose high-tech companies are forced to look overseas for programmers and whose assembly line workers must understand statistics.

"What this is really about is about the new economy and what our kids, our companies, and society has got to do to compete and prosper," said John Doerr, a venture capitalist.

"We all agree that we need national education standards. These companies that have endorsed this program today employ a half-million people. More importantly, they've created 130,000 jobs over the last four years. And even more importantly than that, they have hundreds to thousands of high-wage job openings right now that they're trying to fill."

The difficulty in filling the jobs, according to high-tech companies, is that schools are not teaching enough children the proper skills in reading, math, science, engineering or computer programming to allow them to work in computer or biotechnology jobs.

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MINNEAPOLIS STAR TRIBUNE APR 03 1997

CEOs join Clinton campaign for national school standards

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THE WASHINGTON POST APRIL 3, 1997 A4

Schools Chief, CEOs Back National Tests

Clinton Hails Endorsement as Sign of Widespread Support for Standards

By Rene Sanchez
Washington Post Staff Writer

President Clinton's campaign to give students new national tests in reading and math, the most controversial part of his second-term education agenda, picked up the support yesterday of two significant allies: the chief of public schools in California and a group of 240 prominent executives in the nation's technology industry.

During a short White House forum on education, Clinton and Vice President Gore hailed those endorsements as compelling evidence that his testing proposal, which is unprecedented in American schools, is being embraced nationwide.

"California and all of you who are here today have given powerful new momentum to the crusade for national education standards," the president said.

But even as Clinton praised the state's school superintendent, Delaine Eastin, for backing the national tests, aides to California Gov. Pete Wilson (R) said yesterday that the state has not decided if it will support the president's plan.

"The idea is still being reviewed," said Dan Edwards, a spokesman for Wilson on education. "Her endorsement does not speak for all of the education hierarchy of California. . . . It says nothing but that she personally supports the idea."

Clinton has vowed to make the voluntary tests a top priority of his second term and has traveled to several state legislatures in the past few months to promote the idea. It is one of the most politically sensitive issues in education because some officials fear it could lead to excessive federal intrusion in local schools.

While most other industrialized nations have strict national standards and tests for core academic subjects, standards and testing vary widely across the United States and are set largely by local school boards.

BY SUSAN WALSH—ASSOCIATED PRESS

PRESIDENT CLINTON
. . . sees "powerful new momentum"

There have been several other high-profile attempts this decade by business and education leaders to develop voluntary national standards, but those initiatives often have produced more controversy than results.

Three states—Maryland, Michigan and North Carolina—have committed to Clinton's plan, and California's support would be quite significant. With more than 5 million students, it accounts for more than 10 percent of the nation's public school enrollment. Eastin, who is an elected official, vowed to fight for it. "We'll work on this on a high-priority basis," she said, "to make this happen within the next couple of years."

Beginning in 1999, Clinton wants to test all fourth-graders in reading and all eighth-graders in math with two separate exams that are highly regarded among educators for academic rigor. Clinton has pledged to have the federal government pay for the first year of testing. Afterward, states may have to pick up the tab.

The 240 industry leaders who joined Clinton at the White House yesterday, many of whose companies are based in California, also pledged to begin campaigning for the tests in every state. "We all agree that we need national education standards," said John Doerr, a venture capitalist who is helping lead the group. "These companies that have endorsed this program employ a half-million people. More importantly, they've created 130,000 jobs over the last four years. And even more importantly, they have hundreds to thousands of high-wage job openings right now that they're trying to fill."

Clinton said the nation has put off the tests "for too long." He argued that they would give schools a framework to create higher academic goals and a better way to judge whether students are meeting them. "The most important thing of all is that we know whether we are learning what we need to know," he said.

FOR MORE INFORMATION

For an overview of Clinton's proposed national testing standards, and transcripts of Education Department hearings on the proposal, click on the above symbol on the front page of The Post's Web site at www.washingtonpost.com

LEVEL 1 - 51 OF 264 STORIES

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The Daily News of Los Angeles

April 3, 1997, Thursday, VALLEY EDITION

SECTION: NEWS, Pg. N14

LENGTH: 405 words

HEADLINE: STATE SCHOOL OFFICIALS, EXECUTIVES BACK **TESTING** STANDARDS

BYLINE: Scripps-McClatchy Western Service

DATELINE: WASHINGTON

BODY:

California's top public schools official and dozens of the state's high-tech executives Wednesday endorsed President **Clinton's** proposal for a national, voluntary **testing** standard for students.

State Superintendent of Public Schools Delaine Eastin joined **Clinton,** Vice President Al Gore and several Californians in lauding a national academic benchmark that they asserted would lead to better educated schoolchildren.

California follows Maryland, Michigan and North Carolina in backing the proposal.

''With California's endorsement, states and school systems that educate nearly 20 percent of America's schoolchildren are now on the road to measuring their students against those standards,'' **Clinton** said during a 45-minute round-table discussion in the White House.

''We need high national standards,'' Eastin said, ''just as we need many other national goals. Then we can measure progress. Then we can prove to parents we're getting the job done and prove to the general public that public education is still America's highest-yielding investment.''

The president's proposal would implement a set of performance standards and **tests** that would examine the **reading** skills of **fourth-graders and the math** knowledge of **eighth-graders.**

While **Clinton** characterized his efforts on behalf of national **testing** as a ''crusade,'' his is a voluntary program that states and local school districts need not adopt.

Mandatory **testing** is controversial within education circles and likely would generate opposition from Republicans in Congress. Some in the GOP, though, have embraced the voluntary plan. **Clinton** addressed the Michigan Legislature last month as the guest of GOP Gov. John Engler, who supports it.

Watching the East Room discussion were two dozen executives of high-tech firms, including many headquartered in California, who back the president's

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testing proposal.

''It's the biggest, broadest bipartisan endorsement ever from the high technology industry,'' said John Doerr, a partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers. ''We all agree that we need national education standards.''

Among the 200 high-tech executives nationwide who support the proposal are Jim Barksdale, chief executive officer and president of Netscape Communications; Gilbert Amelio, chief executive officer and chairman of Apple Computer, and Steve Case, chairman and president of America Online.

LANGUAGE: ENGLISH

LOAD-DATE: April 4, 1997

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LEVEL 1 - 49 OF 264 STORIES

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THE ARIZONA REPUBLIC

April 3, 1997 Thursday, Final Chaser

SECTION: FRONT; Pg. A10

LENGTH: 326 words

HEADLINE: HIGH-TECH FIRMS BACK CALL FOR NATIONAL STUDENT **TESTING**

BYLINE: Knight-Ridder Newspapers

DATELINE: WASHINGTON

BODY:

The chiefs of more than 200 major technological companies pledged Wednesday to use their clout to push educators to adopt voluntary national **tests** aimed at building a stronger educational system.

