

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: OPA@ed.gov@INET@LNGTWY (OPA@ed.gov@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:24-JUL-1997 12:36:21.00

SUBJECT: Clips

TO: Robert M. Shireman@eop (Robert M. Shireman@eop [OPD])

READ:UNKNOWN

TO: Jacqueline M. Peay@eop (Jacqueline M. Peay@eop [OMB])

READ:UNKNOWN

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/O=OVP @ OVP [UNKNOWN])

READ:UNKNOWN

TO: Michael Cohen@EOP (Michael Cohen@EOP [OPD])

READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

To search for a story online in cc:Mail for Windows:

1. Double-click the attachment.
2. Drag down the Edit menu or press Alt-e.
3. Enter the search string, such as "Goals 2000."

If any references are found, the text will be highlighted in black.

To repeat the search, click somewhere on the screen to deselect the text. Then press F3. That will search for the same text again.

To print a single story:

1. Copy the document into a directory by selecting (clicking) the attachment, press F2 (Save As), press "Selected Item," and enter a destination filename and path.
2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

We hope you find this package useful. Please let us know your thoughts on how we can improve it. Just e-mail us at the cc:Mail address: "OPA."

Jim Bradshaw

OPA===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
WPC~
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Online clips cover page

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P# Daily Education News

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NATIONAL

1. The New York Times
British Students Facing a New Test: Tuition
2. Associated Press
British government to end free education for all
3. The Washington Post
Britain Announces End Of Free College Tuition; Labor
Dismantling Pillar of Wel
fare State
4. The Wall Street Journal
Teacher Retirements Portend Acute Shortage
5. The Washington Post
Democrats Give Republican BudgetTax Plan a Cool
Reception

6. The Washington Post
In Wealth, Clinton Team Doesn't Look Like America
7. USA Today
GOP leaders in agreement on tax cut plan
8. USA Today
House members make case for school prayer amendment
9. The Washington Times
Academy runs checks on incoming students
10. USA Today
Raceblind policies signal segregational shift
11. Philadelphia Inquirer
Lavish private schools woo China's new rich
12. The Washington Post
NCAA Gets Poor Marks On Grading Transcripts
13. The New York Times
BERLITZ TO BUY ELS EDUCATIONAL FOR \$95MILLION
14. The Christian Science Monitor
Seeking English As a Second Language
15. Sydney Morning Herald
Teachers defy judge on test ban
16. London Telegraph
Pupils fight school rosaries ban
17. The London Times
All students to do work experience

TRADE

18. Chronicle of Higher Education Academe Today
House Passes Bill That Would Continue Federal Role in "TechPrep" Programs
19. LRP Publications
House Approves Revamped Voc Ed Law

LOCAL

20. Los Angeles Times
Charter School Bid Draws Scrutiny
21. The Washington Post
Education Firm to Apply for D.C. Charter School
22. Associated Press
Isakson optimistic about his SAT goal of 1000 by 2001
23. Chicago SunTimes
Parents ordered to pay school fees
24. Chicago SunTimes
School taxes to rise 2.5 percent
25. The Washington Post
Smoking in School Results in Health Hazard Citation
26. Chicago Tribune
CTU, BOARD AT WAR OVER TEACHER RESERVES
27. The Washington Post
Parents Get the Scoop On Arlington Schools
28. Detroit News
Defaults on college loans are dropping
29. Detroit News
In Oakland County: Teacher merit raises set to roll this

year

30. The Cincinnati Enquirer

Study suggests incentive program for teen moms has minor effect

31. The Cincinnati Enquirer

Republican school plan stalls

32. Columbus Dispatch

District wouldn't meet standards

33. Washington Times

Reporter testifies principal led attack

34. Milwaukee Journal Sentinel

Appeals Court hears arguments on religious schools

35. Milwaukee Journal Sentinel

Court hears arguments on church-run choice schools

36. Richmond Times-Dispatch

Too many teachers leaving

37. The Washington Times

Third of third-graders poor in reading, math

38. St. Petersburg Times

Back-to-fundamentals school hits obstacles

39. Baltimore Sun

City schools chief seeks funding for big changes

40. Atlanta Journal-Constitution

Isakson optimistic about his SAT goal

41. Ft. Lauderdale Sun Sentinel

New law may cause school construction delays

42. Associated Press

Superintendent makes changes in city's school system

43. Associated Press

Study says linking welfare benefits to school attendance a modest success

44. Associated Press

Pentagon withholds tuition on schools banning military recruiting

45. Seattle Times

Boy bullied as gay sues Kent schools

46. Pittsburgh Post-Gazette

BLUE RIBBON SCHOOLS EMPHASIZE MOTIVATION

47. The Charleston Gazette

WSPAPERS

48. Sacramento Bee

Wilson: State school test should be just in English

49. The Washington Post

Way Out of the Inner City: Africa

50. Los Angeles Times

Willingness of State to Fund Campus Called Crucial

51. The New York Times

Panel Sees Little Progress In Newark School District

52. The Boston Globe

Council avoids vote on neighborhood schools

53. San Francisco Chronicle

Schoolgirl Site Yanked Off Internet

54. The Boston Globe

Developer and Don Bosco team up in bid to transform

high school

55. Rocky Mountain News

Rioter to be banished from state

56. The Boston Globe State backs off threat to end funding of school for disabled

57. Kansas City Star

Project aims to incorporate Indian history and culture into school curriculums

58. Kansas City Star

KC students score below national average in reading, math

59. Forth Worth StarTelegram

Probation terms ban woman from Fort Worth's schools

60. Houston Chronicle

High school officials link rosaries to gang

61. The Atlanta JournalConstitution

Cobb schools strain to keep pace with enrollments

COMMENTARY

62. Los Angeles Times

Tax Breaks for Education Draw the Line

63. The Wall Street Journal

English Not Taught Here

64. Indianapolis Star

Success in Catholic schools

65. Richmond TimesDispatch

A Public Library Opens a Window on the World

66. Baltimore Sun

Black colleges meeting technological needs

67. Chicago Tribune

WHAT'S WRONG WITH PLAYING BY THE RULES?

68. San Diego UnionTribune

School days will include Earth view from space

69. The Christian Science Monitor

Letters

EDITORIAL

70. The Dallas Morning News

Drugs online

71. Detroit News

UM: Race Counts

72. The Washington Post

Low Scores, Higher Expectations

73. Columbus Dispatch

School funding

74. The State (Columbia, S.C.)

Parlezvous anything?

75. Hartford Courant

Missing the mark on tenure

76. The Boston Globe

Bad air in Boston schools Body type#:\ PP#Tabs-storiesdPublication#W\ PP#

1. The New York Times "Publication" #:\ P P# 07/24/97; Edition: Late Edition - Final; Section: Section A; Foreign Desk; Page 7, Column 1

Headline#u\ P!P# British Students Facing a New Test:
TuitionHeadline #:\ P"P#

By SARAH LYALL

LONDON, July 23 " The Government announced today that for the first time, Britain plans to impose tuition fees on all college students, effectively abandoning the country's long-held commitment to free higher education for everyone.

For Americans used to paying fees for state-run schools or tuition approaching \$30,000 a year at Ivy League schools, the proposal " to charge up to \$1,600 a year " may seem laughably modest. But the plan also means students would no longer be eligible for Government grants covering room and board, and many graduates will face debts of more than \$16,000.

TD In a nation where free education is considered a basic right, the announcement was taken as a further sign that Prime Minister Tony Blair's new Government is intent on dismantling many most sacred vestiges of Britain's welfare state.

"Free tuition is seen as a right," said Liz Llewellyn, a spokeswoman for the National Union of Students, which says the prospect of leaving school deeply in debt will deter many young people from attending college at all. "We've always been told that if you choose to go on with your education, the state should pay because you'll give so much back to the state by getting a better job and paying more in taxes."

The Government's plan was outlined in a speech to the House of Commons this afternoon by David Blunkett, the Secretary for Education and Employment. He said Britain's universities, which face a deficit of up to \$3.2 billion in the next decade, had fallen into a financial crisis that could be addressed only by imposing fees.

Tuition at British universities is free to citizens of Britain and other European Union

countries; room and board is paid for by a combination of Government grants, student loans and parental help. Postgraduate and part-time students and students from countries outside the Union already pay tuition.

Under the Government's plan, all but the poorest students would be expected to pay tuition of up to \$1,600 a year, as well as several thousand dollars for room and board. Student loans, to be paid back according to income and over a number of years, would be available for both tuition and living expenses.

Some students said today that the new charges would put an almost unbearable strain on their already shaky finances. Others said that while they would benefit from the more relaxed loan repayment schedule, they felt the Government had abdicated a basic responsibility.

"The issue is whether or not it's fair for students to pay fees," said Kat Myers, 21, a student at Loughborough University in Leicestershire, who does clerical work to help meet her living expenses. "The ethos of this country has always been that it should lie with the Government."

In most other European Union countries, university costs are paid for out of taxes and governments spend a comparatively higher percentage of gross domestic product on college-level education. But not even in Germany, for instance, where there has been considerable pressure to reduce social spending, has the Government proposed to levy university fees on students.

For a number of years, Britain's universities have been warning of an impending financial crisis. While the number of students has increased drastically "in the early 1960's, one in 20 young people in Britain was enrolled in higher education; today the figure is one in three" Government aid to universities per student has declined.

Some colleges at Oxford and Cambridge have their own endowments and have soldiered on with relatively few problems. But other institutions have had to scrimp and save.

Publication#W\ P#P# 2. Associated Press"Publication" #:\ P\$P#07-24 2:25a
Headline#u\ P%P# British government to end free education
for allHeadline #:\
P&P#

By ROBERT SEELY
Associated Press Writer

LONDON (AP) - Saying the university system is short on cash, the British government is scrapping the longstanding tradition of free university education.

The end of the program, a basic precept of Britain's welfare state, means that the 1.1 million full-time students at Britain's 90 universities - who now pay nothing for their schooling - will have to pay their own way or take out loans.

A government report proposed charging tuition of \$1,680 per student and ending grants for living expenses, raising about \$1.7 billion a year.

"We must get more money into our university system," Prime Minister Tony Blair told the House of Commons on Wednesday, noting increasing taxes was "something people would not tolerate."

While tuition is the norm at most American universities - where total costs can reach \$30,000 per year - Britain and other European countries have strongly supported free education.

Blair and Education Secretary David Blunkett outlined the government's plans after the publication of the 1,700-page report on higher education that was started by the previous Conservative government. The government will begin phasing in the changes next year.

The report said that in the last 20 years, government spending per student has fallen by 40 percent while the number of students in higher education has doubled.

Nearly 600,000 part-time students already pay their own fees, the report said.

Sir Ron Dearing, author of the report, said additional funding will prevent the quality from education from slipping.

"This country has a choice to make. It can go for low-cost, low-quality higher education. It is a feasible option. But I happen to think it is not good business for Britain," Dearing said at a news conference.

The main opposition Conservative Party, and some Labor lawmakers, attacked the plan.

"It is appalling that a Labor Party, many of whose MPs owe everything to free higher education, is deciding not to preserve that benefit for the generations that come after them," Labor lawmaker Ken Livingstone said.

Blair, who took office in May, has been shifting his party to the center since assuming leadership in 1994. Some on the left say he is scuttling Labor's traditional dedication to the poor and working class.

Publication#W\ P*P# 3. The Washington Post"Publication" #:\ P(P# 07/24/97; Edition: FINAL; Section: A Section; Page A28

Headline#u\ P)P# Britain Announces End Of Free College Tuition; Labor Dismantling Pillar of

Welfare StateHeadline #:\ P*P#

By Fred Barbash

Washington Post Foreign Service

Britain's new Labor Party government announced today an end to tuition-free higher education, a pillar of the country's once expansive welfare state that Labor helped build in the years following World War II.

It proposed that full-time university students, except for the very poor, pay roughly \$1,600 a year for their educations to relieve a financial crisis caused by a combination of less

government money for universities and dramatically increasing enrollments.

Although the long-expected move brought protests from student organizations, government officials expressed confidence that it will not be stopped. The Labor Party, led by Prime Minister Tony Blair, enjoys a huge majority in the House of Commons, and the country's universities are desperate for money, saying they will confront a \$5 billion annual shortfall by the year 2000.

The alternative would be tax increases, which the government has promised to avoid. Higher education is a "privilege," said Education Secretary David Blunkett. "Why should someone who gets up at 5 a.m. to clean floors pay for that privilege?"

The announcement followed release of an independent, government-commissioned study suggesting that higher education in Britain was trailing behind other affluent countries, with prospects for improvement limited in the absence of a major infusion of new money. "Our university system is in crisis," said Blunkett, in "dire need of attention."

"Our competitors in North America and the Far East have many more young people in higher education," he said. "In the U.S.A., participation is about 40 percent and in Canada 44 percent. They recognize the need to invest in their people, mirroring the investment in fixed capital and equipment of the past."

Currently, tuition for full-time students is paid out of tax revenue. Students and families pay for maintenance costs "such as housing" averaging about \$6,500 annually, much of it borrowed or obtained through grants. Under the new system, all students will be asked to pay the combined costs once they are employed, possibly through the tax collection process.

Former students earning less than \$25,000 once employed will not have to make payments under the current proposal. The average income of university-educated managerial and

professional workers is about \$35,000.

Although some schools receive far more money than others from benefactors and research grants, all the universities here are heavily subsidized by the national government through the tuition payments. But public funding per student has declined by about 25 percent over the past decade.

Britain was able to afford the tuition-free system in the 1960s, when one in 20 young people entered the higher education system. Now, roughly one in three attends one of Britain's 90 universities, with about 230,000 students graduating each year as opposed to about 100,000 10 years ago.

This has prompted many universities to consider extra fees to make up the gap. Some schools, such as the London School of Economics, also have stepped up recruitment of foreign students, who pay about \$13,500 for tuition there. Others say they have been forced to cap enrollment of qualified students because they cannot afford the costs of teaching them.

A lobby group of students already is preparing to fight the government's plan. "It is the most vicious attack on students in the history of higher education and will restrict access to thousands of working class students," said Liz Hitchens, a leader of a group called Real Solutions, formed to oppose tuition payments. "We advocate massive student protest against this attack."

Geoff Payne, president of the Oxford Students Union, told Sky-TV that "students already leave university with mounting debts. I'm not in the business of saying how the money should be found." But, he added, "it's wrong to make students foot the bill. Not everyone goes into a good, well-paid job."

"How can a cabinet that includes so many beneficiaries" of free higher education "even contemplate" such a proposal, said one Labor member of Parliament, Dennis Canavan.

Blunkett, noting that he was from a poor family, told the House of Commons that university graduates, on average, earn about one-fifth more than non-graduates. "The investment of the nation must be balanced by the commitment of the individual. Each will gain from the investment made," he said.

Publication#W\ P+P# 4. The Wall Street Journal"Publication" #:\ P,P# 07/24/97
Page B1

Headline#u\ P-P# Teacher Retirements Portend Acute ShortageHeadline #:\ P.P#B
y June Kronholz
Staff Reporter of The Wall Street Journal

When Katherine Dunn Elementary School in Sparks, Nev., reopens for the new school year, Betty Morris will begin her 46th year of teaching. "My [students] know that if Mrs. Morris goes to sleep on the rug, they should go to the office," she says, anticipating a grim possibility. "You have to think of these things."

America's teacher corps is older than ever before, with ramifications that include more than impending mortality. While Mrs. Morris, who is 75 years old, prefers to keep teaching, older teachers are beginning to retire in huge numbers, and there probably won't be enough younger ones to replace them. And with school enrollments rising for at least the next decade, reflecting the rising birth rates of the early 1990s, there is already talk of a coming teacher shortage or, more worrisome, declining teacher standards.

"We're about to have the largest retirement bulge we've ever had at the same time we're having the greatest enrollment we've ever seen," says Linda Darling-Hammond, executive director of the National Commission on Teaching and America's Future, a high-profile group appointed by the president.

The National Center for Education Statistics says that in the 1993-94 school year, the latest year for which it has data, one quarter of all public-school teachers were 50 or over. In Michigan, New Jersey and California, which alone has

12% of the country's entire school enrollment, a third or more of all teachers were over 50. Almost a third of the U.S. teacher corps have been teaching for over 20 years.

The extent of the retirement problem can be seen in Michigan. Teacher retirements set a record in that state last year " 7,000, or about 8% of the state teacher corps " and the Public School Retirement Fund has received 1,000 more applications this year than last.

At the same time, the teacher attrition rate " the number of teachers leaving the profession each year " is on the rise, to more than six of every 100 teachers nationally. Many of those are retirees, but one in five is a teacher who simply decided to quit.

The teacher corps is expected to total 2.7 million this September and three million by 2006. But because of retirements and the attrition rate, Education Secretary Richard Riley predicts the country will need about two million new teachers over the next decade.

Certainly, the retirement of older teachers will bring a measure of financial relief to districts. Public-school teachers move to the top of their pay scales after anywhere from 12 to 20 years. As a result, in many districts, half the teachers now earn the maximum salary. That percentage is even higher in big-city schools, where teachers tend to be older " and budget problems worse.

In Newark, N.J., a district so educationally woeful that it was taken over by the state four years ago, 2,695 of the district's 4,000 teachers are at the top of the pay scale " \$57,000 " and teacher salaries account for 43% of all school spending.

But offsetting financial benefits for districts is the problem of replacing so many retirees. Public-school enrollment is expected to hit 46.5 million this fall and add yet another two million

by 2006 before beginning to taper off. California alone expects to add one million students to its public schools in the next decade. Because of a program to reduce class size, the state wants to hire at least 20,000 new teachers in the next three years, the state department of education says.

With the demand for teachers certain to be strong, there's growing alarm that teaching standards will sink. As it is, about 15% of high-school math teachers not only don't have either a major or a minor in mathematics, they aren't even certified to teach it. The problem is worse in schools with large numbers of poorer youngsters; the newest and least qualified teachers tend to be assigned there, then move to schools in richer neighborhoods as they gain seniority and qualifications.

To fill jobs, many school districts now offer emergency teaching credentials that allow would-be teachers into the classroom before they earn their teaching credentials " or even before they finish college. In California, 10,000 emergency permits were issued this year, one-third of them in the troubled Los Angeles district. And in Oakland, which is even more troubled, 40% of the teachers are on emergency permits.

The American Association of Colleges for Teacher Education says that in 1990, the latest year for which it has statistics, 2.5 million people were training for jobs in education. But only about one-third of those trained to teach actually take teaching jobs. And of those, 30% quit after the first three to five years.

Richard Murnane of the Harvard Graduate School of Education says many of the teachers who leave the profession after only a few years are among the most able, making it difficult to measure the value of experience. A teacher with three to five years of experience is better than a first-year teacher, he says; it takes that long to figure out how to discipline and motivate

youngsters. On the other hand, many older, long-tenured teachers tend to prefer lecturing from the front of the class "chalk and talk," Mr. Murnane calls it "while today's teacher education is based on collaborative learning, in which teachers and children work together to solve a problem."

And although many teachers take summer courses, those usually are in their subject area "math or science, say" and not courses in how to teach. So mediocre teachers can remain mediocre, even as they add academic degrees and experience. "There's no direct relationship between experience and expertise," says Ms. Darling-Hammond of the National Commission on Teaching. "Trial and error doesn't in itself produce better teaching."

Looking ahead, the commission is especially concerned about shortages "and declining standards" in big-city and remote rural districts, and in teaching specialties including math, science and special and bilingual education. In the 1980s, government incentives, such as college-tuition subsidies, were used to attract teachers to hard-to-fill specialties and regions. These lures have largely been dropped, but with today's teachers aging and graying, the commission wants to see them restored.

Publication#W\ P/P# 5. The Washington Post"Publication" #: \ P0P# 07/24/97; Edition: FINAL; Section: A Section; Page A12

Headline#u\ P1P# Democrats Give Republican Budget-Tax Plan a Cool Reception
Headline #:\ P2P# Subhead#[\ P3P# Both Parties Begin The Final Round of Fiscal Negotiations
Subhead#:\ P4P# By Eric Pianin
Washington Post Staff Writer
The White House and Democrats yesterday reacted negatively to a unified House-Senate GOP plan for balancing the budget and cutting taxes, with some dismissing it as a mere bargaining chip in the push for a final agreement before the August congressional recess.

"We don't consider it a serious starting point," said Gene Sperling, a top White House

economics adviser, as the administration and congressional leaders opened the critical final round of talks. "But we're hopeful that we'll start working together."

Democratic lawmakers also expressed disappointment. Senate Minority Leader Thomas Daschle (D-S.D.) complained, "There are more points of disagreement than agreement right now." An aide to Rep. John C. Spratt Jr. (S.C.), the ranking Democrat on the House Budget Committee, characterized the GOP offer as "the opening bid in a game of bridge."

"They clearly put things in there they knew won't become law," said the aide, Thomas S. Kahn. "The problem is there's a lot of work to do and very little time to get it done."

One thing President Clinton made clear he wanted to become law is a proposed 20 cents per pack increase in the federal cigarette tax, to help finance expanded health care services for low-income children. The Senate approved the tobacco tax increase last month, but House and Senate GOP negotiators left it out of their formal presentation to the White House.

Clinton yesterday made a strong pitch for passage of the cigarette tax increase, not only because it would discourage underage smoking but also because he said it would provide the biggest federal investment in children's health care since Medicaid was passed in 1965.

"I regret that some now believe they should back away from it," Clinton said of House Republican critics. "I intend to fight to keep that money in the budget, and fight for our children."

The cigarette tax increase met with stiff resistance in the House, where members from tobacco-growing states complained that it would hurt their constituents while others said they were opposed in principle to any tax rise. House and Senate Republicans hinted that it might be resurrected during the final budget talks.

ks if it is needed to close the deal.

In formally presenting their unified plan during meetings at the Capitol yesterday, GOP leaders said they have met virtually all the conditions of a May 2 balanced budget accord.

House Budget Committee Chairman John R. Kasich (R-Ohio) said that despite skepticism, "At the end of the day . . . we will reach an agreement."

While the administration and the Republicans have resolved scores of thorny budget issues over the past several months, those that remain are by far the most difficult and go to the core of philosophical and political differences between the two parties:

The Republicans continue to push for a broad reduction in the tax on capital gains and include a provision that would allow investors to subtract gains resulting from inflation. Clinton has insisted on a much narrower capital gains tax cut and declared the GOP inflation adjustment or "indexing" as grounds for a veto.

The Republican plan would deny most "working poor" families receiving the Earned Income Tax Credit the full benefit of a \$500 per child tax credit while Clinton has demanded the child credit be extended to all but the poorest of those families.

The two sides remain far apart over the structure of proposed educational tax breaks, as well as an assortment of other savings incentives such as Individual Retirement Accounts (IRAs).

On the spending front, the administration is highly critical of the Republicans' policies for treating legal immigrants who become disabled in the future and people who move from welfare to publicly subsidized jobs. The GOP plan would deny disability benefits to those immigrants and withhold basic federal job and wage protection from welfare recipients who move into nonprofit or government-subsidized work.

bsidized jobs.

House Republicans also remain opposed to a proposal embraced by the Senate and the president to impose higher Medicare premiums on more affluent senior citizens. The issue was discussed yesterday, but no progress was reported.

Also yesterday, the House voted 347 to 81 to reject a "budget enforcement" bill advocated by GOP and Democratic "deficit hawks." The measure "which called for reductions in entitlement programs or postponement of tax cuts in the event Congress failed to meet its balanced budget goals" drew sharp fire from veterans and seniors groups.

Staff writers Peter Baker and Clay Chandler contributed to this report.

Publication#W\ P5P# 6. The Washington Post "Publication" #:\ P6P# 07/24/97; Edition: FINAL; Section: A Section; Page A19

Headline#u\ P7P# In Wealth, Clinton Team Doesn't Look Like AmericaHeadline #:\

P8P#Subhead#[\ P9P# Treasury Secretary Rubin and Chief of Staff Bowles Are

Richest of Cabinet's Millionaire Members
Subhead#:\ P:P# By Charles R. Babcock and Barbara J. Saffir

Washington Post Staff Writers

About half the members of President Clinton's second-term Cabinet have assets of more than \$1 million, according to annual financial disclosure forms. This is far more wealth than the average American family, and about the same ratio of "millionaires" as Clinton had in his first Cabinet.

Designed to prevent conflicts of interest, the disclosures also serve as approximate net worth

statements. A review of filings for 1996, for instance, shows that Treasury Secretary Robert E.

Rubin and Erskine B. Bowles, the president's chief of staff, are the wealthiest Cabinet members, while OMB Director Franklin

D. Raines reported the most income, at least \$12.8 million from his former job at Fannie Mae alone.

Rubin reported family assets, mostly in trusts, totaling more than \$57 million and perhaps more than \$80 million. The former co-chairman of the Goldman Sachs & Co. investment banking firm reported making \$26.5 million in income from the firm in 1992 before he joined the administration as Clinton's top White House economics adviser.

Bowles needed 118 pages to list his family assets, which total at least \$30 million and could be more than \$60 million. (A range of values, rather than exact figures, are disclosed. Filers do not have to list the value of a home as an asset unless they rent it.)

Raines, who was vice chairman of Fannie Mae, a government-sponsored private company that buys and sells home mortgages, until last year, reported assets of between \$9.6 million and \$35 million. He received \$5.8 million listed as salary and "other compensation" from the company last year, as well as \$5.9 million in income from exercising stock options and at least another \$1 million from selling other company stock. He received \$2.2 million in salary, bonus and long-term compensation from Fannie Mae in 1995.

When he joined the government, Raines said the Fannie Mae board was considering whether to give him certain unvested benefits. A Raines spokesman said yesterday that the OMB director estimated that "less than one-third" of the more than \$12.8 million he collected from the company last year was compensation the board did not have to give him. The spokesman added that Raines has recused himself from considering any matters related to Fannie Mae.

Eugene Carlson, a spokesman for the Office of Federal Housing Enterprise Oversight, the office that oversees Fannie Mae, said Raines's severance package was approved, but could not give any details.

Another Cabinet member, Commerce Secretary William Daley, also had a profitable connection to Fannie Mae. After Clinton passed over Daley for a Cabinet post in

n his first term,
he appointed him to the Fannie Mae board. Daley reported coll
ecting \$24,814 in director's fees in 1996 from the firm. He also listed deferred
compensation and stock options from Fannie Mae
worth between \$215,000 and \$500
,000.

That was in addition to the \$825,775 income and \$400,000 severance payment he r
eceived
from his Chicago law firm, Mayer, Brown & Platt. Daley reported assets
of between \$1.2
million and \$3 million.

Other officials of Cabinet rank who have at least \$1 million in family assets i
nclude Secretary
of State Madeleine K. Albright, Interior Secretary Bruce Babb
itt, U.S. Trade Representative
Charlene Barshefsky, Housing and Urban Developmen
t Secretary Andrew M. Cuomo,
Agriculture Secretary Dan Glickman, Education Sec
retary Richard W. Riley and Janet L.
Yellen, head of the Council of Economic A
dvisers.

A recent Federal Reserve Board study of consumer finances found that the median
net worth
of an American family was \$56,000 in 1995, although the immense weal
th of some lifted the
average to more than \$200,000. For those making more than
\$100,000 per year, the median net
worth that year was \$486,000, while the aver
age jumped to \$1.5 million.

Besides lists of mutual fund holdings common on many disclosures of public offi
cials, the
department heads, who made \$148,400 last year, reported several inst
ances of more unusual
income or holdings.

Defense Secretary William S. Cohen, for instance, reported receiving \$25,965 as
part of what
a spokeswoman described as a \$65,000 deal with a German film comp
any to write a "political
thriller" movie script. The film will not be released
until he leaves office. Albright reported
earning \$9,991 from the sale of live
stock on her Loudoun County farm.

Cuomo's wife, Kerry Kennedy Cuomo, accepted a \$30,000 "appearance fee" from Aprica USA, a maker of children's strollers, for what a spokeswoman said was a promotional speech shortly after the couple's twin daughters were born. Ellen Hart Penza, the wife of Energy Secretary Federico Penza, collected an unspecified fee for a television movie about her struggle with an eating disorder.

Yellen inherited from her mother a stamp collection valued at between \$15,000 and \$50,000. Bowles's wife is part of a family partnership that owns a 5 percent interest in the Carolina Panthers professional football team. White House press secretary Michael McCurry said early this year that if the team won the Super Bowl, conflict of interest rules would prevent Bowles from playing a role in scheduling the winners' ritual appearance at the White House.

About 20,000 members of the executive branch, most of them making more than \$85,000 a year, are required to file the annual public statements, according to government ethics officials.

Some critics have complained the disclosure is an intrusion into officials' privacy. In an extreme example of the hazards involved, burglars ransacked Daley's Chicago home during his confirmation hearing, after the local papers wrote about his holdings.

Leaders of watchdog groups counter that the reports are a tool for ensuring public accountability. Kent Cooper, director of the Center for Responsive Politics, said, "This disclosure helps reassure the public that high government officials are regularly scrutinized for conflicts of interest." Babbitt, for instance, agreed when he took office in 1993 to sell family holdings in Arizona that did business with the department.

Charles Lewis, head of the Center for Public Integrity, added: "A function of a democracy is to be transparent and open. . . . If you look at corruption all over the world, one thing that makes us stand out is that we have more mechanism

s of accountability."

G. Calvin Mackenzie, a Colby College government professor who led a recent study of the presidential appointment process, said disclosure is needed, but the various categories of asset value are not. His study recommended that a single threshold value be used instead, with any asset over that value being dealt with under the conflict rules.

To prevent conflicts, some officials put their holdings in trusts. Rubin, Albright and Kerry Kennedy Cuomo did so in 1993. Albright contributed \$3.5 million in stocks, bonds and cash to a blind trust. Kerry Kennedy Cuomo put her interests in commercial real estate in Chicago and Washington valued at more than \$2 million into a blind trust. A spokeswoman said Cuomo also recused himself from decisions that might affect those holdings.

When Yellen was confirmed as chair of the Council of Economic Advisers in February, she was asked to sell her telephone stocks because her office was working on the telecommunications bill. A CEA spokesman said that although the work on the bill was limited, Yellen agreed to sell, "erring on the extremely safe side . . . to avoid even the appearance of a conflict of interest."

The filings show that several Cabinet members had more modest holdings than their colleagues. United Nations Ambassador Bill Richardson, the former congressman, lists only a bank account containing between \$1,000 and \$15,000 in addition to rental income from his home in New Mexico. Carol M. Browner, administrator of the Environmental Protection Agency, reported assets in several mutual funds worth between \$78,000 and \$295,000. Penza lists holdings worth between \$134,000 and \$485,000.

Labor Secretary Alexis M. Herman reported assets worth between \$654,000 and \$1.5 million, most of it in one holding. That is an interest in Western Associates, a partnership that built the Market Square development on Pennsylvania Avenue

in downtown Washington. She valued it at between \$500,000 and \$1 million. It was disclosed during her confirmation process that the developers gave her and two other minority partners each free 3.3 percent shares of the deal in the mid-1980s.

Attorney General Janet Reno reported assets between \$169,000 and \$460,000. Reno noted that she will be eligible to receive a \$48,000-a-year pension from Florida, where she was a local prosecutor for years, when she reaches the state retirement age of 62 in about three years.

CABINET HOLDINGS: A SAMPLING

About half the members of President Clinton's Cabinet have assets exceeding \$1 million, not counting their homes; others are of more modest means. Here's a sample:

Charlene Barshefsky, U.S. trade representative

Assets: \$1.4 million to \$4 million

Of note: Accepted \$1,500 travel expenses to New York from Glamour magazine to be honored as a "Woman of the Year" in November.

Dan Glickman, secretary of agriculture

Assets: \$2.4 million to \$4.2 million

Of note: \$100,000 to \$1 million income from family scrap metal business in Kansas.

Alexis M. Herman, secretary of labor

Assets: \$654,000 to \$1.5 million

Of note: Largest holding is interest valued at \$500,000 to \$1 million in Pennsy

Ivania Avenue
real estate partnership.

Franklin D. Raines, director, Office of Management and Budget

Assets: \$9.6 million to \$34.9 million

Of note: Earned at least \$12.8 million in salary, bonus and exercising stock options as vice chairman of Fannie Mae.

Bill Richardson, U.N. ambassador

Assets: \$1,000 to \$15,000 in savings account.

Of note: Rents out home in New Mexico.

Richard W. Riley, secretary of education

Assets: \$1.2 million to \$2.8 million

Of note: Gets disability pay from Navy and pension from state of South Carolina, where he was governor.

Donna E. Shalala, secretary of health and human services

Assets: \$616,000 to \$1.4 million

Of note: Receives installment note payments on New York home she sold to friend Carol Bellamy, former member of New York city council and now a U.N. official.

SOURCE: 1996 financial disclosure statements

Publication#W\ P;P# 7. USA Today"Publication" #:\ P<P# 07/23/97; Edition: FINAL; Section: NEWS; Page 08A

Headline#u\ P=P# GOP leaders in agreement on tax cut planHeadline #:\ P>P#By Mark Memmott

WASHINGTON " House and Senate Republican leaders apparently resolved their differences late Tuesday and agreed on an \$85 billion, five-year tax cut plan they'll propose to the White House.

According to The Associated Press, it reportedly includes two provisions bitterly opposed by the Clinton administration:

"Indexing" of capital gains. That allows taxpayers to adjust the taxable portions of profits from the sales of homes, stocks and other investments so that they're not paying taxes on any gains due solely to inflation.

Language close to that which was proposed by House Republicans which would deny much of the proposed \$500-per-child annual tax credit to low-income working families who don't owe any income taxes.

The White House had no initial comment Tuesday night on reports of the Republican proposal. But President Clinton previously has indicated that he regards both the indexing and child-credit provisions to be deal killers that could force him to veto any such legislation.

Republicans say that indexing capital gains encourages long-term investment. They also say that taxing investors on profits due solely to inflation is unfair. Clinton, however, says indexing would cost the government too much in lost tax revenue, and unfairly benefits the wealthy.

Republicans also contend that poorer families who don't pay any income taxes don't need the additional tax credit for children. They say that the break is no thing more than a new form of welfare payment. Clinton says it would be unfair to exclude such families from tax cuts.

Negotiators from the House, Senate and White House have been talking since spring about the details that will put into law an agreement that was reached in May to balance the budget by 2002 and cut federal taxes by \$85 billion over

the next five years.

Since May, the House and Senate have passed slightly different versions of tax cut legislation aimed at codifying the agreement. On Tuesday, lawmakers from each house basically agreed on a package that represents a starting point for even more detailed discussions with the White House, aimed at producing the first major tax-cut legislation since 1981. The package almost surely will change in the coming days or weeks as negotiators fine-tune the proposal.

House Speaker Newt Gingrich said the GOP proposal would soon be in front of the White House. "I believe we will have a bill to go to the president with" today, he said.

Not all of the details reportedly in the GOP plan are likely to spark sharp opposition from the White House.

As expected, Republicans will propose cutting the tax rate on capital gains from 28% to 20%. President Clinton has proposed a less generous cut in that rate. His plan would basically leave the rate unchanged for the wealthiest taxpayers. But he's agreed in principle that the rate can be cut.

Republicans also agreed to move toward the administration and its proposal on education tax incentives for college students and others, including a \$1,500 tuition credit that was in the Senate's tax-cut package.

House Republican negotiators also agreed "in principle" to back a tobacco tax increase if needed so the GOP can meet the target of \$85 billion in net tax cuts over five years, according to The Associated Press.

While many details of the unified Republican plan weren't available, Senate Majority Leader Trent Lott, R-Miss., and his second-in-command, Sen. Don Nickles, R-Okla., said "indexing" of capital gains would be included.

“It will be in,” Nickles told reporters.

Contributing: Bill Nicholsn

Publication#W\ P?P# 8. USA Today"Publication" #:\ P@P# 07/23/97; Edition: FIN
AL; Section: NEWS; Page 07A

Headline#u\ PAP# House members make case for school
prayer amendmentHeadline #

:\ PBP#By Paul Leavitt
with staff and wire reports

Supporters of allowing organized prayer in public schools presented their cas
e to a House

Judiciary subcommittee. “We seek a constitutional amendment beca
use the courts have left us

no other choice,” said Rep. Ernest Istook, R-Okla

. He said it “represents a consensus by those

who share the public's belief t

hat our courts have often become hostile to religions, placing
barriers to rel

igious expression which do not exist for other forms of free speech.” Opponen
ts

said children can pray silently and individually in school. “No one shoul
d be forced against

their will to submit to the religious belief of others,”

said Rep. Robert Scott, D-Va. History “has

taught us the best way to ruin rel

igion is to politicize it,” Rep. Chet Edwards, D-Texas, said.