The executives, who gathered in Washington on Wednesday to endorse President **Clinton's** proposal to establish national **testing** standards for **fourth- and eighth-graders,** said U.S. schools are failing to provide enough skilled workers to fill thousands of high-tech jobs.

Without skilled workers, they warned, American leadership in technology and the economic growth that it brings is threatened.

"We are striving for what you would call in manufacturing a zero-defect result," **Clinton** said in a White House meeting with the technology executives.

The president said national standards should "guarantee that 100 percent of the children" graduate from high school with the skills required to go to college and train for high-wage jobs in places like northern California's Silicon Valley, one of the most economically vibrant regions of the country.

The high-tech endorsement lends weight to the idea of national standards to boost educational performance, a cornerstone in **Clinton's** second-term agenda.

It is also a political touchstone for Vice President Al Gore, whom most observers expect to run for president in 2000 - and who will need to court California and its high-tech industry in the process.

The difficulty in filling the jobs, according to high-tech companies, is that schools are not teaching enough children the proper skills in **reading, math,** science, engineering or computer programming to allow them to work in computer or biotechnology jobs.

"People in the high-tech sector bang their heads against each other trying to hire enough people," said Marc Andreessen, co-founder of Netscape Communications in Mountain View, Calif. "There's a whole series of things that have to happen to improve education. This is just a start."

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LANGUAGE: ENGLISH
LOAD-DATE: April 6, 1997

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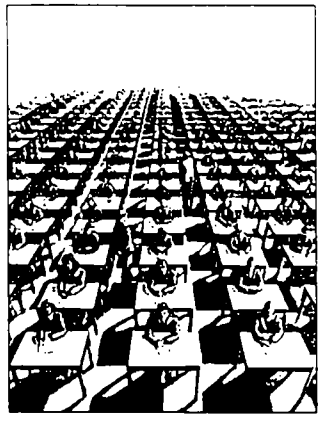
March, 1997

The Economist
MARCH 29TH 1997

Education and the wealth of nations

THE politics of education is in a confused and peculiar state. All over the world it is taken for granted that educational achievement and economic success are closely linked—that the struggle to raise a nation's living standards is fought first and foremost in the classroom. What has established this idea so unshakeably in people's minds is a recent, and to many a rather alarming, phenomenon: the new intensity of global economic rivalry. The idea of competition among nations is now familiar (albeit often misunderstood). But the idea of international competition among schools—that is, among educational methods and systems—has so far made only a dull impression on people's thinking.



Up to now, education professionals have tended to resist comparisons even of apparently similar schools within neighbourhoods. Such are the subtleties of their craft, they say, that exercises of that sort are meaningless. In Britain, where the government has begun to publish league tables of schools' results, teachers and local-authority bureaucrats remain intensely sceptical of such information. To go further, and compare a school in Manchester with one in Tampa, say, or Seoul, would strike them as simply ridiculous. But the very changes that are concentrating people's attention on education are obliging everyone to be more outward-looking, and to judge their ways of doing things by the yardstick of the best in the world. Education should not be exempt.

Introduction to comparative studies

Certainly, no one any longer needs convincing that education matters. Not long ago a fashionable anxiety in many western countries was that youngsters were being over-educated—that is, schooled beyond society's needs. Machines were taking all the jobs that required basic skills, it was argued. In future only a handful of brain-workers would be needed. To teach cleaners and nightwatchmen advanced mathematics (such as adding up without a calculator) seemed pretty wasteful, and apt to breed discontent.

How quaint that seems now. In the advanced economies of America and Europe, today's chief economic worry is that jobs and industries will be lost to new competition from Asia, Latin America and Eastern Europe. It is a commonplace that, among these emerging economies, the most successful are the ones that have educated most of their workers up to, and in many cases well beyond, levels typically achieved in the West.

In the rich economies too the mix of jobs is changing rapidly, away from manufacturing and towards services, ancient and modern. But what many of the new activities have in common is that they too are based to a greater extent than before on information. One of the world's most conspicuously successful centres of enterprise lies in that bit of California known as Silicon Valley: computing is today's knowledge-based industry *par excellence* (see our survey after page 60). The new jobs in tomorrow's industries, in manufacturing and services alike, will call for more than button-pressing automatons. They will require workers that are literate, numerate, adaptable, and trainable—in a word, educated.

When teachers and educational policymakers start, like everybody else, to seek out best practice by looking around the world, what will they find? The first thing is a surprisingly large—and therefore potentially informative—variation in performance. The next is that this variation has little to do with things you might suppose would explain it: class sizes, hours of study per subject, and spending per pupil.

The biggest piece of international research on educational standards, involving schools in 41 countries, was published recently. It compared scores of 13-year-olds in maths and science tests, calibrating the scores so that a mark of 500 was equal to the international average. In maths, as it happens, America's score was 500, placing it 28th in the league. England's score was 506, giving a rank of 25. The Czech Republic, with 564, achieved Europe's highest score and a rank of 6. Top of the table was Singapore, with 643, followed by South Korea, Japan and Hong Kong (see pages 21-23).

The Czech Republic spent a third as much per pupil as America. Many of the most generous spenders achieved results that were mediocre or worse. Pupils per teacher and hours devoted to study in each subject were no more closely linked to results. The East Asian tigers scored well (without spending more than other countries), suggesting "Asian values" as the secret of success. But this too is misleading. English students scored almost as well in science as their Japanese counterparts. If "culture" is the key, why should this be so?

Academics are starting to ask why countries as culturally different as Japan and Switzerland do so well. The evidence suggests that teaching methods are the key. In teaching maths, for instance, both those countries spend more time on basic arithmetic than on deeper mathematical ideas, emphasise mental arithmetic, rely on standard teaching manuals and favour whole-class (as opposed to group) teaching.

Nobody, least of all their authors, is claiming that such studies are conclusive. So far they are proving much better at saying what doesn't work than what does. But it should be beyond doubt that more, and more detailed, comparisons of this sort are the way to advance the debate on education beyond tiresome quarrels over how much governments should be spending. This just doesn't matter very much. The argu-

ment, in Britain at least, has begun to shift to teachers' methods in the classroom. Henceforth it should concentrate squarely on that issue.

Further research will be needed before it is possible to say with confidence what works best. Many teachers and most local education officials will treat such inquiries with suspicion, of course: in most rich countries, unlike the pupils they turn out into the world, they have been sheltered from competition since they left college. Everybody else is part of the new global economy. It's time the schools joined in.