BUDGET DEFICIT: The federal deficit for the first nine months of fiscal 1997 s
hrank to

\$10.9 billion. The Congressional Budget Office said last week that la
rger than expected tax

collections would keep the deficit under \$11 billion. Th

e annual deficit will be higher because

the remaining three months of the fisca

l year are expected to see less revenue and greater

spending. Still, the annu

al shortfall could be as little as \$45 billion, the lowest since 1979,

when it

was \$40 billion.

ARTS FUNDING: The Senate Appropriations Committee passed a \$13.7 billion spend
ing

bill at sharp odds with the House on funding for the arts and environment.

The Senate version

gives \$100 million to the National Endowment for the Arts,

which the House voted to eliminate. It also earmarks, unlike the House, \$250

million to save the Headwaters Grove

old-growth forest in California and \$65 million to pay a company not to develop a mine on the edge of Yellowstone National Park.

ABORTION VOTE: The Senate passed a \$25.2 billion spending bill that continues a ban on abortions in health plans for federal employees. An employee who has an abortion would pay the costs, except in cases of rape, incest or a threat to the woman's life. The ban passed on a 54-45 vote. It has been in force since 1984 except for 1994 and 1995.

AMBASSADORSHIPS: President Clinton nominated longtime friend Philip Lader as ambassador to Britain. He previously served Clinton as a White House deputy chief of staff and director of the Small Business Administration. He and his wife, Linda, in 1981 founded Renaissance Weekends, an annual invitation-only New Year's retreat for "innovative leaders" that Clinton has attended each year. Clinton also said he's going to "work hard" to get Massachusetts Gov. William Weld as ambassador to Mexico. Senate Foreign Relations Chairman Jesse Helms, R-N.C., opposes Weld, a fellow Republican, as too liberal.

ESPY INVESTIGATION: Former Agriculture secretary Mike Espy has been notified formally that he is the target of a federal grand jury and may be indicted soon. The three-year investigation, led by independent counsel Donald Smaltz, focuses on gifts and gratuities Espy got from businesses he regulated. Last month, Tyson Foods Inc., said it expects to be indicted and would vigorously contest charges.

STAMP APPROVED: The House voted 422-3 to create a breast-cancer postage stamp that would help fund research into the disease. The stamp would cost one cent above standard first-class postage, with the extra cent going to breast cancer research. The Senate approved similar legislation last week. Postal Service officials argued against creating a stamp to raise money for a specific disease. Seventy percent of the stamp's revenue would fund National

Institutes of Health research on breast cancer and 30% would go to Defense Department studies.

Publication#W\ PCP# 9. The Washington Times"Publication" #: \ PDP# 07/23/97; Edition: 2; Section: C; METROPOLITAN TIMES; BRIEFLY; MARYLAND; ANNAPOLIS; Page C6

Headline#u\ PEP# Academy runs checks on incoming students
Headline #: \ PFP#
By FROM WIRE DISPATCHES AND STAFF REPORTS
The Naval Academy, stung by a string of criminal charges against midshipmen last year, hired a private company to run background checks on some of this year's incoming students.

The company found no misdeeds serious enough to keep any of the 200 men and women out of the academy, officials said yesterday.

Nashville, Tenn.-based Background America, which performs records checks for private and government clients, investigated about one-sixth of the class that entered the academy this summer.

The checks were part of an overall plan to tighten admissions procedures "in the wake of the things that happened last spring," academy spokesman Capt. Tom Jurkowski said.

Last year, several midshipmen and former midshipmen were charged with offenses ranging from car theft, breaking and entering, and child abuse to murder.

Publication#W\ PGP# 10. USA Today"Publication" #: \ PHP# 07/23/97; Edition: FINAL; Section: LIFE; Page 07D

Headline#u\ PIP# Race-blind policies signal segregationist shift
Headline #: \ P
JP#By Mary Beth Marklein
Boston University's law school offered Marisa Salazar a \$10,000 scholarship. Notre Dame and Baylor accepted her into their law schools. She is on waiting lists at Columbia and Georgetown.

But the law school Salazar really wanted, at the University of Texas at Austin, didn't want her.

"I am the Hopwood fallout," says Salazar, 22, of San Antonio, referring to Hopwood vs. Texas, the case that prompted the ban this year on racial preferences in admissions to Texas public institutions.

In Los Angeles, however, 18-year-old Danielle Smith has avoided getting caught up in the fallout from the University of California's policy banning affirmative action.

Smith, valedictorian of her Crenshaw High School class, was accepted at highly selective UC Berkeley and UCLA but enrolled at private Pitzer College in Claremont, Calif., which gave her a scholarship. She says the buzz over the affirmative action ban, which goes into effect next year for undergraduates but is already spurring changes in UC admissions, "really didn't have any effect on my final decision."

The experiences of Salazar and Smith illustrate how difficult it is to draw sweeping conclusions about the new rules on affirmative action and how they'll affect minority students. But when enrollment figures are tallied this fall in Texas and the UC system, one thing is certain: There will be more white and more Asian-American students than last year, and there will be fewer "in some cases dramatically so" underrepresented minorities, including blacks, Hispanics and Native Americans.

Opponents continue to fight the bans: The U.S. Education Department recently told civil rights groups in California, for instance, that it would investigate whether the new admission policies at three UC law schools discriminate against blacks and Hispanics.

But should affirmative action rollbacks continue, many fear the gap could widen more, creating "a fairly dramatic segregation," says Thomas Kane, a professor in Harvard's John F. Kennedy School of Government. "Elite colleges would become even more dominated by

whites and Asian-Americans, (and) black and Hispanic enrollments at less selective public and private institutions would then increase."

And not just in California and Texas, bellwether states whose affirmative action bans in college admissions have begun to influence other states.

Enrollment numbers could change, but early figures show:

None of the 14 black students admitted to the University of California-Berkeley law school plans to enroll, but one black student who had deferred admission last year has enrolled this year. Neither of the two admitted Native Americans will enroll.

At the University of Texas law school, the percentage of underrepresented minorities has dropped from 15% last year to 5% this year among first-year students.

90% of students admitted to UCLA's law school are white or Asian-American, compared with 78% last year. About half of the underrepresented minorities admitted " 10 of 21 blacks, 41 of 73 Hispanics, and none of four American Indians " have said they will enroll.

At the flagship Austin campus of the University of Texas, a state where 39% of the population is of Hispanic origin or black, the freshman class, based on 7,074 deposits paid to date, will be 15% black and Hispanic, compared with nearly 19% last year.

The numbers trouble those who believe diversity of cultures enhances higher education. But there are compounding problems, too, says Drew University president Thomas Kean, a member of President Clinton's race commission.

In the not-too-distant future, minorities will make up the majority of the nation's workforce, he says. Yet a new Rand Corp. report says unless institutions

control soaring tuitions, millions of students will be shut out of college by 2015. Most denied would be poor and minority students.

That, Kean says, is "not only a threat to the economy, but a threat to democracy itself."

Not everyone believes the situation is so dire. "Everybody's going to find a college. It's just not going to be the one they might have gone to," says Roger Clegg, general counsel of the Center for Equal Opportunity in Washington.

Community colleges, for example, which serve nearly half of all minority students in college, are working harder to reach minorities who might not have gone to college at all, says Norma Kent of the American Association of Community Colleges in Washington.

Also, some high school counselors in California and Texas noted heavier recruiting of their most talented minority students by schools unaffected by racial preference bans.

"The one good thing this whole affirmative action thing has done is made kids look beyond the UC system," says Cassandra Roy, counselor at Crenshaw High School, where 95% of students are black.

Many colleges, too, have a "heightened sense of awareness" of the effects of affirmative action, says Victoria Valle, admission director at the historically black Spelman College in Atlanta. She says the school's recruiting efforts in California and Texas didn't change a lot but adds, "It would be foolish of us not to talk about what's going on."

Even if recruiters said nothing, some students got the message. The University of Michigan, Ann Arbor, courted Jose Pompa Garza of San Antonio with phone calls, videos and a handsome financial aid package. Garza, 18, enrolled at the University of Texas at Austin.

his top choice " but the attention from Michigan almost changed his mind. "I thought I might be more appreciated somewhere else," he says.

His mother, Elizabeth Pompa Garza, a doctoral student at the University of Texas, is proud of her son but says he is lucky he had the choice. "When you've been discriminated against historically as a group, your opportunities are not the same," she says.

And, those opportunities narrow over time, says education professor Gary Orfield, co-director of the Harvard Civil Rights Project.

Professional schools, for instance, increasingly choose candidates from the nation's most selective undergraduate schools. And state flagships like those in Austin, Los Angeles and Berkeley tend to produce community leaders, Orfield says. If the schools grow overwhelmingly white and Asian, the future leaders graduating are "going to become very disconnected" from communities they serve, he says. Research shows, for instance, that minority doctors and lawyers are far more likely to serve minority clients and patients.

Moreover, Orfield says, growing resegregation, primarily of blacks and Hispanics in inner-city public schools, already threatens college access.

"When you put kids in schools that are less competitive, have fewer college prep courses and less-well-prepared teachers, those kids will be much less prepared for college. So you're raising the barrier for college and lowering the preparation at the same time," he says.

Terry Pell, an attorney for the nonprofit Center for Individual Rights in Washington, which represented the Hopwood plaintiffs, isn't convinced a ban on racial preferences hurts minorities. But he says college administrators have only themselves to blame for creating an atmosphere that sends "a very strong signal

l to minority youth that they can't possibly get in" without a boost.

There's no question the ban on affirmative action has been ``a public relations nightmare," acknowledges Bruce Walker, admission director at the University of Texas at Austin. ``It sort of ended up with us being the bad guys" even though the school fought the ban, he says.

He's encouraged, though, by this statistic: Although fewer underrepresented minorities applied this year compared with last year, the school admitted nearly the same proportion of black applicants " 54% compared with 55% last year " and a larger proportion of Hispanics, whose admission rate increased 6 percentage points, to 71%.

The same pattern appears to be occurring at UC Berkeley graduate programs (excluding the law school), where the number of underrepresented minorities admitted fell 17% from last year, but the admission rate of those who applied is down only 3%.

Some high school and college admission counselors interpret that as meaning the universities of California and Texas must convince minority students they're still welcome. But Salazar suggests that opportunity is lost.

``They could have been more outspoken about the injustice" of the Hopwood ruling, she says of the University of Texas, adding, ``I don't really want to be at a school that isn't fighting for people's rights."

Ultimately, Harvard's Kane says, the solution will require an ``unavoidable tradeoff.

Everything else equal, I think we would all prefer race blindness. But then we see the results " dramatic segregation " and it concerns us," he says.

``Rather than swing from one extreme to another, the trick is finding the level of segregation along with the degree of race consciousness that we're willing to live with."

Many other factors in college choice

Lots of variables come into play when a student " of any race or background " chooses a college. The influence of anti-affirmative action policies is not always clear-cut:

Norma Cruz, 18, a graduate of Crenshaw High School in Los Angeles, is heading to the University of La Verne in La Verne, Calif. Having achieved a grade point average of 3.76 and a class rank in the top 10, she applied to UC-Riverside, UC LA and several other schools. She got into all but UCLA, but by the time that rejection came, "I already had my mind set on a small school." La Verne, she says, "is a mixture of everything. All races are there. Everyone gets along with everybody. My friend goes there (and she says) nobody discriminates against you."

Crenshaw classmate Taaji Abdur-Raus-Madyun, 18, who dreamed since the ninth grade of going to UC-Berkeley, was admitted there but opted instead for Mills College, a smaller, private women's school in nearby Oakland.

"I decided I wanted to go to a school where I was wanted," she says. "I'm going to school to learn, not to fight everyone's battles. I can do that later."

Edwin Garay, 18, a senior at Thomas Jefferson High School in Los Angeles, was interested in UC schools but decided on California State University in San Diego after talking with a UC representative and deciding he was "not ready to go to UC."

Garay's 3.4 GPA is adequate, but his SAT score was 680, far below the acceptable minimum.

That's pretty typical at Thomas Jefferson, even among kids with higher grade point averages, says counselor Esther Walling. The highest SAT score this year, 1100, is "barely competitive,"

she says, noting that the students, 92% of the
m Hispanic and most of them poor, ``are not used
to taking an SAT." She hopes
to boost scores by encouraging her students to retake the test and
helping t
hem to prepare better.

Meanwhile, Garay plans to pursue a degree in electrical engineering; he says h
e may try to
transfer to UCLA later.

Thomas Jefferson High School graduate Maria Parra, 18, wants to ``venture out
in the
world," so she hopes to go to Smith College in Northampton, Mass., whe
re she's on a waiting
list. She was accepted to UCLA, University of Southern C
alifornia and UC schools in Irvine,
Davis and Santa Barbara. If Smith doesn't
pan out, she'll go to Irvine, mostly because it offered
the most financial ai
d but also because she wants to attend a small school. Affirmative action
is i
rrelevant, she says: ``If students do their work, they deserve what they get.'
'n

Publication#W\ PKP# 11. Philadelphia Inquirer"Publication" #:\ PLP#July 24, 1
997

Headline#u\ PMP# Lavish private schools woo China's new
rich Headline #:\ PNP

By Rena Singer
INQUIRER STAFF WRITER

BEIJING " Fortunate indeed is the toddler who attends this school.

Each air-conditioned classroom is equipped with a television, VCR, stereo syste
m, piano and
karaoke machine. In the courtyard, students splash in a white-and-
blue tiled swimming pool. In
the lunchroom, a dietitian prepares shrimp and fre
sh vegetable lunches.

Thinking of a posh Main Line address?

Think mainland instead " mainland China.

The cushy Golden Cradle nursery school and kindergarten is one of a growing number of lavish private "schools for the aristocrats" once banned in this Communist-ruled country. They are another sign that China's growing economy is creating a new class of wealthy entrepreneurs "people with plenty of money to spend and, because of the government's one-child policy, only one little darling to spend it on.

At last count, in 1994, there were 40,000 private schools in China, educating children who may one day lead the world's largest economy "and one of America's main economic competitors.

Perhaps the best-known private school is Yinghao ("the Hero's School"), a first-through-12th-grade boarding school in the southern city of Guangzhou, where students pay tuition of 20,000 yuan (\$2,500) for the nine-month school year plus an entrance fee, refunded upon graduation, of 150,000 to 300,000 yuan (\$18,750 to \$37,500), depending on what grade they enter.

Those are princely sums in a country where the average annual per capita income for urban residents is 5,000 yuan. What students get for their parents' money are small classes, foreign teachers, computer rooms, a broadcasting studio, a 50-meter pool, and a gym. Older students spend a semester abroad in the United States or Europe.

The demand for private schools is so great that Beijing's Golden Cradle school "still in its first year of operation" has already filled its 200 seats and has a waiting list of 30 parents eager to fork over the 30,000 yuan (\$3,750) entrance fee and 30,000 yuan annual tuition. About half the students pay an additional 200 yuan each month to sleep at the school during the week.

A visitor to Golden Cradle can be overwhelmed at the contrast to China's state-run schools, which are often drab, stifling and poorly equipped, and where order is often enforced by literally

requiring students to sit on their hands.

At Golden Cradle, the three or four teachers in each classroom engage toddlers in small groups, teach them songs, and organize races on the school's fleet of bright new tricycles. There are swimming lessons, violin lessons, calligraphy lessons. The colorful origami birds the children made in crafts class hang from the ceilings " an extraordinary sight in a country where the usual artwork on classroom walls is an official poster proclaiming ``Socialism is good" or ``Pay attention to sanitation."

``I heard that this school develops kids' potential and intellect," said a wide-eyed Zhong Yin, who inspected the school earlier this month while eight months pregnant. Tuition for her child will be the biggest investment she and her husband will make in their entire lives, she said.

She and her husband are both government workers, making only a few hundred yuan a month. They have no car, no private apartment. All that can wait, Zhong said. First comes her baby.

Though Zhong's scrimping, saving and borrowing to afford such an education is not unique, she is more the exception than the rule. The school parking lot, which looks like a luxury car showroom when parents and nannies arrive at the beginning and end of each school day, indicates who sends their children here.

``For ordinary people this school is expensive," said Qu Wen Ge, one of China's nouveau riche businessmen, who arrived at Golden Cradle dressed in pressed chinos and a blue oxford-cloth shirt, carrying a leather briefcase. ``For me this is not very much money.

``I want to give my son the best education, and I can afford to

Maybe someday I'll even send my son to an American university."

Until the mid-1980s, private schools were banned here as capitalist bastions of elitism. But as China opened to outside influences, Chinese leaders warmed to the idea. Stories in government-controlled newspapers began to highlight the demand for private education, and schools were opened.

Escalating fees and ever more extravagant facilities, however, brought a backlash by the early '90s.

“Students in such private schools live in ease and comfort under superior conditions which pamper them and are unfavorable to their overall growth morally, intellectually and physically,” said a 1993 article in the Northeastern Teacher’s University Bulletin. The next year, a Chinese sociology magazine called private schools a “breeding ground for the fetish for money, hedonism and individualism.”

Government officials began to question whether such schools would divide China into a country of haves and have-nots, educated under two completely different systems. In 1995, Chinese Vice Premier Li Lanqing called for a ban on “high-priced elite private schools.”

Private school officials and administrators got the message and quickly reemphasized the “socialist moral education” they provide. Some lowered their tuition fees “though often making up the difference by increasing “air-conditioning fees,” “lunch fees,” and the always exorbitant “construction fee.” Many adopted politically correct mottoes, such as “Educate children to serve the country.”

The Golden Cradle’s motto ““Care for today’s children and benefit our future society” “ emphasizes that private schools do serve the country, said its founder and director, Chen Yue.

“These schools do fill a gap in China’s school system,” said Gerard Postiglione of the

University of Hong Kong, associate editor of the journal Chinese Education and Society.

For decades, China had difficulty fulfilling even the most basic education needs of all its students, Postiglione said. Until very recently, some schools still met outside, where students used smooth, flat stones as desks. Now that China has instituted compulsory primary and middle school education, the challenge has become ensuring a quality education for all children. Each Chinese city has a few public schools at each level known for their excellence. But only high-scoring students can attend.

"These private schools allow children who didn't get into the best public schools to get a good education," Postiglione said. "They also are very flexible, and can work with local businesses and respond to local demands for specific kinds of training."