Vanishing peace

A government of national unity is Israel's best hope of retrieving it

WHEN will Israelis feel secure? After a year's remission, terrorism has returned cruelly to their streets. Yet some of their anger should be reserved for their own rulers. Binyamin Netanyahu's government has depended on the Palestinian Authority to restrain Palestinian extremism. But by slamming doors in Palestinian faces, which is what building a new Jewish suburb in East Jerusalem amounts to, Mr Netanyahu appears to be excluding a peaceful future. This short-sightedness does not justify terrorism. But it did, and does, make it predictable.

In February and March 1996, when Islamist suicide-bombers killed 61 people in four incidents in Israeli cities, mainstream Palestinians were appalled at what this random murder would do to the peace process. It did, in fact, give Mr Netanyahu the edge over Shimon Peres at Israel's general election a couple of months later. In a vain attempt to avoid this, Yasser Arafat had co-operated fully with Israel, arresting Islamists in droves, without respect for their rights.

This time the response was different. No humane person, Palestinian or otherwise, thinks it anything but evil to kill innocent women and wound their babies. But when on March 21st a Hamas suicide-bomber destroyed a café in Tel Aviv, killing three and injuring nearly 50, there was little political dismay or moral outrage among Palestinians. Why? Because they wonder—and in asking this they are not alone—if there is still a peace process to save.

Ignoring this bigger question, Mr Netanyahu accused Mr Arafat of giving terrorism a green light. This is almost certainly an exaggeration. Yet the Palestinian leader, trying to save Palestinian unity at a time when he has little to offer his people, has undoubtedly softened his persecution of Hamas. Since a meeting of all Palestinian factions in February, his men have been talking to Hamas men. Of the 1,200 or so people arrested last year, only 200-300 remain in prison.

Mr Arafat condemned the Tel Aviv bombing. His security forces are still restraining Palestinian youths who are demonstrating against Israeli policy. But they are not swooping on suspects with their old vigour. They refuse to carry out the mass arrests that Israel is demanding, let alone extradite men to Israel. Their dual task—which could well prove beyond them—is to keep the lid on Palestinian unrest, while making it crystal clear that they are not Israel's client militia.

The independence message was underlined by Mr Arafat's strolling off in mid-crisis to attend an Islamic gathering in Pakistan, offering to mediate between Sri Lanka and its Tamil rebels. Bizarre. But political cunning is Mr Arafat's one undisputed talent. With Israel demanding the impossible, and with the Palestinian street in ferment as Israeli bulldozers clear the land for the Har Homa settlement, it may not be a bad idea for the old survivor to be far away.

Mr Netanyahu's decision to create Har Homa on the outskirts of East Jerusalem is intolerable to the Palestinians because they see it as pre-empting future negotiations on the city's status. So, in fact, do the Israelis, official chat about a housing shortage notwithstanding—and that is why they are so keen to see Har Homa built. Nobody knows, at this point, how Jerusalem can be shared between two peoples, both of which insist on it as their capital. Compromises are put forward but so far have been deemed unacceptable by one side or the other, and sometimes by both. What is certain is that an Israeli-imposed solution would "solve" nothing and could destroy everything.

Again pre-empting negotiation and under pressure from his own hardliners, Mr Netanyahu has made it plain that he sees the Palestinians eventually controlling less than half the West Bank. The limited scope of the latest stage of Israeli withdrawal from occupied territory seems to confirm this. Worse, the Palestinians' land is apparently to be in scattered non-contiguous cantons. That would be absurd: not only unacceptable to Palestinians but also an invitation to turmoil.

Time for turning

Having destroyed the Palestinians' faith in him as an interlocutor, Mr Netanyahu wants to ditch the Oslo procedures and conclude the final-status negotiations, covering Jerusalem, settlements and refugees, in a quick six months. His reasons are transparent. If the interim agreements signed by his predecessors were honestly implemented, the Palestinians would be in a reasonably strong position, with most of the West Bank under their control, to negotiate a final settlement by 1999. Negotiating now, they are plainly weak. Except, that is, in having some who are willing to die in order to kill innocent Israelis, and a great many others who, if they lose hope, may be prepared to wage a war of resistance.

So what, at this stage, can Mr Netanyahu do? He has come a long way since his pre-election self shuddered at the peace process as at an abomination. But not far enough. If he sincerely wants peace with the Arabs, for which peace with the Palestinians is a precondition, he must shed both prejudice and hardliners. He has used the threat of a national-unity government before to fend off his right wing. Now, with the wickedness in Tel Aviv and the warnings from the Palestinian street, he would do well to conclude that there are worse fates for an Israeli statesman than to head a strong centrist government bent on real peace.

dents in the six-year government study reported having engaged in risky behavior such as intravenous (IV) drug use or sexual relations with a "homosexually active man" or a prostitute within the three months before giving blood.

"The test [to detect HIV] has a hole. That's what's very scary," said James L. MacPherson, executive director of the 72-member Council of Community Blood Centers.

The human immunodeficiency virus (HIV), which causes AIDS, must be in the bloodstream for up to three weeks before it can be detected, meaning that

see **BLOOD**, *page A18*

W e House ac ow w't FB

McCurry is mum on China papers

By Warren P. Strobel
and Jerry Seper
THE WASHINGTON TIMES

The White House yesterday scrupulously avoided a public dispute with the FBI over the bureau's refusal to hand over to top administration officials sensitive intelligence information on suspected Chinese efforts to meddle in U.S. politics.

White House Press Secretary Michael McCurry declined to confirm or deny published reports that FBI Director Louis J. Freeh outright rejected an administration request for "sensitive counterintelligence information" on China's suspected plans to involve itself in the 1996 elections, instead ordering subordinates not to turn over the information to White House officials.

"I don't know whether that happened or not," Mr. McCurry said. "We made our request, and we've gotten back what we've gotten back."

Revelation of the incident comes two weeks after the FBI and the White House wrangled in an unusually public spat on the question of whether two midlevel National Security Council officials, after being briefed by FBI agents on the Chinese efforts, were ordered not to pass the information up the chain of command.

see **FBI**, *page A18*

INSIDE

Wednesday, March 26, 1997
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Math test for Spanish speakers draws fire

Administration plan called 'ridiculous'

By Carol Innerst
THE WASHINGTON TIMES

A bilingual version of a new, national mathematics test will be developed and administered to pupils whose native language is Spanish, officials in the Clinton administration said yesterday.

"Ridiculous," responded Jim Boulet Jr., executive director of English First, to the administration's mandate for a Spanish-language version of the mathematics test.

"This is part of a continued attempt to justify failed bilingual-education programs," he said. "The first argument for bilingual education was that children would learn English better. That hasn't happened.