Their quality, however, is uneven. Chinese newspapers are filled with stories about for-profit schools that collected tuition but never opened, or opened but were more interested in making money than teaching children.

To separate themselves from their competition, many schools make outlandish promises. Some guarantee fluency in a foreign language in a matter of months. Others promise well-behaved toddlers. Private colleges and institutes advertise highly marketable skills "guaranteed" to lead to fast and easy money.

Chinese parents, eager to give their one child the best and unaccustomed to the free marketplace, believe many of the schools' claims.

The Golden Cradle promises nothing less than child prodigies. Director Chen, a well-known child psychologist here, based his educational philosophy on a controversial method called "patterning" which he says he observed during a 1988 visit to the Institute for the Achievement of Human Potential in Philadelphia's Chestnut Hill. In that method, teachers

repeatedly perform exercises with brain-damaged children, hoping the youngsters can relearn lost skills, such as walking and writing.

Chen says the same methods can be used on healthy children to create geniuses. He tells parents that after a few months at his school, 18-month-olds will be able to skate, 2-year-olds will be able to swim, and 3-year-olds will be able to recite Tang Dynasty poetry.

“Parents will see a difference in their child's thinking after just three days in my school,” Chen said. “To teach a 3-year-old to recite 100 Tang Dynasty poems, that isn't hard.”

What can be hard is pleasing parents who have paid exorbitant fees to send their children to a nursery school or kindergarten where “to all appearances” youngsters play games and act like children anywhere else.

“I don't think my son is learning enough,” said Qu, the businessman with oodles of money. “However, I think this school is better than the other private schools I visited” and it is certainly much better than any state school.”

Publication#W\ POP# 12. The Washington Post"Publication" #:\ PPP# 07/24/97; Edition: FINAL; Section: Sports; Page C01

Headline#u\ PQP# NCAA Gets Poor Marks On Grading TranscriptsHeadline #:\ PRP# Subhead#[\ PSP# Clearinghouse Criticized for Eligibility RulingsSubhead#:\ PTP# By David Nakamura Washington Post Staff Writer On June 21, 1996, Malik Campbell, a star football quarterback at Buffalo's Turner-Carroll High School, walked across the auditorium stage in cap and gown and received his diploma. This was a thrilling moment for Campbell. Like the other 33 members of his senior class, Campbell was set to attend college. Unlike the others, Campbell was going on an athletic scholarship to play football at the University of Maryland.

By August, Campbell was at summer orientation in College Park.

By September, Campbell was back at Turner-Carroll, taking five more high school courses, after his entry to Maryland was denied by the National Collegiate Athletic Association's Initial-Eligibility Clearinghouse.

"It's hard to be back here because I thought I did what I needed to graduate and go to college," said Campbell, who said he earned a 2.5 grade point average on a 4.0 scale and an 840 out of a possible 1,600 on his Scholastic Assessment Test.

"This is a blow to a youngster's ego," said Turner-Carroll Principal Carol Stewart. "He still comes in and shakes his head and says, 'I did everything right.'"

Campbell isn't the only one shaking his head. Athletes and coaches throughout the country say they are baffled by the Clearinghouse, which was created in 1993 by the NCAA as an autonomous organization with a mandate from the NCAA to make college entrance requirements uniform for athletes across the country.

In the three years since its inception, the Clearinghouse has ruled thousands of athletes ineligible to play as college freshmen. Often, these athletes believed they had met all the NCAA's requirements. While some of the athletes angrily accept returning to high school for another year and some choose to sit out at athletics their first year at college, others have taken a more aggressive approach with the Clearinghouse.

Two years ago, Kenny Thomas, a freshman basketball player at New Mexico, got a court injunction against the NCAA and the Clearinghouse, allowing him to play for the Lobos.

"Something's got to be done with the Clearinghouse because it's not working and people don't have confidence in it," New Mexico basketball coach Dave Bliss said. "Most of all, it's not doing

what it alleged it would do."

Recently, NCAA officials have showed signs that they agree with Bliss. On March 1, the Clearinghouse adopted changes that officials say will clear up many disputes between the Clearinghouse and high school athletes and also accelerate what many athletes have found to be an agonizingly slow process that often leaves them unsure of their playing status well into the school year.

Buried in Paper

The Clearinghouse's mission from the NCAA was to make certain that universities did not grant athletic scholarships to high school athletes who were not academically qualified to play. Before the Clearinghouse, which is based in Iowa City, colleges determined for themselves which recruits had met the NCAA's eligibility standards. Using manuals produced by the NCAA, Clearinghouse employees evaluate the transcripts of every high school athlete who wants to play college sports and rule on whether he or she has met the NCAA-issued standards for freshman eligibility.

But several problems developed:

The Clearinghouse has been overwhelmed by the more than 100,000 high school transcripts that it reviews annually. Delays have forced the Clearinghouse to rule some athletes ineligible as late as August and September, when those athletes already have arrived on campus and begun practicing. When the colleges appeal the rulings, the NCAA's appeals process has resulted in further delays.

The Clearinghouse has clashed with high schools over the curriculum of high school courses. Athletes must pass 13 core courses in high school to be eligible for college sports. Often, the Clearinghouse has ruled courses unacceptable, but the high schools argue otherwise.

High school principals, coaches and guidance counselors, as well as college coaches, have been confused or misinformed about the eligibility standards and have misdirected high school athletes. The athletes take classes they believe are acceptable to the NCAA, only to find out afterward that the classes have been ruled unacceptable by the Clearinghouse.

Athletes have expressed frustration at not being able to talk with Clearinghouse employees but rather receiving curt letters informing them of rulings.

Cedric Dempsey, the executive director of the NCAA, said last fall that the biggest problem is that the Clearinghouse has been slow in processing its rulings.

In 1996, 141,821 high school seniors sent transcripts to the Clearinghouse, even though colleges requested rulings on only 62,041. The Clearinghouse ruled on nearly all 141,821, in case the non-recruited athletes became walk-ons.

Furthermore, the Clearinghouse has had delays in processing appeals for waivers from students ruled ineligible. In 1996, 1,522 athletes appealed after being rejected by the Clearinghouse; the Clearinghouse granted 1,084 waivers.

Dempsey said the number of athletes who sought waivers was higher than projected.

"When we first proposed the Clearinghouse, it was estimated that just a few people would apply for waivers," he said. "That was clearly a misjudgment."

The slowness of the Clearinghouse left many athletes heading to campus thinking they were able to play, then finding out they were ineligible. In Campbell's case, the Clearinghouse ruled him ineligible in August. He says he did not know anything was wrong until then-Terrapins football coach Mark Duffner held him out of the first day of freshman practice on Aug. 4, 1996.

"More than anything else, you'd like to know in a more timely manner when players may or

may not be cleared," Duffner said. "A lot of it is coming down as the players are reporting."

Whose Problem?

Calvin Symons, the director of the Clearinghouse, says he recognizes that timeliness in processing rulings has been a problem. To combat that, Symons has increased his staff to a year-round 45 people and a seasonal high of 90 in the peak summer months.

But Symons says the main cause of disputes is not the slowness of the Clearinghouse, but rather a lack of communication between athletes and their high school coaches and counselors, and the college coaches recruiting them.

Symons said those people must accept responsibility for learning the NCAA's initial eligibility standards. Symons says the Clearinghouse mailed literature to 19,000 high schools explaining what constitutes "core courses." The high schools then filled out 48-H forms detailing their core classes. When a class was ruled unacceptable as a core course, the Clearinghouse asked the school principal to provide more information on the class or to tell high school athletes not to take the class as a "core" course.

Symons says communication from principals, counselors and coaches to their athletes has been insufficient in some cases, leading to mix-ups about which classes count as core courses.

"What we've always conveyed to the high schools is for them to review the 48-H forms in light of the curriculum and use those 48-H forms in terms of a counseling situation," Symons said. "In other words, when you sit down with an athlete who is starting his senior year and you look at what they've taken over the last three years, make sure the distribution of what they have coincides with what's on their high school 48-H form."

"We hope there's a responsibility we all take part of. I think we have a responsibility to fulfill.

The colleges have a responsibility when they start to recruit a young man or woman that they're taking a look at their academics and the high school has a responsibility to share that information with the students and read the 48-H. The student could do that pretty simply too if they understand it."

But high school principals and guidance counselors have expressed bewilderment at the information the Clearinghouse has mailed them.

"It's piles of reading," Turner-Carroll Principal Stewart said. "What should happen is that in-service training should be provided by the NCAA, not to every tiny school, but to a county administrator who could train others."

Campbell said that neither Stewart nor his guidance counselor went over the NCAA's freshman eligibility rules with him. He said the only person he talked with about the rules was then-Maryland assistant coach Cliff Schwenke, who was recruiting him. Campbell said that before his senior year, he and Schwenke mapped out what classes he needed to be eligible.

Campbell's situation illustrates not just the slowness of the Clearinghouse, but also the most fractious problem: the dispute over what constitutes a core course.

According to Campbell's attorney, Trevor Fuller, there were three classes on Campbell's transcript that the Clearinghouse rejected as core courses. One was a religion class that the Clearinghouse called "doctrinal," meaning the class taught one religion rather than a variety and was not broad enough to be considered a core course. Another was a computer science class that the Clearinghouse ruled was a "typing class." The third was a math class that the Clearinghouse ruled was worth a half-credit because the high school offered another math class that was taught in one year while Campbell's math classes taught over two years.

Campbell said his religion class taught a broad spectrum of faiths. He said he learned to use computer software such as "Excel" in his computer class. And he said his math class was a standard course while the other math class was an accelerated course.

"The point I've been stressing to people is that this kid took classes in his high school," Fuller said. "Then, the NCAA says to the high school, 'Your classes don't meet our standards.' What right do they have to say that? The state certifies these classes."

Symons said a dozen members of his staff are trained to compare the NCAA manual on core courses to high schools' 48-H forms.

"Things that are spoken about when we review a course syllabus are, 'What types of activities for a core English class do they have? What kind of activities in mathematics meet the NCAA definition of a core class?' " Symons said.

But critics argue that high schools naturally are reluctant to change their core curriculum. Educators in different cities have determined that different areas of study should be stressed.

"The Clearinghouse is a great idea, it just doesn't work," said Bliss, the New Mexico basketball coach. "The reason is cultural differences in different parts of the country. . . . For an agency up in Iowa City to tell someone in Texas that their courses aren't any good, I think that's a little bit of a presumptive attitude."

William Bleeker, a 70-year-old retired school administrator, worked for the Clearinghouse as a paid advisor from November 1993 to March 1994. He says he resigned because the Clearinghouse was not consistent in its rulings.

"They pretty indiscriminately picked out some courses that would count and some that

wouldn't," Bleeker said. "They were going by course titles, but course titles vary quite a bit from Rhode Island to California."

But Dempsey, who served as athletic director at Arizona before becoming the NCAA's executive director, said the Clearinghouse is merely following the guidelines established by the NCAA's member institutions.

A Faster Approach

The NCAA's Academic Requirements Committee recently moved to clear up some of the problems and accelerate the procedure. According to Kevin Lennon, the NCAA's director of compliance and staff liaison to the Academic Requirements Committee, changes that were adopted March 1 include:

Certified high school teachers have been added to the Clearinghouse's staff to set better guidelines about which classes meet the NCAA's eligibility requirements and to rule on appeals. Worksheets included in the NCAA's literature to high schools allow guidance counselors to explain in detail why a particular class meets the NCAA's requirements.

The NCAA has promised high schools it will rule within 60 days on whether a new class on a 48-H form meets the NCAA's requirements.

The Clearinghouse will grant immediate waivers to "obvious waiver candidates." Lennon said those are high school athletes who are a credit short in English but have a 3.3 grade point average and score either a 560 in the English portion of the SAT or a 23 in the English portion of the ACT.

The Clearinghouse has doubled the number of operators, from nine to 18, who field questions from the public.

"People say we're slow, but all these changes help this year's high school seni

ors," Lennonsaid.

Unfortunately, they won't help Campbell. He took five courses at Turner-Carroll High this year.

"We're sick for Malik," Principal Stewart said. "He's a role model, he really is. He's done everything right."

In a final twist, Campbell decided late last fall to attend Syracuse. In part, the decision was made because Duffner was fired and Maryland's new coach, Ron V anderlinden, did not pursue Campbell.

"Everything happens for a reason," Campbell said. "It's a good opportunity to have to go to Syracuse."

But he's still angry with the Clearinghouse.

"I deserve to be [in college]," he said. "I did what I had to do."

THE CORE ISSUES

To be eligible to play as a freshman at a Division I NCAA school, an athlete must:

Be a high school graduate.

Have successfully completed a core curriculum of at least 13 academic courses, including:

a. Four years of English.

b. Two years of mathematics (one year of algebra and one year of geometry or a higher-level course for which geometry is a prerequisite).

c. Two years of natural or physical science.

d. One year of an additional English, mathematics or natural or physical science
e.

e. Two years of social science.

f. Two years of any of the above sciences or foreign language, computer science
, philosophy
or nondoctrinal religion.

Achieve a grade point average and combined SAT or ACT score that falls within the
NCAA's
sliding scale: 2.5 GPA and 820 SAT or 68 ACT to 2.0 GPA and 1010 SAT
or 86 ACT.

Publication#W\ PUP# 13. The New York Times"Publication" #:\ PVP# 07/24/97; Edition: Late Edition - Final; Section: Section D; Business/Financial Desk; Page 4,
Column 1

Headline#u\ PWP# BERLITZ TO BUY ELS
EDUCATIONAL FOR \$95 MILLIONHeadline #:
\ PXP#Bloomberg News
Berlitz International Inc. said yesterday that it would buy ELS Educational
Inc., a closely held
provider of English-language instruction, for \$95 million.
ELS operates 25 centers in the United
States and two in England. ELS also operates a language center franchise program in 16
countries. Its revenue in 1996 was
\$62.6 million. Financing for the transaction, which is
expected to close in
September, will be provided by Nationsbank. Berlitz, which is based in
Princeton,
N.J., has language-instruction centers in 38 countries.

Publication#W\ PYP# 14. The Christian Science Monitor"Publication" #:\ PZP#July 24, 1997

Headline#u\ P[P# Seeking English As a Second Language Headline #:\ PVP#
By Janet Ross

"Teach me," a soft voice murmured, as a shadow fell across my desk. A long black
overcoat
loomed up beside me. It was topped by a pale face with a saturnine expression. "Teach me," the
figure breathed again.

This was one of the memorable first encounters with a student when I was direct
or of
English for Foreign Students at a university in America's heartland. He r
efused to sit. "I Iraqi.
Name, Sirwaki. Go Paris. Study art. French language no
good. Go London. No understand
there. Teach me!" he implored once more. Paris,
London? I wondered how he got to central
Indiana.

* * * *

A first encounter with another foreign student began similarly when a young man
, American this time, appeared just outside my office door. "I ... uh...." he sa
id.

"Come in," I invited.

He advanced one step. "I ... uh ... she...." he pointed over his shoulder.

Suddenly, he shot into the room, as if pushed. A small Asian woman brushed past
him. "Tell
her," she demanded.

"She ... uh ... she wants...." he said.

The young woman pushed him toward a chair in the corner and sat in one beside m
y desk.

"I Jane, Jane Smith, Korean. He ... hubby. He go school GI Bill. Teach
me English. I go, too.
You have class for me?"

I gave her the necessary form, and directed the couple to the registrar's offic
e.

"Where ... uh ... how?" said Hubby.

"We find," said Jane, pulling his arm.

* * * *

A gentleman with gray around the temples approached with a formal, "Professor, pardon," and bent slightly as if to bow or even kiss my hand. His business suit was neat, though frayed, his English labored as he searched for words. "I am custodian at junior high school," he explained slowly. "When much work to finish maybe I come late to English class. I pray you excuse."

I learned that he was Dr. Nagy, formerly a professor at a prestigious university in Budapest. Revolution had forced him to flee his country, leaving his wife and two young daughters. "Perhaps someday we be together, and I even teach again," he sighed.

* * * *

A sandy-haired young man stormed in. "Everybody here is crazy!" he exploded. "A bloke over there at registration told me I must take a course in English as a Foreign Language because I have an 'accent.' Has nobody in this wild North America ever met a Scotsman?"

I wrote a note exempting him.

* * * *

Perhaps the most dramatic encounter took place in a graduate course I taught for language teachers. The first class had just begun when what seemed to be a human butterfly flitted in. Her golden sari attracted everyone's attention, but what was more arresting was her face. On each bronze cheek, beginning near the outside corner of each eye, were three black stripes, becoming broader as they radiated out. She crossed the room with complete self-possession. "Sorry to be late," she said with British intonation. "I misunderstood the location of the classroom."

This young woman had a friendly manner, and her appearance soon ceased to matter. She explained that the markings were considered beautiful at home and had been

en applied when she
was nine years old.

What became of these students? Apparently, foreign languages were not Sirwaki's
metier.

He disappeared before the term was over. Jane Smith made phenomenal pr
ogress in English,
but an academic education was not for her husband. He went t
o work in his uncle's gas station.

Dr. Nagy thanked me when the class was over with another formal bow. I never he
ard from
him again, but learned that he was no longer a custodian. The Scottish
lad was absorbed into the
general student body. Girls thought his Scottish acc
ent was "awfully cute." And the young
woman with the beauty markings? She told
me she would be a faculty member of a university
when she returned home.n

Publication#W\ PJP# 15. Sydney Morning Herald"Publication" #:\ P^P#July 24, 1
997

Headline#u\ P_P# Teachers defy judge on test ban Headline #:\ P`P#
By STEPHANIE RAETHEL
Education Writer

Bans on the basic skills test taken by more than 120,000 students remained in p
lace last night
after a decision by the NSW Teachers Federation to defy an orde
r from the Industrial Relations
Commission.

The federation's executive voted to continue their bans on the test, due in two
weeks, despite
an order yesterday by Justice Bauer to stop industrial action b
y 9am today.

The union could be fined up to \$10,000 a day for breaching the order and other
sanctions.

The Government said last night it would push ahead with the test and accused th
e union of
being "bloody minded".

The Director-General of School Education, Dr Ken Boston, yesterday signalled he
would
dock teachers' pay if they refused to comply with the commission's order

He said teachers would be put in the difficult position of deciding whether to break the law.

Last night, his spokesman said the decision was one of the most damaging to public education in the State's history: "It places at risk the literacy and numeracy of more than 120,000 Year 3 and Year 5 students."