"Then they said it would help them keep up in the subject matter. Well, if they're giving subject-matter tests in Spanish, I guess that's not true either," he added.

"What are we going to do in Florida about the children who speak Haitian, Creole, Portuguese, Vietnamese?" asked Brewser Brown, spokesman for Florida Commissioner of Education Frank T. Brogan. "Currently in Florida, we don't give tests in other languages."

Responding to a GOP request for more information on the administration's plan to have the federal Department of Education develop voluntary national tests in reading and mathematics for use by the states and local school districts, acting Deputy Secretary of Education Marshall S. Smith said that the reading test "will be a test of reading in English."

"Consequently, it will not be given in other languages," he said. "However, the mathematics test will be made

see **TEST**, *page A18*

terday.

Their burglar alarm went off, and they called police before calling the alarm company.

Because of tactics aimed at catching the British Bandits, an officer in an unmarked car was

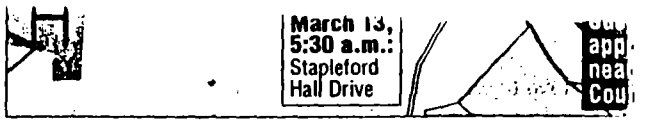
"I was asleep. My mom woke me up at 6:45 a.m.," said Mr. Hockstetter, a landscaper. "She said, 'There's a whole lot of police outside and they want to talk to us.' "

Five officers, carrying auto-

second [illegible]

at midnight.

The Pathfinder was stolen in February from Laytonsville. Its tags were stolen last week in Silver Spring.



TEST

From page A1

available in a bilingual [Spanish-language] version."

Braille and large-print versions of both tests and an audio-cassette version of the math test also will be developed, he said. States and localities voluntarily agreeing to use the new national tests will be expected to provide special accommodations at testing sites for students with disabilities. Accommodations could include extra time or one-on-one testing.

Other red flags went up as the administration responded to GOP queries for more information about the president's order to press ahead with development of national tests in reading and mathematics:

- Early indications are that the tests will be costlier than anticipated. The cost of developing the tests, first announced at $7 million to $8 million for the first year, is up to $10 million and then $12 million in 1998. The cost of administering and scoring the tests, originally put at $5 a head, is now estimated at $10 to $12.
- The new tests are likely to be easier than the rigorous congressionally mandated National Assessment of Educational Progress (NAEP) tests used as their model.

For 30 years, NAEP has served as a report card on how the nation's schoolchildren are doing in various subjects. In recent years, NAEP was expanded to provide state-by-state scores on a voluntary basis.

Now, the Clinton administration is proposing to use the NAEP frameworks as models for 90-minute national tests in reading and math. The new tests would provide scores for individual students, schools and districts that could be compared with national and international benchmarks and, in theory at least, would encourage the country to strive for higher academic achievement.

The Department of Education two years ago began to push for inclusion of disabled and Spanish-speaking students in the NAEP tests in various subjects.

Many states, including Florida, are interested in participating in the national exams because they believe it is important to have an "apples-to-apples" comparison around the country.

At the same time, the states have already invested heavily in developing their own rigorous standards and assessments and don't want to have to choose between their own newly developed tests and the upcoming national tests.

Florida also is concerned about a lessening of rigor if the national tests deviate much from the current NAEP tests, Mr. Brown said.

The 90-minute tests, as currently conceived, would be "weighted more toward the bottom" of the present NAEP tests,

according to offici
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sic" or lowest stan
ment, and not t
level.

"Before they ge
they're shooting t
Huggins, executiv
Education Lead
organization of
chief state school
cerned about h
tests will evolve.

"The standard
enough that they
cut state efforts
high standards," h

windows.

"I got up and saw a lot of police," she said. "Usually, I'm up and gone by then. . . . I was taking the day off."

Newly arriving police searched a neighbor's woodpile and shed. The doctor assured them that she always locks all entrances to her house.

Then she went back to sleep. "There wasn't anything I could do," she said.

As dawn arrived, the suspects on foot were outdistancing police across back yards and through woods north of the country club.

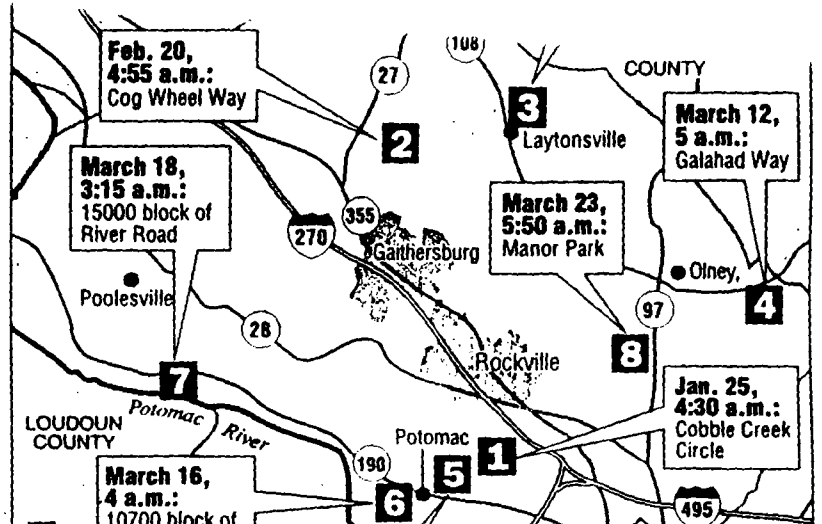
A resident in the 9100 block of Kittery Road said he saw a man in dark clothes run into the back yard of the house across the road where Rick Hockstetter, 38, lives with his mother, Genevieve, 82.

"I was asleep. My mom woke me up at 6:45 a.m.," said Mr. Hockstetter, a landscaper. "She said, 'There's a whole lot of police outside and they want to talk to us.' "

Five officers, carrying automatic weapons searched under a deck and around the swimming pools of three houses on Grubby Thicket Way.

County police and Maryland State Police bloodhounds tried to follow human scents from the Pathfinder. A state police helicopter flew in ever-widening circles over the area but did not spot the second man. He remained at large at midnight.

The Pathfinder was stolen in February from Laytonsville. Its tags were stolen last week in Silver Spring.



of HIV [illegible] supply at 1 in 100,000 dona Mr. MacPherson said.

Mr. Williams said that rat recently revised to 1 in 65 "That's less than 2 per millio nors]," he said in an intervie

Yet the anonymous REDS vey, based on 1993 donor found much higher rates of reported deferrable risks.

It found that 186 of 10,0 spondents, or 1.9 percent knowledged having risk facto exposure to HIV, hepatitis or blood-borne infections at the of their donations that should excluded them from donatin

Such behaviors include sexual activity since 1977, tory of IV drug use, or having tions with homosexual or bis males or IV drug users in th 20 years.

The REDS survey found t of 10,000 respondents rep such behaviors in the three m before they gave blood.

"While the prevalence of rable risk is low, the public consequences of these ob tions are substantial, consi the fact that 12 million don ... are drawn annually United States," Mr. William in the report.

He noted, however, th testing has improved signi in the past decade.

"The deferral criteria ha a wide net that the risk o nor's infecting the blood su pretty small," said Mr. M son, adding that blood ban find ways to dissuade th have recently engaged in behaviors from giving blo

"It is this group that we get in further refinement screening procedures an public education," Mr. said.

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press ahead with development of national tests in reading and mathematics:

- Early indications are that the tests will be costlier than anticipated. The cost of developing the tests, first announced at $7 million to $8 million for the first year, is up to $10 million and then $12 million in 1998. The cost of administering and scoring the tests, originally put at $5 a head, is now estimated at $10 to $12.
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Florida also is concerned about a lessening of rigor if the national tests deviate much from the current NAEP tests, Mr. Brown said.

The 90-minute tests, as currently conceived, would be "weighted more toward the bottom" of the present NAEP tests, according to officials close to the development process. And Mr. Smith has said the goal for the reading test is to have every fourth-grader attain only the "basic" or lowest standard of achievement, and not the "proficient" level.

"Before they get out of the gates, they're shooting too low," said Gary Huggins, executive director of the Education Leaders Council, an organization of market-oriented chief state school officers also concerned about how the national tests will evolve.

"The standards have to be high enough that they wouldn't undercut state efforts to set their own high standards," he said.

Education Week, March 19, 1997

Pointing to Minn. Results, Officials Pitch National Test as Change Agent

By David J. Hoff

Washington

Education Week Mar 19, 1997

When Minnesota learned last week how its students compare with the rest of the world in math and science, the state's leaders started talking about what needs to change--from the state board room down to the classroom.

That's just the kind of discussion President Clinton hopes to spark with the national tests he is proposing in reading and math.

"A commitment to national standards is the best way we know to help local districts benchmark their own practices and to come up with ways that will help all the children achieve at a higher level," first lady Hillary Rodham Clinton said here last week at a round table discussion with members of the news media.

"We've hit a plateau in the standards movement," Marshall S. Smith, the acting deputy education secretary, added at the briefing intended to publicize Mr. Clinton's testing plan.

"States are not, in many cases, adopting really rigorous standards. ... These [national] tests are seen as a wake-up call, putting high-octane gasoline into the engine of the school reform movement," he said.

In Minnesota, school leaders and standards advocates received that jolt last week when a nonprofit organization that had paid to have students tested released the state's scores on a version of the Third International Mathematics and Science Study, known as TIMSS.

The results showed that Minnesota's 8th graders ranked higher in science achievement than all but five of the 41 nations that took the test. In math, however, the state's achievement fell to the middle of the pack.

"What we have on the science side is incredible focus," said Bill Linder-Scholer, the executive director of SciMathMN, the nonprofit that paid $380,000 for the TIMSS testing of a sample group of 5,000 students in grades 3, 4, 7, 8, and 12. Results released last week were from the 2,000 8th graders who took the test.

"If we're really focused on what we're teaching, we really get system performance," he said.

Making Changes

But the state does not dedicate the same attention to math, Mr. Linder-Scholer said. Low-achieving students are often tracked out of higher-level courses such as algebra and geometry, he said, and teachers don't follow a standardized curriculum that emphasizes hands-on learning and problem-solving.

And even though the state has adopted standards in math and a test students must pass to earn a diploma, the TIMSS results show that neither the standards nor the test are challenging enough to stand up to international competition, Mr. Linder-Scholer said.

SciMathMN--a coalition of government agencies, businesses, and school officials--is recommending that the state push all students to learn algebra and geometry by the 8th grade and that the graduation test include open-ended questions in those subjects rather than its current reliance on multiple-choice questions.

The group also says the state should ensure that teachers are prepared to teach to a higher standard.

These are the types of changes that Clinton administration officials expect all states to start making if they choose to participate in the program that is to begin in 1999. President Clinton has been pushing national standards and testing as part of his 10-point education plan.

Setting a Benchmark

The new tests would be offered to 4th graders in reading and 8th graders in math and would yield individual results--not just statewide averages, such as the ones Minnesota received from the TIMSS project last week.

"It is not an attempt to micromanage what goes on in the classrooms of America, but instead to set a national benchmark against which local districts can measure themselves," Mrs. Clinton said last week.

And because every student would receive scores on the tests, parents could use the results to demand improved services for their children.

"This will be the first time that parents, particularly in urban areas, will have honest, accurate information about how well their kids are doing," Michael Cohen, the president's education adviser, said at the briefing. "It ought to empower parents to call for and mobilize for education reforms in ways that have been more difficult for them to do now."

Last week, North Carolina signed up to participate, joining Maryland and Michigan in making commitments to the voluntary national tests, which have not yet been written. Another eight to 10 "have expressed a serious interest" in taking part, Mr. Cohen said.

Minnesota will have a head start when it comes to its students' science and math skills. The United States participated in the international testing effort, but only Minnesota, Colorado, and Illinois paid the consortium to test a sample size large enough to compare how their students achieve compared with children in other countries.

Minnesota's students achieved higher than the national average in both tests, much as they do on the National Assessment of Educational Progress and college-entrance exams. But by doing better in science than in math, they reflected the national results.

Twenty Illinois school districts also took the TIMSS test, and scored higher in science than in math.

"It was important to get a snapshot of where Minnesota is in terms of the rest of the world," Mr. Linder-Scholer said. "In the past, there was no way to say how we were doing as a state, except in very rough form."

The Washington Times MARCH 14, 1997 A 6

Goodling endorses reading, math tests

They must be voluntary, he cautions

By Susan Ferrechio
THE WASHINGTON TIMES

President Clinton's plan to introduce national tests in reading and mathematics is gaining support from a House Republican leader on education.

Rep. Bill Goodling of Pennsylvania, chairman of the House Committee on Education and the Workforce, told The Washington Times yesterday he will back national testing in public schools, as long as it is not mandatory and is first approved by Congress.

"I support producing the tests as long as everybody understands it is strictly voluntary," Mr. Goodling said. "I want teachers to know exactly what students need to learn about in [math and reading]."

Mr. Goodling, a former teacher and school superintendent, made the comments after the committee's hearing yesterday on the president's education initiatives, which include spending $90 million to develop and implement national testing by 2002.

The plan also calls for spending $5 billion on school construction and $260 million on training reading tutors, and offering $1,500 tax credits to college students with a B-minus average.