The federation's deputy president, Ms Sue Simpson, said the commission had made a decision on legal grounds and not addressed the educational issues. She said the federation would ask the Premier, Mr Carr, and the Minister for Education, Mr Aquilina, to intervene to allow negotiations to continue.

"It is a matter of conscience for the teaching profession that the interests of students must come first," she said.

"The federation has offered the department a way to resolve this but it seems they are hell-bent on producing reports which would see children labelled as winners and losers."

It is the first ban on the test since it was introduced by the former Coalition Government in 1989. The federation banned the test earlier this year and the action was endorsed unanimously by 600 members at its State conference last month.

The federation believes the test results will be used in the Government's promised annual school reports, allowing schools to be ranked and compared.

Work on the annual school reports is also banned, and the Department of School Education has applied for urgent hearings in the commission.

Dr Boston said he the Government could still honour its commitment to have annual school

reports in schools by the start of term four.

The president of the NSW Federation of Parents and Citizens Associations, Ms Ros Brennan, said she had little hope the annual reports would be produced this year.

"We have got to the point now where we are not going to see anything," she said.

"I think parents will be quite disappointed about that. Because we have chosen to focus on this tiny sliver of the process, we seem to have lost the whole thing."

The Opposition education spokesman, Mr Stephen O'Doherty, said the Government was going backwards.

"Basic skills tests were not part of the agenda ... and on the way to doing something else they have managed to lose the basic skills tests for the students of NSW."

Publication#W\ PaP# 16. London Telegraph"Publication" #:\ PbP#July 23, 1997

Headline#u\ PcP# Pupils fight school rosaries banHeadline #:\ PdP#
By Hugo Gurdon in Washington

TWO Texas schoolboys have been banned from openly wearing rosaries around their necks because the beads are now regarded primarily as emblems of criminal gang membership.

The 15-year-old Roman Catholic altar boys, who were recently confirmed, took their local education authority to court in Houston yesterday demanding the right not to conceal their fluorescent green plastic rosaries beneath their shirts, as demanded by campus police. Instead, they say, they want to wear them for all to see.

David Chalifoux and Jerry Robertson attend New Caney High School, 35 miles north of the city, which has no record of gang trouble. They claim infringement of their First Amendment right to religious freedom.

But the education authority insists on applying the same rules to rosaries as it applies to bandanas, hair nets, baggy trousers and Mickey Mouse T-shirts, which are all, apparently, gang apparel.

Publication#W\ PeP# 17. The London Times"Publication" #:\ PfP#July 23, 1997

Headline#u\ PgP# All students to do work experience Headline #:\ PhP#
BY JOHN O'LEARY, EDUCATION EDITOR

ALL students would have to do work experience to earn their degrees under a package of measures to be put forward by Sir Ron Dearing today to safeguard the quality of courses and make graduates more employable.

Sir Ron's 1,700-page report, detailing a 20-year vision for higher education, will propose a new teaching qualification for lecturers, national standards for university courses and a core of accredited external examiners to see that they are enforced. Ministers are expected to back the plans with an autumn White Paper.

Well-trailed proposals to charge almost a million students tuition fees of up to 1,000 a year are intended to address the universities' funding problems. But the committee believes that if students are to pay for themselves, they will demand a "reliable product which has standing in the marketplace".

The proposed expansion of work experience, allied to a new emphasis on "key skills" of communication, numeracy and competence in information technology, is a response to employers' criticisms of the quality of graduates and would apply even to purely academic areas such as classics.

Sir Ron has been impressed by schemes like Shell's Technology Enterprise Programme, which places 1,500 undergraduates with companies each year. The company estimates that the lack of formal work experience is costing business 350 million a year in unnecessary graduate

training. The new pattern of courses would not replicate existing sandwich degrees, where students spend up to a year in employment. But there would be a "strong expectation" that all courses would include a short placement.

As the report is published, the Government will set out its own revision of Sir Ron's funding proposals, phasing out maintenance grants as well as introducing fees. David Blunkett, the Education and Employment Secretary, who has been forced into action by a 3 billion projected shortfall in university budgets, will emphasise that students from low-income families would be spared fees.

With those from poor backgrounds facing the loss of grants worth up to 2,100 a year, however, students have promised determined resistance and will get strong support from the Left.

Sir Ron's 17-strong committee concluded that standards had been maintained, in spite of a rapid expansion in student numbers and low entry requirements in many institutions. But the report will sound a warning on the dangers of underfunding and suggest that some academic practices are storing up trouble for the future.

A national pool of external examiners, for example, is intended to put an end to cosy relationships between academics who approve each others' awards. The teaching of degree courses in further education colleges will also be tightly controlled.

The newly-formed Quality Assurance Agency would accredit examiners and oversee the development of a teaching qualification by a new licensing authority. Universities themselves would agree "threshold" standards in the main subjects, setting out precisely what students and employers can expect.

Sir Ron is also anxious to raise the status of teaching within higher education

. Only half of Britain's academics have a teaching qualification, and a poll of staff conducted for the inquiry found that only 3 per cent believed that their career prospects hinged on the quality of their teaching.

The poll also showed that a third of academics felt there were too few adequately qualified students for the places available in their department, and a quarter said they were covering ground that should have been the preserve of schools and colleges.

A separate poll of students found 70 per cent satisfied with the teaching they received, but almost 60 per cent of those in new universities were dissatisfied with library facilities.
Publication#W\ PjP# 18. Chronicle of Higher Education Academe Today"Publication" #: \ PjP#July 24, 1997

Headline#u\ PkP# House Passes Bill That Would Continue Federal Role in "Tech-Prep" ProgramsHeadline #: \ PIP#

By JEFFREY SELINGO

The House of Representatives overwhelmingly approved a bill Tuesday that would continue federal support for community colleges through the "Tech-Prep" vocational-education programs.

By a vote of 414 to 12, lawmakers approved legislation to extend the Carl D. Perkins Vocational-Technical Act, which would authorize \$1.3-billion in fiscal-1998 federal grants to state and local governments for vocational- and technical-education programs. The programs give students a technical education over two years of high school and two years of community college.

Community-college officials said Wednesday that they were pleased with changes that had been made in the bill, H.R. 1853. The original version would have lumped federal support for Tech-Prep programs into large block grants to states. But the officials had warned that the states

would not place a priority on the programs unless they were required to spend money on them.

Under the bill approved by the House, 10 per cent of the \$1.3-billion would be given to states specifically for Tech-Prep programs. The remainder would be allocated to the states in block grants, the vast majority of which would be channeled to the local level.

Now the legislation moves to the Senate, where it is expected to be included in a larger jobs-and-training bill. Action on that bill is not expected until after Congress returns from its August recess, said a spokesman for the Senate Labor and Human Resources Committee.

Publication#W\ PmP# 19. LRP Publications"Publication" #:\ PnP#July 23, 1997

Headline#u\ PoP# House Approves Revamped Voc Ed Law Headline #:\ PpP#

WASHINGTON, July 23 " The House voted late Tuesday to overhaul the nation's main vocational education law by driving money and authority for the program to state and local education agencies.

The Carl D. Perkins Vocational-Technical Education Act Amendments of 1997, H.R. 1853, went to the House floor in the afternoon. Members approved the measure just after 8 p.m. by a vote of 414 to 12.

The bill is intended to increase opportunities for parents, students, teachers and businesses to have a role in vocational-technical programs at the local level, bill crafters said. It would send 90 percent of grants to the local level, up from the 75 percent required in current law. It also asks states to tell feds how they plan to improve students' academic and technical skills.

The main point of contention with the bill was the in-state funding formula. Republicans wanted to funnel more money for rural schools, but Democrats were concerned that doing so too abruptly would cause funding woes for urban districts.

The new plan would use the current law formula for 1998. In 1999 and 2000, any funding above the 1997 level would be distributed by a formula based 60 percent on poverty and 40 percent on population. The formula would then move to one based 65 percent on poverty and 35 percent on population for 2001, and return to a 60-40 split weighted toward poverty in 2002.

The agreement also changes the minimum state grant amount from \$7,500 to \$10,000 for secondary vocational programs, and from \$20,000 to \$35,000 for postsecondary programs. Democrats and Education Department officials were concerned that making the minimum grant much lower would spread the money too thin.

Members narrowly defeated a plan 214-207 by Rep. Patsy Mink, D-Hawaii, to restore the requirement that each state have a sex equity coordinator and that states fund programs that serve single parents, single pregnant women and displaced homemakers continue to do so at the same level as fiscal 1997.

Lawmakers agreed to a proposal by Rep. Ron Klink, D-Pa., to require states to make accountability reports. The reports would be submitted to the secretary of education, and would become available to the public. They later defeated a plan by Rep. Joseph P. Kennedy II, D-Mass., to allow local education agencies to use grant money for a workforce development coordinator who would work with local businesses to develop vocational education curriculum.

THREE FOR THREE

Passage of the measure comes on the heels of last Tuesday's passage of the Juvenile Crime Control and Delinquency Prevention Act by a vote of 413-14, and the June signing by President Clinton of the Individuals with Disabilities Education Act (IDEA). The bills seem to signal a shift to less adversarial debates on federal education policy. All three were crafted under Rep. Frank Riggs, chair

airman of the Early Childhood, Youth and Families Subcommittee.

"While some in Washington, D.C. seem pre-occupied with scoring political points, Republicans and Democrats on the education committee are putting partisanship aside to pass significant legislation that will benefit millions of children," Riggs said. "We have truly abided by the rule that 'politics must stop at the schoolhouse door.'"

A broad coalition of groups supported the measure as a whole, including the Family Research Council, Eagle Forum, National Center for Home Education, American Vocational Association, State Directors of Vocational-Technical Education, National Education Association, the National School Boards Association and the American Association of Community Colleges.

Publication#W\ PqP# 20. Los Angeles Times"Publication" #: \ PrP#* 07/24/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Headline#u\ PsP# Charter School Bid Draws Scrutiny
Headline #: \ PtP#By DUKE HELFAND
TIMES STAFF WRITER

A proposed charter school in the east San Fernando Valley is receiving close scrutiny from Los Angeles Unified School District officials who are concerned about the organizer's ties to the Church of Scientology and are questioning whether church teachings would appear in the new public school.

Advocates of the Northwest Charter School acknowledge that they want to employ teaching methods developed by Scientology founder L. Ron Hubbard, but say his system emphasizes common-sense strategies appropriate for a public school setting and children of any religion.

After hearing of a possible Scientology link, however, school board President Julie Korenstein placed the charter school proposal on the agenda of the board's closed-door session for discussion Monday. She and other board members expressed concern that the Hubbard

materials could violate the separation of church and state.

"We cannot turn our public school students and monies into a religious institution," said board member David Tokofsky. "It's a problem on a fundamental constitutional level."

Scientology was founded by Hubbard in the early 1950s as a movement combining philosophy, modern psychoanalysis and Eastern religion into a system aimed at self-improvement. Criticized as a cult unforgiving of defectors and a front for a profit-driven business, the controversial movement received official status as a tax-exempt religion in 1993 from the Internal Revenue Service.

Its potential ties to the proposed Northwest Charter School are especially sensitive because under state law, charter schools are allowed to operate outside many rules that constrain curriculum and budgets, even though they usually receive their state funding through their sponsoring school districts.

The author of the Northwest Charter School petition, Los Angeles school district special education teacher Linda Smith, insisted that the teaching approach she wants to employ "known as Applied Scholastics" is nonsectarian.

Smith, who said she has been a Scientologist for 16 years, maintained that the method's books are drawn from Hubbard's educational "technology" and not his religious tenets.

"Scientology is a religion. This is Hubbard Study Technology. It has nothing to do with religion," said Smith in an interview at Applied Scholastics' central office in Hollywood, just down the street from the Church of Scientology's headquarters. "It's totally above board."

Applied Scholastics President Ian Lyons said the organization is an "independent, nonprofit corporation" separate from the church, with its own board of directors.

tors. However, he acknowledged that Bridge Publications, which prints Applied Scholastics materials, also produces literature for the Church of Scientology.

Under Smith's charter school proposal, about 100 students would attend kindergarten through grade 8 on a new campus to be established in the Sunland-Tujunga area; a site has yet to be secured.

There are now 15 charter schools in the Los Angeles Unified system, almost all of them on pre-existing district campuses.

Smith, 45, would be the principal of her proposed school, and most of her students would come from private schools after their parents heard about her plans through "word of mouth," according to her written proposal and interviews.

The curriculum would include standard texts, as well as Hubbard's Applied Scholastics, which Smith said helps bolster student achievement by addressing three "barriers" to learning: Students use dictionaries to look up words they do not understand, they apply their lessons to real life, and they master each rung of material to obtain a thorough understanding of a subject.

Smith said she has been using the methods informally for two decades as a special education teacher, including the last six years at Esperanza Elementary School in downtown Los Angeles.

Lyons, who sat in on the interview, said that other schools in the district use the method, as do schools elsewhere in the state and around the country. Applied Scholastics maintains its own site on the Internet.

"I have found an incredible tool," said Smith. "I use it because it works."

Still, 1st Amendment experts say that, regardless of any merits, the Hubbard materials present the school district with troubling constitutional and legal issues.

"I think that the [district] ought to do everything within its power to ensure that this is not a subterfuge for teaching about the Scientology religion," said Doug Mirell, a 1st Amendment specialist and American Civil Liberties Union board member. "The concern is certainly a legitimate one, and one the school district ought to take seriously."

The charter school controversy is not the first time that Smith has come to the attention of school district officials for her Scientology ties, as Smith acknowledged Wednesday.

Smith said she was reprimanded by her principal at Esperanza in early 1995 after she wrote a letter on school district stationery seeking advice on the legality of purchasing Hubbard materials for her students.

Smith defended her actions, saying her only mistake was using the school letterhead.

Her principal at Esperanza, Rowena Lagrosa, praised Smith's teaching skills in a June 9 letter of recommendation. "Miss Smith has done a remarkable job of individualizing the instructional program of her students," Lagrosa wrote. "Additionally Miss Smith has worked toward building a community of learners within her room who are respectful and caring toward one another."

When Smith made her pitch for the Northwest Charter School before the Board of Education on Monday, she did not mention her involvement with Applied Scholastics or Scientology, nor did her 62-page charter school proposal.

Smith said she did not mention the details because she has yet to be licensed by Applied Scholastics to use the Hubbard materials, and because Northwest's "curriculum committee" ultimately would have to decide what to teach in the school.

Smith's proposal drew mixed reactions from the board. Some members called it vague, while others applauded her novel teaching ideas, which include individualized plans of instruction for students and a "quality control department" in which each student must demonstrate knowledge of a given lesson before he or she can advance to new material.

Proponents of the charter school said that Smith is being treated unfairly. They say the school would serve a diverse population, including the children of Scientists, Jews, Catholics and others.

"Religion has nothing to do with a public school," said Evelyn Hoy of a La Crescenta. The mother of four said she is a Methodist and her husband is a Roman Catholic and they want to send their children to Smith's school. "There is no connection between church and state here."

Publication#W\ PuP# 21. The Washington Post"Publication" #:\ PvP# 07/24/97; Edition: FINAL; Section: Metro; Page D03

Headline#u\ PwP# Education Firm to Apply for D.C. Charter SchoolHeadline #:\ PxP#Subhead#\ PyP# N.Y.-Based Edison Project Forms Partnership With Southeast Community CenterSubhead#:\ PzP# By Debbi Wilgoren Washington Post Staff Writer The Edison Project, a New York-based company that believes it can provide stellar public education and earn a profit, has joined the growing crowd of education pioneers hoping to start public charter schools in the nation's capital.

Edison officials said yesterday that they had formed a partnership with Friends of the National Mall, a Washington community center, and would apply to open a 600-student, pre-kindergarten to fifth grade school in the fall of 1998.

Like the 18 Edison Project schools that now exist across the country (seven others are scheduled to open this fall), the Washington school would feature longer school days, a longer school year and computers "linked to a central network" for each student to use at home.

As a public charter school, it would be funded by a city-designated per-pupil allotment, but would be managed independently of the D.C. school bureaucracy. It would be free and open to all D.C. youngsters. Students would be selected by lottery.

"Parents are hugely excited. They're saying, 'Can't you start now?' " said Donald L. Hense, executive director of Friendship House, on Capitol Hill, which operates several early childhood, senior citizen and after-school enrichment programs. He enthusiastically described a visit to an Edison charter school in Boston, where he saw kindergartners reading at a third-grade level and learning Spanish.

Friendship House would apply for the school charter, then form a board of trustees to oversee the principal and staff. Friendship House would give most of its per-pupil allocation to Edison to run the project, keeping what it needs for the trustee board's administrative costs. Edison would hire staff members, buy equipment and implement its program, and could pocket whatever money was left.

"If this were a group where they had not established precedent for doing very, very good work, then there would be more cause for concern," Hense said.

Although most experts agree it is still too early to declare Edison schools a resounding success, most parents give them high marks and company officials say student achievement scores are improving.

Hense said Friendship House had submitted a bid to buy the closed Woodridge School in Northeast Washington for \$100,000, then renovate it for \$1.5 million.

Edison Project founder Chris Whittle acknowledged that his six-year-old company has grown slower than expected, and therefore has not become profitable. While some schools are taking

in more money than they spend, he said, the company does not expect to be in the black until it is operating at least 60 schools.

Whittle founded the company after creating Channel One, which brought educational television programs and advertising into thousands of schools. His communication company later suffered financial difficulty, but he said this week that investors have not lost confidence in him and are continuing to put money into the Edison Project.

The Washington school eventually would serve children through the 12th grade, possibly at a different campus. A similar plan for the Edison school in Boston was delayed this year, forcing the school's eighth-graders to find another option for high school.

Dozens of other community groups, private companies, parents and current D.C. school system educators have expressed interest in submitting charter school applications, which are due this fall to either the D.C. Board of Education or the newly formed Public Charter School Board.

The charter school program began a year ago with two schools but has struggled with oversight and management issues. Officials say they have worked out most problems and are poised to charter as many as 20 new schools for the 1998-1999 academic year.

Publication#W\ P{P# 22. Associated Press"Publication" #:\ P|P#07-24 4:39a

Headline#u\ P}P# Isakson optimistic about his SAT goal of 1000 by 2001Headline
#:\ P~P#

JEKYLL ISLAND, Ga. (AP) - State Board of Education Chairman Johnny Isakson says his goal of raising Georgia's average SAT scores to 1000 by 2001 is not just something to say.