Mr. Goodling said that he has some doubts about the testing plan because he has not seen details about how it would be implemented.

"What it can lead to if we're not careful is rating and ranking school systems based on those tests and that is totally unfair," he said.

If Mr. Clinton's plan is implemented, fourth-grade students would be tested in reading and eighth-grade students in mathematics.

Mr. Clinton yesterday touted his school standards plan in Raleigh, N.C., part of a state-by-state effort to convince lawmakers to adopt the national tests. He ordered the Pentagon to require standardized tests in classrooms for children of military personnel.

The reading test would be modeled after the National Assessment of Education Progress test, or NAEP, which is now administered randomly on a voluntary basis. The math test would be based on the Third International Mathematics and Science Study (TIMSS), which recently compared U.S. students' performance with those in other developed countries.

Mr. Goodling said the plan is "doomed" if the Clinton administration tries to implement it without the support of Congress.

Opponents to the national testing plan argue that the federal government has no business interfering in local education-reform.

Cheri Yecke, a member of the Virginia State Board of Education appointed by Republican Gov. George Allen, testified before the committee yesterday that such tests, and the standards they would set, would harm the state's success with its own reform initiatives.

"I do not see national testing as a legitimate role for the federal government," Mrs. Yecke said. "If the nationalization of education is allowed to occur, then in 30 years we will have a disaster on our hands."

DALLAS MORNING NEWS MAR 10 1997

TESTING OUR KIDS

While the Clinton administration pushes for national exams and standards, education experts debate the merits of his proposal

Challenges help students learn more

By Richard W. Riley
Special Contributor to The Dallas Morning News

P/T

Americans have turned with renewed vigor and interest to education as a means to build a stronger and more enriching future. Poll after poll demonstrates that students, teachers and parents all want an education that makes a difference, that challenges students to learn and better prepares them for future success.

Reflecting this national enthusiasm and concern, President Clinton has outlined a bold "call to action" to spur a national crusade on behalf of educational excellence. This commitment includes helping children master the basics, improving teaching, promoting educational technology and modernizing our schools. It will work to increase parent and community involvement in schools, helping families pay for college through increased Pell grants, Hope Scholarships and tax deductions — expanding all the tools available to citizens to make the most of their own lives.

At the core of this strategy is a simple but vitally important concept: Our schools need to establish clear, meaningful standards of achievement for what students should be expected to learn and achieve in the basics and core subjects. Extensive research confirms that students who are challenged to learn and who focus on high academic standards usually learn more. Low standards and a watered-down curriculum lead to just the opposite result.

To achieve these high standards, the president has set as a goal that every American child should be able to read well independently by the start of the fourth grade, and that every American child should understand the basics of math and algebra by the end of the eighth grade. All our research tells us that reading independently by the fourth grade and having good math skills — including algebra and some geometry — by the eighth grade are critical turning points in the education of our young people and the future success of these children in school and in their careers.

A child who doesn't learn to read by the fourth grade is likely to be less interested in reading about science, history and literature, and more likely to drop out and be at risk for a lifetime of diminished success in school and employment. A child who doesn't have this strong foundation in math is less likely to take more advanced math and science courses in high school and be prepared to enter and succeed in college and the increasing competition in the working world.

To achieve these higher standards of learning and achievement, while simultaneously ensuring that the control of education remains firmly rooted at the local level, President Clinton has proposed a promising, workable and sensible solution — challenging, voluntary national tests for individual students in fourth-grade reading and eighth-grade math.

These tests, to begin in 1999, will make the achievement of reading well and independently by grade four, and mastering math, including algebra, by grade eight, meaningful and useful to students, teachers, parents and grandparents. They will allow every teacher, family, school and community to know how their students compare with their peers around the country and throughout the world. They will help parents know if their children are mastering critical basic skills early enough to succeed in school and prepare for college. And, equally important, they will help eliminate inequity in education because there will be one set of expectations and standards for all students, rich and poor.

The tests would be comparable to the widely accepted National Assessment of Education Progress (NAEP) reading and math tests, used by more than 40 states, and the math component of the Third International Mathematics and Science Study (TIMSS). The existing tests are not sufficient, because they are intended only to be given to samples of students to calculate national averages. The new tests will be designed to evaluate individual students and, when used in a comprehensive crusade for educational excellence, will help improve teaching, learning and student achievement. This is precisely the type of initiative that the department ought to be pursuing in the Fund for Improvement of Education and we will continue to consult with the Congress and state officials as we go forward.

More

These are national, not federal tests, designed to empower parents, teachers and communities to know where they stand. They mean more local control, not less. Guidance for test development will come from the most successful math and reading teachers across the country, as well as from parents, and local and state education, civic and business leaders. As former governors, the president and I firmly oppose any form of national control over schools and their curriculum. But we must not hide behind our passion for local control of schools or use it as an excuse for not holding ourselves to standards of excellence. After all, reading is reading, and math is math, whether we are in Dallas, Duluth or Des Moines.

If a student or school does poorly on these tests, the object will not be to push them down, but to pull them up. The tests will identify students and schools that need help. Communities then must move to offer extra support — after-school and summer tutoring, increased parent and community involvement, more focused teaching, or whatever it takes to lift student achievement. And if schools continue to fail even after these efforts to fix them, then we must reconstitute or close them and start over. We must do whatever it takes.

We have made substantial progress in improving math and science education, as the most recent NAEP tests demonstrate, with improved eighth-grade math scores in Texas and across the nation. This improvement reflects the work of the nation's math teachers in developing challenging standards, which are beginning to have an impact on the classroom. But now we need to get these standards into every classroom and apply them to every student. Only 20 percent of our young people are taking algebra by the end of the eighth grade. In the rest of the advanced world, the vast majority of students have studied algebra by then. As a result, these nations surpass America in math achievement at grade eight, according to the recent TIMSS test.

Too often, individual state assessments, evaluations and standards of learning achievement fail to stand up to the kind of strict scrutiny and rigorous, challenging measurement that are so crucial to educational excellence. A recent Southern Regional Education Board study found that in some states, more than 80 percent of the students meet state educational assessments, but 20 percent or fewer of these students make the grade when held up to higher standards of achievement based on excellence. If a state participates in a national test in the crucial subject areas of reading and math, we can eliminate this kind of disparity.

It is time to come together to build an America that is committed to learning. President Clinton's call to action on behalf of educational excellence, spearheaded by a national test to achieve high academic standards, is a good start.

Richard W. Riley is U.S. secretary of education.