"I'm serious as a heart attack about this," Isakson told the closing session of the Georgia Association of Educational Leaders on Wednesday. He and the board

had set the goal at a board meeting July 11.

He compared the goal to the mission of a high school football coach in preparing his team in August. He said it may be the fullback who scored, but everyone else had to do their jobs to get the touchdown.

He called on the school principals, superintendents and curriculum directors who attended the meeting here to go back to their districts and spread the word to teachers, parents and students to start working to move up the state's SAT average of 961. The average ranks 49th among the 50 states nationally.

"Most of the systems at the top test a small amount of students. We tested 43,000. Give me a break," Isakson said, drawing applause from the educators.

He cited schools that had raised their scores. McIntosh County schools raised their SAT average from 720 to 950 by starting to give the Preliminary SAT test to all students. The schools emphasized geometry and went to block scheduling, which lengthens class periods, typically from 55 minutes to 90 minutes, and allowing students to take up to eight classes a year instead of six.

Students spend less time during the school year in class, but educators say the longer class periods allow them to get more done.

"I don't think block scheduling is an instant cure," Isakson said.

He urged anyone considering going to the block schedule to follow the lead of Jasper County High School, which involved parents and teachers in deciding to move to the scheduling. He said the school's principal, Jimmy Jordan, will appear in a public television video the Georgia Department of Education is producing on block scheduling, which will be available to all schools in the state.

State school Superintendent Linda Schrenko had told the group on Tuesday that Georgia
"will achieve 1000 by 2000. There'll be no difficulty in getting that done."

Isakson disregarded those who say raising the state's SAT average 39 points in five years will
be difficult or impossible. He noted that North Carolina had raised its SAT scores by 35 points
in four years "and we can do anything anybody in North Carolina can do."

School administrators gave Isakson a standing ovation after his speech. Several called the
1000 average an achievable goal.

Publication#W\ PP# 23. Chicago SunTimes"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Parents ordered to pay school fees Headline #:\ PP#
BY TAMARA KERRILL CONE
SUBURBAN REPORTER

Three Highland Park couples who refused to pay a \$75-per-student fee for crayons, paint and
paper to their local school district in 1995 must cough up the money now, a Lake County judge
ruled Wednesday.

At least two couples said they don't plan to settle up just yet.

"We should consider an appeal together," said Miriam Brav, mother of an eighth-grader.

Jim Morin, who had four children in District 112 during the 1995-96 school year, said he
also is mulling an appeal.

Morin, Brav, Linda Kepley and their spouses have 10 days to ask Judge George Bridges to
reconsider his decision. If he holds fast, the parents can seek a review by the 2nd District of the
Illinois Appellate Court.

Bridges ruled that North Shore District 112, which serves students in kindergarten through eighth grade, acted within state law when it began assessing the fee

in 1995. The fee, district administrators said, is for consumable supplies such as paper, crayons and art supplies.

The parents said they withheld payment because of the very nature of those supplies.

"When you register your child for school, you are given a list of [supplies] you need," Morin told the judge. "Then once you think you are done with supplies, you get another list of supplies from individual teachers

I'd like to know why we are all given a list to buy some of the same things."

Brav, Morin and Kepley estimated they spent at least \$100 on supplies in September, 1995, for each child attending District 112 schools. The three couples have a total of eight children.

Gary Ofisher, the district's business manager, said the \$75 for consumable goods makes up the gap where school taxes fall short. Under state law, education taxes are capped. One of the few ways the district can continue to provide high levels of education for its children is to assess the state-permitted fee for consumable supplies, he said.

Ofisher also added that anyone can get on a payment plan for as little as \$5 a month.

Low-income families that are part of the federal free milk program do not have to pay the fee, he said.

"We're not vicious," Ofisher said. "We will put anyone on a payment plan. If Michael Jordan had children in our schools, we would put him on a payment plan if he wanted one."

Publication#W\ PP# 24. Chicago SunTimes"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# School taxes to rise 2.5 percent Headline #:\ PP#
BY ROSALIND ROSSI
EDUCATION REPORTER

A massive increase in mandatory summer classes will help push the new Chicago public schools budget past \$3 billion for the first time and mean a 2.5 percent increase in next month's real estate tax bills.

Under the record \$3.06 billion spending plan presented to Board of Education members Wednesday, owners of Chicago homes with market values of \$100,000 would see an increase of \$16.61 in their tax bills, officials say.

Schools Chief Executive Officer Paul Vallas said homeowners should view the \$34 million tax increase as worth it.

In addition to the \$34 million summer school program, the new money would help bankroll a \$46 million expanded pre-kindergarten program and a \$15 million attempt to revitalize the city's ailing high schools.

“What's at stake here is we're trying to turn around the third-largest school district in the country,” Vallas said. “We're trying to fundamentally change the system for the better, and that takes money. . . .”

Vallas said the budget marks the second year in a row that school bosses will be taxing to the maximum, or the “cap,” allowed by law. Tax caps let school districts increase their total property tax revenue every year by the rate of inflation or 5 percent “whichever is lower.

“Virtually every single school system in the state taxes to the cap every year. That's a fact,” he said. “This is a very small increase.”

The budget reflects a \$190 million spending increase over last school year's budget, but that budget covered only 10 months, while this one covers 12.

The spending plan's biggest dollar increase is for mandatory summer school. Last year, about 6,685 eighth-graders attended the program, at a board cost of \$4

million. This year's \$34 million price tag covers spending for 42,000 below-level third-, sixth-, eighth- and ninth-graders in mandated classes.

Summer "enrichment" programs for 924 on-level and above-level students are costing \$500,000, up from 500 students and \$185,000 last summer.

A pre-kindergarten effort, at a cost of \$46 million, will expand the number of children served from 16,000 two years ago to nearly 21,900 next school year.

The system will start catching some future students "in the womb" by providing help to 400 pregnant students under a new \$2 million Cradle to Classroom program, said schools instruction chief Lula Ford.

The budget also sets aside \$15 million to restructure high schools and stem the annual exodus of thousands of eighth-graders "especially high achievers" who go elsewhere for high school.

The plan includes:

Longer school days for freshmen.

Business managers for high schools on probation.

Student "advisories" modeled after a concept by suburban New Trier High School that assigns one "adviser" to a student for all four years of high school, sometimes with meetings as often as five days a week.

New, rigorous International Baccalaureate programs, based on international standards, and advanced placement classes in 20 high schools.

Publication#W\ PP# 25. The Washington Post"Publication" #:\ PP# 07/24/97; Edition: FINAL; Section: Metro; Page D01

Headline#u\ PP# Smoking in School Results in Health Hazard CitationHeadline #:

\ PP#By Katherine Shaver
Washington Post Staff Writer

An Ellicott City high school has become the first in Maryland to be cited for failing to prevent smoking in the workplace after a Howard County teacher complained that cigarette smoke in student bathrooms posed a health risk to employees.

The Maryland Occupational Safety and Health Administration issued Centennial High School a citation for a "serious" violation of state laws that require employers to ensure a smoke-free working environment. The school was not fined but must submit in writing by Aug. 3 details of how it will correct the problem.

Daniel Doyle, who teaches workplace skills at Centennial, said he filed complaints in April and May after his nonsmoking students stopped using campus bathrooms between classes and a fellow teacher asked to switch classrooms to be farther from the wafting smoke.

Because the school has no windows and is poorly ventilated, the 1,200 students and teachers "are forced to breathe this contaminated air," Doyle wrote in a complaint.

"The students didn't have anyone to complain to as far as the state was concerned," Doyle said Tuesday. "I teach workplace safety in my courses, so I knew the government ensured me a safe working environment. . . . It was my paternal instinct for the kids more than my health. Somebody needed to speak for the innocent kids who aren't smoking."

Marco K. Merrick, a spokesman for the Maryland labor department, said this was the first time the agency had investigated complaints about smoking in a public school.

"This is a rather unusual situation," Merrick said. "It's a place of work, and there is no smoking in workplaces in the state."

An inspector who showed up unannounced at Centennial in April spent five hours examining the 10 campus bathrooms and took photos of cigarette butts and empty cigarette packs in trash cans in the boys' and girls' bathrooms near the cafeteria, according to state documents. The investigation also found that teachers who monitor the bathrooms were exposed to smoke.

David Buchoff, Centennial's assistant principal, said the administration was well aware of the smoking in toilet stalls. Catching students smoking in the restrooms is almost impossible, he said, because they post lookouts who sound the alarm when a teacher approaches.

Howard County school board members announced a crackdown this spring on bathroom smoking after a group of Centennial students and parents complained that penalties for first-time offenders "a parent conference and three hours detention" were among the most lenient in the region. Howard students caught smoking next year will likely face suspension and a mandatory smoking-cessation class, school officials said.

After the state inspection, Buchoff said, the school boosted its bathroom ventilation systems, power-washed the bathrooms and warned students that lookouts for smokers would be disciplined. Starting in August, teachers who volunteer to be monitors on their planning time will be posted outside bathrooms during classes. Buchoff estimated 100 of the school's 1,200 students smoke.

"We've been very aware of it [student smoking] at Centennial. . . . We didn't hide it," Buchoff said. "I think Howard County is starting to look at it as a severe health problem and not just some kid sneaking a cigarette."

That sits well with students such as Michael Habib, 16, who will be a senior at Centennial in August.

"If I walked into the bathrooms, my eyes would burn from the smoke. It just reeked," Habibsaid. "I've heard it got a little better, but I don't know for sure, because I stopped going into the bathrooms."n

Publication#W\ PP# 26. Chicago Tribune"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# CTU, BOARD AT WAR OVER TEACHER
RESERVESHeadline #:\ PP#Subhea
d#[\ PP# REVISED POLICY ALLOWS 10 MONTHS TO
FIND A JOB Subhead#:\ PP#
By Michael Martinez
and Janita Poe
Tribune Education Writers

Two years of relative peace between Chicago public school administrators and teachers broke down Wednesday when, despite union objections, the school board reduced the time before which many displaced instructors actually can lose their jobs "from 20 months to 10 months.

Meanwhile, just a week after Mayor Richard Daley said the city would not raise property taxes, board officials announced a proposal to increase the school levy by 2.7 percent. That is the maximum amount permitted this year under the state tax cap.

While the Chicago Teachers Union has taken exception to some school board initiatives, such as reducing the high school physical education requirement to two years from four, it has largely been a collaborator in the board's reform efforts. Schools chief Paul Vallas and union President Thomas Reece hold monthly "strategic bargaining" meetings over coffee.

But an angry union news conference Wednesday, the first public display of opposition since Daley and his executive team took over the 557-school system, showed the union had reached its breaking point. It happened over the board's ongoing academic crackdown, which started when 109 schools were placed on probation last fall and is culminating with so-called reconstitution at seven of the city's worst high schools.

Some 100 to 200 teachers could be removed from the seven restaffed schools and placed in a reserve teachers pool, during which time they would search for another district job. In addition, 80 or more teachers could be displaced at 11 high schools that will be converted this fall into career academies, which will emphasize a general education and a marketable skill.

Under the new policy, which the board formally approved Wednesday night, teachers will remain in the reserve pool for only 10 months instead of the previous 20 months. They will be paid full salaries during the 10 months.

Although Vallas said the system cannot afford to pay for 20 months of regular salaries for teachers in a reserve pool, Reece suggested the mayor's school team might be trying to score political points in Springfield. Teacher tenure has come under attack in the state capital.

"It's a question of testing the tolerance of people," said Reece, who called the board's changing of the reserve policy "anti-union," "unfair" and "condescending."

"We feel that this is a serious mistake on the part of the board and a step backward in its relations with employees," Reece said. "This has nothing to do with performance." Changing a rule just to kick people out earlier. Whether it is 100 or 200 (teachers) . . . this affects everybody because anybody can be put on reserve."

When asked specifically about a strike even though teachers and the school board are in the middle of a four-year contract, Reece said, "We will do whatever we feel is necessary."

He later added: "That question (of what the teachers can do to protest), I suppose, runs to how mad are they. Well, we'll have to wait and see."

Teachers at the seven reconstituted schools are to be notified this week about

whether they will be removed and placed in the reserve pool. Reece charged that no objective criteria was being used to determine a removal, an accusation that Vallas disputed.

Although Reece said board officials unilaterally decided to reduce the reserve time, Vallas said the union refused to negotiate.

"We telegraphed this punch for a long time. This is taking nobody by surprise," Vallas said.

"This is going to affect 1 percent of the teachers or one-half of 1 percent of teachers. This is not draconian.

"There is no lifetime job security. We cannot financially afford to guarantee that. Most of the teachers who move into the reserve teachers pool probably will find other employment opportunities quite easily (in the system)."

But officials of the 27,000-teacher union said the board policy would virtually ensure the termination of all 100 to 200 teachers who are expected to be removed during the reconstitution process.

A 10-month period would not provide teachers adequate time to attend night school to secure certification in a new specialty where job vacancies might exist, the union said. Such a back-to-school process usually takes a year or two, union officials said.

About 130 teachers are in the reserve pool, placed there because enrollments dropped at their schools or curriculum changes eliminated their posts. Last September, 12 teachers were laid off because they failed to find another district job after 20 months.

Under the policy change, removed teachers will have 30 days to find another teaching position before they become day-to-day substitutes, which union officials called condescending. Such action gives teachers no time to search for another permanent post, the union said. After

10 months, a teacher without a permanent job would receive an honorable discharge "which union officials also said was insulting.

In the past, reserve teachers had 20 months to try out for jobs "with no requirement to become day-to-day substitutes, union officials said.

Earlier Wednesday, during an announcement about the budget for the coming school year, board officials said the proposed tax increase would generate an additional \$34 million for the 426,000-student district and be used to expand existing educational programs.

The funds would help open seven new high schools; expand preschool, after-school and summer school programs; and accommodate an additional 4,000 pupils in the system this fall.

The levy would bring the 1997-98 general operating fund to \$2.997 billion, up from \$2.87 billion last year. The increase translates into an additional \$16 a year in taxes for the owner of a home valued at \$100,000.

Last school year, officials raised school taxes by 4 percent.

In a July 16 report on preliminary 1998 budget estimates, Daley said the city's finances were in excellent shape, primarily because Chicago's economy is booming and he pledged no new taxes. Vallas blamed the legislature's failure to pass a tax-reform plan for the system's proposed increase.

Publication#W\ PP# 27. The Washington Post"Publication" #:\ PP# 07/24/97; Edition: FINAL; Section: Weekly - VA; Page V01

Headline#u\ PP# Parents Get the Scoop On Arlington SchoolsHeadline #:\ PP#Subhead#[\ PP# Eight-Page Newsletter Points Out Good and Bad in SystemSubhead#:

\ PP# By Jay Mathews
Washington Post Staff Writer

Once in a while, when the volunteer reporters/editors/publishers/distributors of Spotlight on

Arlington Schools approach a prospective subscriber, they see that look.

The person is thinking: Who in their right mind would be selling an eight-page newsletter for public school parents? What are they really up to?

"People are suspicious that we may be some type of weird group," said Victoria Hartung, a Spotlight staff member and classical pianist.

In a way, the skeptics are right " there are few things in public education more unusual than parents using their time and money to report every two months about what is happening in the public schools. But a dozen or so Arlington parents have been doing it, with intriguing results.

Eight founders kicked in \$850 to start the publication in 1995, in part because they were distressed that only 2,000 people that year participated in the Arlingtonians for a Better County (ABC) School Board endorsement event " a vote that usually determines who will be elected to the board. This year, after two years of Spotlight pieces on inadequate construction funds, achievement scores and other issues, and a detailed get-out-the-vote issue full of candidate statements, 4,100 people participated in the ABC event.

The Spotlight has reported the favorable views of parents in Spring, Tex., who worked with Arlington's new superintendent, Robert Smith. It has argued that school budgeters were using inadequate projections of construction costs. It has even teased The Washington Post about what the Spotlight analyst considered an misbegotten estimate of the number of Arlington children in private schools.

Some local PTAs publish newsletters with school support, and Parents United for D.C. Public Schools has long published a free newsletter, Update. But Spotlight's reader-supported diet of detailed analysis is rare.

The newsletter occasionally has caused indigestion at school headquarters, offi

cialists there say,
but the 250 subscribers who pay \$10 and the others who manage
to see the 1,200 copies of each
issue seem delighted with it. The fact that it
has survived this long makes it one of the most
sustained examples of independe
nt parental oversight seen in this area or the country as a whole,
several educ
ators say.

"I had just never run across anything like that before," Smith said.

"I think it's great," said Arthur Maloney, a retired engineer who subscribes. H
e said he
thought that the first few issues were too thick with statistics but
that the publication since "has
been a pleasure to read. We never had something
like this when my kids were going through
the schools."

"I would not be without it," said Ann Felker, the Parent-Teachers Association p
resident at
Washington-Lee High School.

The Spotlight staff members say school officials have worked hard to answer the
ir questions.
County school spokeswoman Lisa Farbstein compliments the newslett
er in turn for constructive
criticism, although not everyone shares that view.
"People either love it or hate it," she said.

School Board member Darlene M. Mickey said she thought Spotlight was too wedded
to its
own point of view. Board member Frank K. Wilson said, "I don't think we
need organized
critics."

Most of the final newsletter preparation is done on a computer in the office of
Adam
Kernan-Schloss, a communications consultant, 11 floors above Arlington's
Courthouse Plaza.
He and his wife, Lucy, a clinical psychologist, held the firs
t Spotlight meeting at their home in
Lyon Village. The weekday evening editoria
l meetings, lubricated with wine and coffee, now
occur once every two months at
Hartung's home, two doors away.

Most of the staff members have children in the public schools. The Kernan-Schloss family has three in Arlington schools, plus a daughter at Sidwell Friends, a private school in Washington.

One of Adam Kernan-Schloss's professional specialties is helping schools communicate with parents, students and teachers. He said he finds much in the Arlington schools that he likes but is distressed "at the extent to which they do not use data in any way, shape or form to improve student performance. I am convinced they have to have the data and be willing to talk about it, then willing to act on it."

Along with such criticism, Spotlight praises board action it likes. An editorial in the January issue applauded new School Board Chairman Mary H. Hynes and new member E.T. "Libby" Garvey for repeatedly asking, "Is each new activity and program actually making an educational difference for kids?"