THE CHRISTIAN SCIENCE MONITOR arch 7. 1997 Page 1

Single Education Standard? States Are All Over the Map

By Scott Baldauf
Staff writer of The Christian Science Monitor

SETTING standards for what a fifth-grader should know in mathematics might seem fairly elementary. But somehow, no two states seem to do it alike.

In Virginia, for example, students must be able to add, subtract, multiply, and divide whole numbers. In Alaska, where standards are less specific, they must "use mathematics with confidence."

To end this type of disparity, President Clinton is urging all 50 states to adopt one rigorous set of academic standards for math, English, history, and science. He argues that nothing less than America's ability to compete in the global marketplace depends on it – a theme he tested yesterday on the Michigan legislature and the state's reform-minded Republican governor.

'Virginia has ... done the best job so far of writing standards....'
– Heidi Gordon

National standards are at the core of the most ambitious White House initiative to improve American education in a generation. But to achieve that goal, the president will have to win over a critical mass of state and local officials – many of whom believe that deciding what children should learn is their responsibility, and not the federal government's.

Still, support for the idea seems to be broadening. Already, pressure from parents and business leaders has moved many states to establish or revise academic standards.

"The movement to standards is primarily an economic issue," says Michael Kirst, education professor at Stanford University in Palo Alto, Calif. "The big changes in education always come from outside, like Sputnik, the Vietnam War,... That's what causes the system to move."

"In the 1980s, after the recession, Toyota replaced Sputnik," he adds. "That led to the idea that we can no longer afford local standards in an international market."

Business leaders say today's schools produce future employees who have never learned to read, write, or perform basic math. Many parents who have moved from job to job and state to state complain that their children are repeating some lessons and skipping others altogether.

For education reformers, Virginia has become the model for other states to emulate in the standards movement. "Virginia has probably done the best job so far of writing academic standards that are rigorous, specific, and clear enough to use in the classroom," says Heidi Gordon, a policy analyst with the American Federation of Teachers in Washington. "The best standards draw a balance between content and skills, what you need to know and what you should be able to do."

In other states, standards vary from the specific to the vague. In Missouri, 11th-grade history students must "acquire a solid foundation which includes knowledge of: continuity and change in the history of Missouri, the United States, and the world." Their counterparts in Oregon, meanwhile, will "demonstrate the ability to think critically, creatively, and reflectively in making decisions and solving problems."

Some educators say this disparity in standards puts students in some states at a disadvantage. "Look at California," says Mr. Kirst. "There was an uproar over the low scores in reading and math. This is a state with the sixth largest economy in the world, and we're tied with Louisiana, and ahead of only Guam and the District of Columbia. There's something ... wrong with that."

But a small group of states-rights advocates and conservatives say the push for national standards is misguided, at best. "I'm philosophically opposed to a top-down approach," says John Fonte, a senior fellow at the Alexis de Toqueville Institute in Alexandria, Va. Many states may object to "political correctness" in history or English lessons, he says, or an emphasis on global warming in science.

"I prefer a competitive process rather than a collaborative one," he adds. "If 50 states set their own standards, some may get it wrong, but others will have the chance to get it right."

Some long-time supporters of the academic-standards movement say that the goal of higher achievement is still far off. Many states have had standards for a long time, they point out, but that has not stopped a general erosion in educational excellence.

"People say they want high standards," says John Silber, chairman of the Massachusetts Board of Education. "People also say they want to lose weight, but they don't."

To Dr. Silber, America's 19th-century curriculum, in which students had four years of math, science, and English, are most worth emulating. "That was a rigorous curriculum. It's just that we got to the point where we thought everything should be fun. Well, it can't all be fun."

Other educators warn that any push for high academic standards will be meaningless unless states test their students.

"Not one state has both high standards and high stakes, with real consequences for students and school personnel," says Edwin Delattre, dean of Boston University's school of education.

While some experts worry the standards movement will be watered down, others say parents will push states for improvement.

"You may have what you feel are strong standards," says Ms. Gordon, "but if parents can't understand them or don't like them, you'll be shot out the window."

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February, 1997

LEVEL 1 - 124 OF 264 STORIES

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The Atlanta Journal and Constitution

February 19, 1997, Wednesday, ALL EDITIONS

SECTION: NATIONAL NEWS; Pg. 03A

LENGTH: 378 words

HEADLINE: 'Our national mission';
Education chief urges volunteer **testing**, tutors

BYLINE: Doug Cumming; STAFF WRITER

BODY:

Echoing President **Clinton's** "call to action" on **education** two weeks ago, the U.S. secretary of **education** Tuesday invoked war-time images of school improvement as "our great patriotic cause, our national mission."

Richard Riley, at the Carter Center in Atlanta for his **fourth** annual State of American **Education** address, said the time is right to focus attention on teaching the nation's youth, because "our country is prosperous and at peace." And, he noted, Democrats and Republicans seem at relative peace for the first time in years on the issue of **education.**

Shying away from anything that hints of a national curriculum or federal standards, Riley pushed **Clinton's** plan to ask states to voluntarily accept national **fourth-grade reading and eighth-grade math tests** to show whether students have mastered challenging material.

Based on sample **testing** from recent years, such **tests**, paid for by Washington the first year, probably would show that Georgia's students are doing worse today than the current standardized **tests** lead people to believe.

Gov. Zell Miller, who was praised again by Riley for the HOPE scholarship and prekindergarten programs, said he would support such national **tests** in Georgia.

Riley, pushing **Clinton's** crusade for a million volunteer **reading** tutors, announced that four religious denominations in Atlanta and Georgia will be marshaling volunteers for this effort. The 500 African Methodist Episcopal churches in Georgia, for example, would be used for after-school tutoring by church members.

Riley's 50-minute speech, introduced by former President Jimmy Carter, touted all 10 points of **Clinton's** 1997 education agenda, including $ 5 billion in federal school-construction funds. He mentioned the fast-growing Gwinnett County school system as needing such aid.

Riley also won applause by talking tough on bad schools and burned- out teachers. Close down or reconstitute those schools, he said, and give those teachers "a fair chance to leave the profession."

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He criticized tax vouchers for private schools, which are being proposed in Congress and in the Georgia Legislature, but praised charter schools and other innovations within the public system.

Riley will visit Atlanta's Inman Middle School today.

GRAPHIC: Color photo and teaser box: (appeared on A/01 with reference to A/03 story) Urging recommitment to educating youth, Education Secretary Richard Riley calls for construction funds and innovations in his State of American education address Tuesday at the Carter Center. / W.A. BRIDGES JR. / Staff
Photo: Showing off photos of his latest grandchildren, Education Secretary Richard Riley opens his State of American Education address Tuesday at the Carter Center. / W.A. BRIDGES JR. / Staff

LOAD-DATE: February 20, 1997

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LEVEL 1 - 131 OF 264 STORIES

Copyright 1997 Gannett Company, Inc.
USA TODAY

February 17, 1997, Monday, FINAL EDITION

SECTION: LIFE; Pg. 1D

LENGTH: 359 words

HEADLINE: Educators **grade Clinton** highly on school plans

BYLINE: Pat Ordovensky

DATELINE: ORLANDO, Fla.