"It's hard to believe," the editorial said, "but school systems "not just Arlington's "rarely ask questions like these. Instead, the systems tend to focus on activities and processes. Here's . . . how many people we involved, here's how many programs we added, and so on."

The latest issue, with one article lauding the new superintendent and another bemoaning the limited construction budget, shows the balance that Spotlight staff members say their readers appreciate.

"We are not totally satisfied," said Nancy L. Tankersley, an artist with a degree in community studies. "Nor do we think it is a horrible school system."

If any county can support such an independent publication, parents here say, it is Arlington, famous for citizen involvement at every level of local government. Fifteen citizens committees assess every aspect of the school curriculum, an

d a few others advise on issues such as capital improvements.

But the Spotlight staff says it yearns for more subscribers to meet costs. A donation from a local builder, Tim Wallace, has been spent.

"We are pretty much down to the bone," Hartung said.

Publication#W\ PP# 28. Detroit News"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Defaults on college loans are droppingHeadline #:\ PP#Subhead #[\ PP# Officials credit booming economy, sophisticated ways of finding deadbeats.Subhead#:\ PP# By Becky Beaupre The Detroit News

University of Michigan junior Todd Brockdorf has developed a pretty solid image of graduation day.

"President (Lee) Bollinger will hand me my diploma and my father will hand me my loans," the computer science major said.

But because Brockdorf doesn't yet know what happens after graduation day "frantic job searching or guaranteed employment" it is an image he faces with a certain amount of, well, fear.

"If I get a job, I'll be able to make a living and slowly creep out of debt," said the California resident who will owe about \$60,000 in out-of-state tuition loans. "If the job market goes sour, I'll be in trouble."

Fortunately for Brockdorf and his school, defaulting on student loans "is becoming less frequent in Michigan and across the country.

It is a trend the experts have attributed to two factors: an improved economy and a national crackdown on student loan defaults.

"The collection efforts are much more sophisticated than they used to be," said David Longanecker, assistant U.S. secretary of education for postsecondary education. "We have much more effective means of discovering defaults and locating the defaulter. And, of course, as people are more likely to get jobs, they're less likely to go into default."

Nationally, the student loan default rate has declined 50 percent " falling from a high of 22.4 percent in 1990 to 10.7 percent in 1994, according to the Education Department.

In Michigan, the rate also appears to be falling: Between 1992 and 1994, the default rate for students whose loans were guaranteed by the state-designated Michigan Guaranty Agency dropped from 17.6 percent to 13.3 percent. The Michigan Guaranty Agency guarantees the vast majority of loans borrowed by students who do not directly borrow money from their schools.

Between 1995 and 1996, the agency made about 94,000 loans totaling about \$300 million.

But the relatively high default rate for the agency doesn't tell the whole story. Certain types of schools, particularly for-profit technical schools, tend to have higher default rates, said Susie Gibson, an audit manager at the Michigan Guaranty Agency.

And many of the schools with relatively low default rates " such as the University of Michigan, which had a default rate of 3.8 percent in 1994 " tend to bypass the agency and lend directly to their students.

Experts say that a lower default rate can mean that students are better equipped to get jobs, and that the school has strong "default prevention" programs.

"Our low default rate tells you most of our students have a decent job (after they graduate)," said Al Hermesen, assistant director of financial aid at the University of Michigan.

Schools have a strong incentive to encourage graduates to repay their loans. Schools with high default rates " often higher than 25 percent " can be dropped from federal loan programs.

To encourage students to repay loans, schools and guarantors write letters and make phone calls to remind students of their obligations. Many schools require students to sit through loan counseling sessions.

Other tougher enforcement measures also help the lower default rates.

Those measures include the confiscation of wages or federal income tax refunds earned by 598,000 former students who defaulted on their loans; lawsuits against more than 8,000 defaulters; and the potentially embarrassing publication of student default rates for virtually every college, university and trade school. More than 140 schools with the worst rates have been dropped from federal student loan programs altogether.

In some cases, however, students simply can't pay back the money they owe. In those cases, it is possible to have the loans deferred, Gibson said.

But the student needs to call their school or guarantor to make such arrangements " rather than letting the payments slide, she said.

Central Michigan University senior Heather LeFave said there's no way she'll let her loans go unpaid " but she is still nervous about having to pay them back and making ends meet at the same time.

By the time she graduates next year, the journalism major will owe about \$21,000 " an amount close to a newspaper reporter's starting annual salary.

"It scares me that in a couple of years I'll be paying all this money back when I'm barely

making that much," LeFave said. "I'm worried about paying back loans and not being able to afford a car. But there's no fear that I won't be able to pay it back."

Array of penalties

The federal government has taken steps to enforce repayment of student loans. They include:

- * Confiscation of wages or federal tax refunds.
- * Lawsuits against defaulters.
- * Publication of loan default rates for colleges, universities and trade schools.
- * Dropping schools with the worst default rates from federal loan programs.

Publication#W\ PP# 29. Detroit News"Publication" #: \ PP#July 24, 1997

Headline#u\ PP# In Oakland County: Teacher merit raises set to roll this yearH

eadline #:\ PP#Subhead#\ PP# Outsiders will evaluate to avoid favoritism Subhead#:\ PP#

By Douglas Ilka
The Detroit News

Some Bloomfield Hills teachers with at least 25 years experience may soon be getting merit raises.

Teachers who qualify could add \$1,500 to their yearly salary, which now averages about \$65,000 a year for senior teachers, said Supt. Gary Doyle.

"This is a first for Oakland County, and maybe a first in the state," Doyle said.

"For a long time, I have wanted to find a way to recognize top performance in teachers, especially in the last five years of their career when the salary can have an impact on the amount of money they will receive in retirement."

The theory of a salary increase based on merit has been long opposed by teachers unions, fearful that raises would be tied to whether a school principal likes them rather than an objective scale of evaluation.

The Bloomfield Hills Education Association, which represents about 400 teachers in the 5,700-student school district, agreed to the merit pay proposal during contract talks last year.

Final details of the merit pay program were completed after a year of study and approved last week by the Bloomfield Hills Board of Education.

"Traditionally, teachers have been rewarded by getting additional college degrees or simply by getting older," Doyle said. "There is no correlation between those criteria and teaching performance. I think this program is worthwhile because the key is that the evaluation will be made by someone outside of the district."

Under the program, teachers will be evaluated by Oakland County Intermediate School District personnel.

The process to qualify for the merit pay will take nearly a school year.

The criteria will be similar to the Newmann Model, a system of teacher evaluations developed by the University of Wisconsin.

Teachers will be required to attend after-school sessions to become familiar with the Newmann model and take professional development courses. Their classroom teaching methods will be videotaped and they will be judged based on lesson planning, delivery of lessons and interaction with students.

"The Newmann Model is designed to determine if a teacher's classroom work is resulting in better teaching of the students," Doyle said. "This is a rigorous program that takes merit pay completely away from the old concept where the most compliant or the most liked by a building principal would get the additional pay raise."

Headline#\ PP# Study suggests incentive program for teen
 moms has minor effec
 t Headline #:\ PP#
 BY B.G. GREGG
 The Cincinnati Enquirer

Teen mothers on welfare who participated in a popular state program designed to keep them in school were less successful than non-participants at graduating from their high schools, a study released today shows.

But researchers nevertheless praised the program because participants were slightly more successful at finding jobs or earning a General Equivalency Diploma (GED) than those who did not participate.

Manpower Demonstration Research Corp., a New York nonprofit group that audits major welfare experiments, studied more than 4,000 of Ohio's teen mothers over a four-year period. The organization reported that only 22.9 percent of the mothers in the Learning, Earning and Parenting program (LEAP) had graduated from high schools four years after entering the program.

Slightly more than 11 percent had earned their GEDs, and 61 percent had been employed at some time during those four years, researchers found.

A control group of mothers who did not participate in LEAP was also studied. Manpower found that 23.5 percent graduated from high school, 8.4 percent earned their GEDs and 59.6 percent were employed in the past four years.

The numbers differ by only a few percentage points either way.

"This is a step in a positive direction," said Judith Gueron, president of Manpower. "This is not a silver bullet. This is something to build on."

The program's goal, to keep teen mothers in school, seemed to work slightly, the group reported. LEAP participants were enrolled in school 4.8 months in the year after they began, while the control group averaged only 4.2 months - but neither group could graduate even a quarter of the mothers.

Arnold Tompkins, director of the Ohio Department of Human Services, which runs the program, said the numbers aren't what he'd like to see.

"I think this proves that one thing by itself doesn't work," he said. "This is a tough problem. We're fighting an uphill battle."

He said LEAP will continue because it does seem to help a bit, especially because the mothers receive individual counseling, and because the state is working on improvements. He said the program costs the state little because the extra money paid to mothers who excel is offset by money taken from mothers who do not.

Latasha Prayer, a 17-year-old mother of two from Woodlawn, has participated in LEAP for two years. She recently graduated from high school a year early and is enrolled at Southern Ohio College in Woodlawn, studying business software technology.

She said her counselor checked on her.

"If I was absent one day she would call me up and say, 'How are you doing? How are the kids?'" Miss Prayer said.

Miss Prayer said the extra money she received for attending school was nice, but she insists she would have graduated with or without LEAP.

"It will give girls who don't want to go to school the initiative to go, because they get the \$62," she said. "But I was going no matter what."

Phyllis Brown, LEAP team leader for Hamilton County, said the true value of LEAP should be measured in the counseling the mothers receive. She said her LEAP counselors are in schools, able to help immediately with problems.

"They have an advocate to hold their hands and walk them through their problems," she said.

"And the case management is so important. They have a chance to really sit down and map out a plan for the future."

Publication#W\ PP# 31. The Cincinnati Enquirer"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Republican school plan stalls Headline #:\ PP#Subhead#[\ PP# Democrats, conservatives have alternative Subhead#:\ PP# BY MICHAEL HAWTHORNE and SANDY THEIS Enquirer Columbus Bureau

COLUMBUS - Action on tougher school standards abruptly stalled Wednesday in the Ohio General Assembly, as an unusual coalition of House conservatives and Democrats floated an alternative that bears little resemblance to the plan GOP leaders had hoped to push through this week.

After a day of stormy meetings, majority Republicans announced they would cancel today's scheduled vote on measures that would increase academic and financial standards for public schools.

Despite the setback, House leaders said they will proceed with their proposal to boost school funding - even though the Senate has postponed action on similar legislation until Monday.

A visibly agitated Senate President Richard Finan, R-Evendale, declined to discuss the delay.

"It does not do this process any good for me to sit here and detail it in the newspaper," Mr. Finan said as he brushed past a group of reporters.

Legislative leaders say tougher standards are necessary if voters are asked in November to endorse Gov. George Voinovich's proposed penny-on-the-dollar increase in the sales tax. The \$1.1 billion raised would be used to comply with an Ohio Supreme Court decision that declared the current school-funding system unconstitutional.

The breakdown in negotiations came as Mr. Voinovich left for a National Governors' Association meeting in Las Vegas, where he will be elected the group's chairman.

"The problem has been that they (Voinovich aides) have been trying to force-feed people - on both sides of the aisle - and we're choking," said Rep. Vernon Sykes, D-Akron. "Slowly the legislature has begun taking over this process."

Republican legislative leaders and the Voinovich administration rolled out a measure this week that calls for new testing requirements and state intervention in schools that fail to meet performance standards.

They boasted the bill could attract bipartisan support but apparently failed to check with the rank and file first.

The first sign of trouble came Wednesday morning when 10 of the 21 House Education Committee members signed a letter asking the panel's chairman to delay a vote so they could offer an alternative plan.

Four conservative Republicans joined six Democrats in the request, prompting concerns that the bill could not clear the committee, let alone the full House.

Rep. Mike Fox, R-Fairfield Township, who recently was deposed as the panel's chairman, said the alternative would include funding for all-day kindergarten and smaller class sizes in early grades at troubled schools.

GOP leaders have said those ideas are too costly, but they are considered crucial parts of the package by Democrats and reform advocates.

The alternative plan also would include initiatives sought by conservative lawmakers by allowing students to attend the public school of their choice and scrapping state regulations for high-performing schools.

"Their plan looks nice in a window, but it's a make-believe game of pretending to do reform,"

Mr. Fox said. "We're saying if we are going to invest this kind of money, lowering class sizes is a far better investment, and it's backed up by research."

It remains unclear whether the coalition can withstand lobbying from GOP leaders and Mr. Voinovich.

Rep. C.J. Prentiss, D-Cleveland, is working with Mr. Fox. Until now, she said, Democrats have been denied a seat at the table.

Mike Dawson, spokesman for Mr. Voinovich, said the governor will return a week from today but will stay in contact with legislators and his staff.

Lawmakers face an Aug. 6 deadline to put the governor's tax package on the November ballot. But they remain far short of the 60 House votes needed to do so, said Rep. Bill Batchelder, the No. 2 ranking House Republican.

"Part of the problem is that there are very strong principles our members hold on various sides of various issues," he said. "People don't want to compromise their principles."

When asked whether he would support the governor's plan in its current form, Mr. Batchelder indicated he would not.

"I'm willing to vote to put taxes on the ballot if they'll earmark the income tax for education,"

he said.

House Democrats have suggested earmarking such taxes, and GOP leaders have sign
aled a
willingness to do so.

Meanwhile, Ohio Treasurer Ken Blackwell, a vocal opponent of the governor's pla
n, stepped
up his call for budget cuts rather than tax increases.

Mr. Blackwell, using the issue to bolster his possible run for governor next ye
ar, said he will
detail his funding plan at a press conference today. Lee Fishe
r, the only announced Democratic
gubernatorial candidate, plans to unveil his p
lan today as well.

If Mr. Blackwell does enter the GOP primary, he will face fellow Cincinnati B
ob Taft,
now Ohio's secretary of state.

Mr. Taft has not outlined a school-funding plan but urged legislative leaders T
uesday to
re-examine the state budget for possible cuts.

The suggestion prompted Mr. Blackwell to fire off a congratulatory message.

"Thank you for your leadership," he wrote, "and welcome aboard."n

Publication#W\ PP# 32. Columbus Dispatch"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# District wouldn't meet standards Headline #:\ PP#
By Ruth E. Sternberg
Dispatch Schools Reporter

If a list of proposed academic standards were in place today, Columbus schools
officials
would have some serious work to do.

The district is ranked the worst in Franklin County " and among the worst in t
he state,
according to the latest comparison of performance standards against p
roficiency test passing
rates, attendance and dropout rates.

The only areas in which the district met the proposed standards were with the reading portion of the ninth-grade proficiency test and the reading and writing portions of the 12th-grade test.

Lack of improvement could place the district " along with 30 others " in a "failure" category and subject to a temporary takeover by a state-appointed commission.

The standards are part of Senate Bill 55 under discussion in the House Education Committee.

Columbus, which has 63,000 pupils, is among 30 districts statewide categorized as potentially in an "academic emergency." If the standards become law, Columbus must develop a one-year plan for improvement and open its academic records to annual state inspection.

Fifty-four other districts in the state, including Hamilton Local, would be on "academic watch," meaning they must develop three-year improvement plans and submit to evaluations every three years until academic performance improves.

Meanwhile, 288 districts, including South-Western, Whitehall and Groveport Madison, would be placed in the "continuous improvement" category. Their penalties would be similar to the watch category, said Francis Rogers, senior analyst in the Ohio Department of Education's Office of Policy Research and Analysis.

Columbus officials say they are ready to meet the challenge.

The district's strategic plan calls for an individual school accountability program that uses criteria similar to the state's, said Karen Balko, special assistant to the superintendent.

Under the plan, three curriculum directors " instead of only Diane Ging, who now supervises the entire academic program " would be in charge of programs at

the elementary,
middle and high school levels. Each school would have to write
an improvement plan to carry
out.

Hamilton Local officials are working on academic improvement plans of their own
.

John Cornette, the district's new superintendent, said teachers this fall will
introduce a new
math curriculum that emphasizes more hands-on activities.

The school board is about to spend about \$30,000 on computer software, some of
which can
provide individual tutoring, he said.

In Groveport, teachers "have zeroed in on math," said Superintendent Charles Ba
rr. Pupils
have trouble when it comes to "what we used to call `story problems.
, "

But Cornette questions if the state's most recent list of criteria will be the
one finally made
into law. Legislators seem to change the rules weekly, he said
.

"At some point, we're going to have to set some standards that are firm," he sa
id. "For those
of us who are struggling, it makes it hard to achieve if they're
going to keep raising the bar on
us.

"It creates a morale problem for our staff."n

Publication#W\ PP# 33. Washington Times"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Reporter testifies principal led attackHeadline #:\ PP#
By Jim Keary
THE WASHINGTON TIMES

Susan Ferrechio, a reporter for The Washington Times, testified yesterday that
she waited
10 minutes in the office of the Marcus Garvey Public Charter School
to speak with Principal
Mary A.T. Anigbo, only to be attacked when the principa
l showed up.

Miss Ferrechio said Mrs. Anigbo immediately began yelling at her and demanded her notes, and wrestled away her note pad before leading about 10 persons in the assault on her.

"[Mrs. Anigbo] said 'Give me the ... notebook,'" Miss Ferrechio testified. "She was pulling it very hard. The people around me took a hold of me and were grabbing me, trying to shake the notebook from me."

She lost her grip on her notes when someone yanked her hair, she testified, at which point Mrs. Anigbo grabbed the note pad and threw it across the room. The group then shoved her toward the door, hit her, and finally picked her up and put her outside. Miss Ferrechio testified that Mrs. Anigbo told her to "get your white ass out of my school."

Miss Ferrechio, 28, is expected to be back on the stand today and to face cross-examination by attorneys for the four defendants in the case.

Mrs. Anigbo, 55, teacher Serena Smith, 41, and office manager Brenda Gatlin, 36, are charged in the attack on Miss Ferrechio and two D.C. police officers who showed up later to investigate the assault. Another teacher, Barrington Smith, 39, is charged with simple assault on a police officer investigating the attack.

Miss Ferrechio, whose reporting beat was local education issues, testified that she had tried calling Garvey before going there on the afternoon of Dec. 3, but the school's phones were not working.

She testified that she drove to the school, went to the main office and asked for Mrs. Anigbo. Mrs. Gatlin had a student named C.J. take her to meet the principal.

While they were standing in the foyer, Miss Ferrechio testified, she asked C.J.

how he liked the school, and he said he liked his former school better. Mrs. G atlin then asked that they return to the main office and demanded that the notes she had taken during her conversation with C.J. be handed over, Miss Ferrechio testified.