BODY:

ORLANDO, Fla. -- President **Clinton's** plans to improve public schools are drawing praise from the nation's school administrators.

Educators applaud **Clinton's** efforts to focus attention on **education,** they like his idea of national **tests** and -- despite the federal government's minor role in school funding -- they think his initiatives can have an impact.

A poll of 673 educators at the American Association of School Administrators (AASA) convention here shows:

-- 78% are pleased **Clinton** is moving education near the top of the national agenda with his State of the Union message and school reform proposals.

"The president is clearly recognizing the significance of education for the future of this country," says John O'Rourke of Pittsford, N.Y., national superintendent of the year.

-- 59% support **Clinton's** move toward voluntary **tests of fourth-graders** in **reading and eighth-graders** in **math.**

-- 53% think his efforts will affect school improvement.

"Most of us think the president's initiatives are right on target," says Paul Houston, AASA executive director. "When he explained his support for national standards and **tests,** he made it clear that many children could suffer unless we are equally committed to helping children reach those standards and pass those **tests."**

Clinton's plea for national **testing** was brought to the AASA convention by Gerald Tirozzi, assistant secretary of education. He told school officials the feds will pay the first-year cost of administering the **tests** for all who volunteer.

"This will give you an opportunity," Tirozzi said, "to take

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a snapshot of how your students are doing compared to the rest of the country."

The survey of convention-goers also shows:

-- 26% think higher standards are the top priority for improving schools; 21% say school funding is most important; 20% say the No. 1 need is better teacher training.

-- 57% say they would not require school uniforms even if their state laws permit it.

Of the 673 poll respondents, 370 are school superintendents. The rest are other administrators, principals and school board members.

LANGUAGE: ENGLISH

LOAD-DATE: February 17, 1997

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LEVEL 1 - 194 OF 264 STORIES

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USA TODAY

February 6, 1997, Thursday, FINAL EDITION

SECTION: NEWS; Pg. 1A

LENGTH: 256 words

HEADLINE: 83% back **education testing**

BYLINE: Dennis Kelly; Mimi Hall

BODY:

President **Clinton's** plan to **test** every **fourth- and eighth-grader** in **reading and math** has huge support, a USA TODAY/CNN/Gallup Poll shows.

In the poll of 400 people Wednesday, 83% said they favored the idea and just 13% were opposed.

Clinton, in his State of the Union speech Tuesday, asked school districts to adopt national **testing** in 1999. The first year's cost would be paid by the federal government.

Clinton, meanwhile, traveled to Georgia Wednesday to ask for help in persuading Congress to approve $ 51 billion in new education spending.

"I'm committed to doing my part. You must do yours," he said in a speech at Augusta State University.

He also said that he is not trying to undermine state control of education with national **tests.** "Algebra is the same in Georgia as it is in Utah."

Ralph Reed of the Christian Coalition, said Wednesday a mandatory national standard "undermines local control of education."

Some educators favored the plan. Frank Newman of the Education Commission of the States, said **tests** now "are too infrequent and the results are not available quickly enough . . . to truly assess educational effectiveness."

But key Republicans looked at **Clinton's** $ 51 billion price tag and said throwing money at problems is not the answer.

"Don't we have to look at what has already worked and what hasn't" before trying new programs? asked Chairman William Goodling, R-Pa., of the House education committee.

The poll's margin of error is 5 percentage points.

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LANGUAGE: ENGLISH
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testing

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Clinton proposes setting national standards for schools

By Dennis Kelly
USA TODAY

The national tests that President Clinton proposed Tuesday night would give states and local school districts a new yardstick to see how their students stack up against the rest of the country and the world.

Some observers said Tuesday they wanted to wait and see whether the test proposals would translate into an intrusion on local control.

But those same observers praised Clinton for using the bully pulpit to push tougher academic standards.

Clinton is proposing that states adopt newly developed, voluntary national tests for fourth-graders in reading and for eighth-graders in math. The tests would be administered begining in 1999.

The reading test would be based on the National Assessment of Educational Progress (NAEP), a federal project that has used a random sample of U.S. students to gauge skills in math, reading and other subjects for 27 years.

The math test would be based on the Third International Mathematics and Science Study (TIMSS), which tested 40,000 U.S. students against peers in 41 countries.

"This is actually one piece of the Clinton plan I like," says Chester Finn, senior fellow at the Hudson Institute. "What's smart is he's using two well-regarded existing tests as the basis of this."

Other than NAEP, schools have little way of seeing how their students compare to those in other states. And few students take NAEP exams.

The Clinton administration also argues that the NAEP and TIMSS tests are based on some of the toughest standards around.

"I think on face value it sounds like a good thing, particularly when you're talking about a test as solid as NAEP," says Jeanne Allen, president of the Center for Education Reform, a conservative group that pushes for locally controlled reform. "But ... the devil is in the details."

Allen wants tough standards, but not ones generated by the federal government.

"I do not think the president is going to mandate these," says Anne Bryant, executive director of the National School Boards Association. "I think it's something the president is holding out as something for us to strive for."

Clinton also renewed his call for making sure every student can read independently by third grade. He wants money to pay 30,000 reading specialists and coordinators to recruit and train 1 million tutors.

But Rep. William Goodling, R-Pa., chairman of the House Committee on Education and the Workforce, questions the need for more money. He says the nation has spent $50 billion on Head Start and $100 billion on Chapter 1, which gives federal aid to help with reading and math.

With literacy skills as low as they are, "we have to admit (the programs) didn't work," Goodling says. Instead, he says, the country needs to focus on family literacy and parenting skills so children have someone at home to help build their skills.

Critics: College plan not aiding neediest

Critics of President Clinton's college aid proposal say it fails to help the neediest students.

Clinton wants:

▶ A $300 boost in Pell Grants, to a $3,000 maximum, and expanding eligibility to students who are financially independent.

▶ HOPE Scholarships of up to $1,500 in a refundable tax credit. Students would be eligible for a second year if they earn at least a B average and stay off drugs.

▶ A tax deduction of up to $10,000 a year for educational expenses.

But low-income families who pay little or no taxes wouldn't benefit from the deduction, says Larry Gladieux, executive director for policy analysis, The College Board. And the HOPE program is a tax credit, applied only against existing tax liability.

By Mary Beth Marklein