She refused, saying the notes were property of the newspaper, and waited in the office for Mrs. Anigbo, whom she had interviewed twice before for articles.

About 10 minutes later, Mrs. Anigbo arrived at the office and demanded the note pad. Miss Ferrechio testified that when she again refused, Mrs. Anigbo grabbed for the pad, which she was holding against her chest.

As the crowd of employees and students pulled and hit at her, she testified, she tried to negotiate with Mrs. Anigbo, offering to give her the pages from the pad that dealt with Garvey while keeping her notes from other, unrelated assignments. But Mrs. Anigbo eventually got the note pad, and Miss Ferrechio was thrown out of the school.

"When I turned around, [Mrs. Anigbo] was in the doorway," Miss Ferrechio testified. "She said, 'You better get out of here. I cannot guarantee your safety. You're going to get hurt if you stay here.'"

As she walked to a phone to call her office, Miss Ferrechio testified, she was followed by two Garvey students, who taunted and threatened her.

Another reporter and a photographer for The Times were dispatched to meet her at the pay phone, where the three waited until police showed up and took Miss Ferrechio back into the school. When the officers went inside, the two reporters and a photographer followed, and Miss Ferrechio pointed out those who, she testified, attacked her.

When The Times' Cliff Owen began taking photographs, school employees set upon him and

the police officers. Miss Ferrechio testified that she stepped into the foyer at that point and could see Mrs. Anigbo and the other staffers attacking the two police officers and Mr. Owen.

"There was a lot of yelling and shoving. It went on for a while, where people were throwing themselves at Cliff and the police officers," Miss Ferrechio testified.

"I was afraid. The last time I was there I was assaulted. I was afraid of being assaulted again."

Publication#W\ PP# 34. Milwaukee JournalSentinel"Publication" #:\ PP#July 23, 1997

Headline#u\ PP# Appeals Court hears arguments on religious schools Headline #:

\ PP#

By Richard P. Jones
of the Journal Sentinel staff

Madison " With a new school year looming, an attorney for low-income Milwaukee families asked a state appeals court Tuesday to let them use state education aid at religious schools.

Clint Bolick, a Washington lawyer, asked a three-judge panel to think of the children and lift an injunction that excludes religious schools from the school-choice experiment in Milwaukee.

But a lawyer for public school teachers, Robert Chanin, said allowing tax dollars to go to church-run schools would violate the state and federal constitution. A Dane County circuit judge ruled just that in January " and Chanin, also from Washington, said the court should uphold that decision.

Bolick and Chanin were among six lawyers arguing the case before Wisconsin's District IV Court of Appeals. School-choice backers and opponents filled the Supreme Court chamber for the hearing.

The Appeals Court has agreed to expedite the case. However, even if it were to rule in favor of the expanded program this summer, it's unlikely parents could send their children to religious schools this fall.

Whatever the ruling, an immediate appeal is expected to the state Supreme Court, which heard virtually the same arguments a year ago but failed to resolve the dispute.

"The uncertainty has been terrible for the parents," said Ed Marion, a private attorney representing the state in the dispute. "Unfortunately, what the Court of Appeals decides is not going to be the last word anyway."

Since 1990, the state has let a limited number of low-income children in Milwaukee attend private, non-sectarian schools at state expense. In his budget two years ago, Gov. Tommy Thompson sought to expand the pilot program.

In adopting his budget, the Legislature agreed to let as many as 15,000 low-income children in Milwaukee attend any private school at state expense, including church-run schools.

Opponents sued in Dane County Circuit Court, calling religious school choice unconstitutional. The Supreme Court took jurisdiction and put expansion of choice on hold but failed to decide the case. On March 29, 1996, the Supreme Court split, 3-3, with one justice abstaining.

The case was returned to Dane County Circuit Judge Paul Higginbotham, who ruled Jan. 15 that Thompson's plan violated the state constitution because it forced taxpayers to support religious schools.

Arguing before the Appeals Court, Bolick said that the expanded program for the first time would allow parents to choose among any private, accredited school in Milwaukee, including

religious schools, as an alternative to a troubled public school system.

Bolick and another attorney representing families, Pete Hutchison of the Landmark Legal Foundation in Kansas City, Mo., said expanding choice to include all non-sectarian and religious private schools makes the program constitutional.

By including all private schools, they argued, the program advanced no single religion.

Denying parents an opportunity to send their children to a religious program, however, is discriminatory, Hutchison argued.

Chanin and Jeffrey Kassel, a Madison attorney representing the American Civil Liberties

Union, said that whatever the reasons driving the choice debate, allowing tax dollars to flow into the coffers of religious schools violated the state and federal constitutions.

"Millions of dollars will be transferred from the state treasury to the religious schools, funds that will enable the schools to carry out their joint religious and educational mission," Kassel said.

Publication#W\ PP# 35. Milwaukee Journal Sentinel"Publication" #:\ PP#July 23, 1997

Headline#u\ PP# Court hears arguments on church-run choice schools Headline #:

\ PP#

By Richard P. Jones
of the Journal Sentinel staff

Madison " With a new school year looming, an attorney for low-income Milwaukee

families asked a state appeals court Tuesday to let them use state education aid at religious schools.

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said.nPublication#W\ PP# 36. Richmond Time
sDispatch"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Too many teachers leavingHeadline #:\ PP#Subhead#[\ PP# But
New Kent is using mentoring program to keep
them Subhead#:\ PP#
BY CHARLES BOOTHE Times-Dispatch Staff Writer

A mentoring program touting the virtues of small schools is being used in New Kent County to try to stem the annual flow of good teachers leaving the school system.

Leigh Quick, administrative assistant for instruction/personnel, said 20 to 25 teachers resign each year, and that's a problem for a system with only 165 teachers.

The main reason, she said, is money. "Our starting salaries rank 105th of 130 school systems in the state," she said. "We have exit interviews with teachers who are leaving, and money is the top reason given."

New Kent's starting salary for the 1996-97 school year was \$23,240, which is about \$2,000 less than the state average. Quick said teachers can go to several counties in the area, including Hanover, Henrico and Chesterfield, and the city of Richmond and make more.

That discrepancy is consistent throughout the scale.

The problem is compounded, she said, because the county has few apartments or houses for rent. "Many teachers have to live in the Richmond or Williamsburg areas, so it's a long drive for them."

Also, New Kent is growing, with more than 2,100 students last year, a figure expected to increase this year.

"This has been a particularly difficult year because, with the new positions created, we have to recruit 37 teachers," Quick said.

But recruiting is not the problem, with about 200 applicants for those 37 positions. Keeping them once they start, Quick said, is what's difficult.

Quick said one solution, addressed by the mentoring program, is to promote other aspects of

teaching that a small system can offer:

- * close ties among faculty, students and parents;
- * fewer discipline problems;
- * lower student-teacher ratio;
- * high standardized test scores;
- * and a sense of community.

"On the whole, our problems are not as severe as those found in larger school systems,"

Quick said. "Everybody knows you, everybody helps. It's all about sharing. It's a good, cooperative family-type feeling you can't find everywhere."

The mentoring program zeroes in on these qualities, she said, by assigning each new teacher a mentor "another teacher who helps the new one make an easier transition by being there for advice or simply showing them the ins and outs of administrative duties."

"The first year is hard, whether it's a first-time teacher or one moving here from another system," she said. "We want to make them feel at home."

Quick said the program was started four years ago, and it's too early to tell how successful it's been, but teachers have had positive comments.

"Even the ones who have had to leave for various reasons, including higher pay, don't like to leave," she said. "We have learned that if teachers stay here five to six years, they usually won't leave."

The mentoring program has been successful enough that Quick was asked to talk about the program at the Governor's Conference on Education Tuesday in Richmond.

Besides helping teachers feel at home, the program has added benefits of making the system work better, she said. "The schools are more efficient and effective."

While school officials are searching for ways to keep good teachers, School Board members are working on the salary discrepancy problem.

Board member Patricia Lange said the board is doing all it can to bring salaries to a more equitable level.

"It's one of the big areas of concern, but there is only so much we can do," she said. "Last year, we saw a significant increase in pay and we have a step increase this year. We hope to continue to address the need."

New Kent has a school budget of about \$13 million, most of which goes toward salaries.

Publication#W\ PP# 37. The Washington Times"Publication" #:\ PP# 07/23/97; Edition: 2; Section: C;METROPOLITAN TIMES;DISTRICT NEWS; Page C5

Headline#u\ PP# Third of third-graders poor in reading,
mathHeadline #:\ PP#B
by Karyn Spellman
THE WASHINGTON TIMES

One third of D.C. third-graders scored below basic level in reading and math on a national standardized test taken in the city for the first time this spring.

D.C. school officials announced the preliminary result of the Stanford 9 test last night, saying the scores were what they expected and that their goal is to work to raise them this year.

The final citywide results will be released by mid-August and school-by-school results will be available in September.

In addition to the dismal scores for third-graders, 72 percent of eighth-graders scored below basic skill level in math and 29 percent of eighth-graders were

below basic levels in reading.

Below basic means the students have little or no mastery or fundamental skills for a particular grade level.

School officials said they plan to use the reading portion of the Stanford 9 test as a benchmark for promotion to the next grade.

Starting next spring, those students who failed to meet basic standard in reading will not move on to the next grade, said Bruce K. MacLaury, chairman of the school system's emergency board of trustees.

"Had there been a gateway this year, they would not have passed through the fourth grade this year," Mr. MacLaury said, referring to the 33 percent of third-graders whose scores sagged below the skill level for their grade.

He said he expects the scores to be below the national average when those figures are eventually released.

A total of 43,445 of the city's 78,000 students took the test this year.

The trustees have been working for nearly eight months on an education plan to jumpstart students' skills. They were supposed to vote to approve a final draft of the plan last night, but postponed the vote so they could incorporate more suggestions they have received from parents.

Although Mr. MacLaury said the trustees did not meet self-imposed deadlines for determining attendance and dropout rate as well as other figures, the school system's chief financial officer said they knew exactly how many employees work for the system - 9,007.

This is 2,300 fewer full-time positions than in 1995 and 300 fewer since Gen. Julius W.

Becton Jr. took over the system last November, said Ed Stephenson, the system's chief financial officer.

In other action last night, the trustees approved by an 8-1 vote Gen. Becton's proposal to reduce the principals' appointed terms from three years to one.

Gen. Becton announced two weeks ago that he wanted to cut principals' appointments in an effort to weed out poor administrators.

The proposal came after his administration evaluated all principals and assistant principals to determine who would keep their jobs and how the remaining ones could improve.

Gen. Becton, a retired Army officer, said the changes will improve academics because the principals and assistant principals will be held to more rigorous standards that are checked every year.

Most of the school system's 157 principals have three-year terms. About 10 have permanent tenure.

Under the plan, principals whose three-year terms expire in 1999 won't be affected by the changes. Those with terms expiring in 1998 would serve a one-year appointment. Those whose terms expired this year would be named immediately to an acting position, with a permanent position named later.

At least 11 principals will lose their jobs this month or be demoted because of the school closings voted on by the trustees in April. Gen. Becton has the final say on which principals will stay and which will be fired.

Publication#W\ PP# 38. St. Petersburg Times"Publication" #: \ PP#July 23, 1997

Headline#u\ PP# Back-to-fundamentals school hits obstaclesHeadline #: \ PP#
By JIM DeBROSSE

ST. PETERSBURG " On paper, the idea seems simple enough: Convert an existing high school in Pinellas County to a "traditional" school where parents are required to attend meetings and students are held to stricter standards for dress, behavior and homework.

After all, the Pinellas County school system has had success for years with the same approach in five fundamental elementary and two fundamental middle schools " schools with some of the district's highest achievement scores.

Parents sign a contract committing themselves and their children to the tougher standards.

If parent or child does not meet the standards, the student can be removed from the program.

But now that a task force of parents, teachers and school officials has begun defining the tougher standards for high school, political reality has set in.

Questions now are being raised about busing and transportation, keeping the court-ordered racial balance in the district, increasing the workload for teachers, and the determining the degree to which parents should be involved. School officials already have said the school would have to accept all students zoned to attend there, whether parents sign a contract or not.

Despite the obstacles, advocates of a traditional high school say they aren't giving up.

"I am an optimist," said Herb Thompson, chairman of the School Advisory Council at Northeast High. "We understand their positions completely, and we think we can answer (their concerns)."

Northeast High, where parents and teachers feel they have lost some of their best students to other high school magnet programs, has been in the forefront to create a traditional program. More recently, Osceola and St. Petersburg high schools have expressed a similar interest.

To keep the three schools from careening off in different directions, school administrators have asked the 29-person task force to arrive at a guiding definition for a traditional high school. The committee will deliver its report by summer's end to the superintendent. The final task force meeting is set for Aug. 27.

Each of the three schools may then design a more specific proposal under their own school improvement plans. Each plan would have to be approved by the School Board. The 1998-99 school year would be the earliest any high school could launch a traditional program.

School Board members have said that they can't authorize funds to bus students from around the county to the school. And without busing to help bring in minority students, parents like Lexey Covell don't see how a traditional high school could avoid upsetting the district's racial balance.

"How many minority parents are going to drive their children to a fundamental school that's not in their own neighborhood? If you look at the figures historically, it's not going to be that many," said Covell, a former vice president of the Pinellas School Advisory Committee Association and a member of the Governor's Commission on Education.

Thompson agreed that a lack of busing would be the chief hurdle. But he argues there are plenty of minority parents willing to sacrifice in order to send their children to a traditional high school. "Give them the opportunity for an excellent education for their children, and they will be there," he said.

Thompson and other advocates hope the board might reconsider funding for busing.

"Certainly, the board has changed its mind on other things," he said.

School officials decided early on that it would not be fair for any high school

to close its doors
to its existing zoned students and reopen as a traditional
school for applicants only. That means
accepting all zoned students.

Supporters say that's not a problem. One solution would be to create a school w
ithin a school
" that is, group together those students whose parents are will
ing to commit themselves and
their children to the traditional program.

Students and parents who fail to live up to the program's contract would not be
dumped on
other schools but would be placed either within the school's regular
high school program or in
an in-house disciplinary alternative, where they wou
ld "earn" the right to re-enter the traditional
program.

"I'm sure you'll find people who will say, 'No, you can't do that,' " Thompson
said, "but I
think that can be worked out in committees."

Parents like Kathy Pickett, who has a learning disabled child entering Osceola
High School
in the fall, are afraid the emphasis on parental involvement and to
ougher discipline will drive
special needs children to other schools.

"Parents of special needs children have other commitments besides school," she
said. "Some
of us just belong at home with our kids in the evening, trying to k
eep track of where they are,
instead of attending some meeting."

Thompson said parents who can't attend meetings might be able to conference wit
h teachers
by phone. Or the school could rotate its meetings to a variety of lo
cations throughout the county.

Many members of the task force have questioned whether parents should get direc
tly
involved in the education of their high school-age children " such as revi
ewing and signing
homework. Some teachers say high school students on the brink
of adulthood should not be
treated like children.

But Covell and Pickett say they aren't sure for what advocates of a traditional high school are striving.

"We should have the traditional concept for all the high schools. I don't think they should be labeled traditional or non-traditional," Covell said. "I see this as an excuse for some of these parents to have an elite group of children around their own children."

Publication#W\ PP# 39. Baltimore Sun"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# City schools chief seeks funding for big changesHeadline #:\ PP#Subhead#\ PP# Schiller wants longer day, smaller classes Subhead#:\ PP#

By Stephen Henderson
and Jean Thompson
SUN STAFF

Baltimore City public school students would be greeted this September by a battery of tests, a longer school day and smaller classes, under a plan to be proposed next week by interim schools chief Robert E. Schiller.

In an interview with The Sun this week, Schiller described the district as "academically bankrupt" and outlined initiatives that he says would represent a first step toward boosting student achievement.

Schiller said he believes the greatest short-term benefits to the district will be realized by focusing on the elementary grades, particularly in reading.

In a public meeting next week, Schiller will ask the new city school board to approve:

Standardized testing to determine the skill levels of elementary students citywide, beginning as early as the first few weeks of school. Follow-up tests would be administered in January and at the end of the school year to measure progress. Results would be compiled in individual student portfolios, so that progress

s can be tracked no matter which school " or how many schools " a student attends during the school year. Student progress on the tests might also be used by the district to evaluate teachers and administrators.

Hundreds of new teachers to teach reading in first through third grades, to enable principals to trim classes from an average of more than 30 students to 19 or 20. If this is approved by the board, teachers would have to be hired almost immediately. Cost estimates are as high as \$20 million.

An extended school day with two extra hours of class time in reading, math and science. No students would be required to attend and no teachers would be required to staff the extra school time. Schiller would use willing teachers " who would be paid " and volunteers to run the after-school programs, which would be held in schools and community centers throughout the city.

A standard citywide curriculum based on state learning goals. Schiller has examined the mishmash of city lesson plans and determined that schools have not been teaching what the state tests each year on the Maryland School Performance Assessment Program exams.

Improved teacher training focused on reading instruction.

"I'm finding that the basic things we need to do in this system aren't being done," Schiller said. "I'm finding that this district is academically bankrupt."

The interim superintendent will ask the school board to pay for his initiatives with the \$15 million in state aid that was allocated by lawmakers who created the city-state partnership to reform the school system.

Another \$15 million will arrive when the school board drafts its transition plan outlining how it will run the schools in the coming year.

The proposals " which Schiller hopes will be the meat of the transition plan " come at a time when the school board is considering a host of new ideas and hoping to make a dramatic start in its first school year. They also represent the biggest issues for the board to discuss in public and possibly disagree over.

School board member Carl Stokes predicts that reducing class sizes will be the most controversial proposal, because it is potentially the most expensive.

"There are some people whose philosophy is that we don't need smaller class sizes, because it costs too much," he said. "We can break out classes with reading specialists, or do work in small groups.

"On the other hand, the community is expecting us to do two things: Give us smaller classes and make sure the teaching is of high quality."

Stokes wants to cut the size of kindergarten classes, too.

Schiller's plans are hardly as radical as they could have been. Principals are not being fired. Low-performing students are not being held back.

Schiller says his goal is to jar the school system from its lethargy, force leaders to take responsibility for the chronic under-achievement, and lay a foundation that the permanent schools chief can build on.

"I find it very disturbing that we have a system that can't produce data to tell us where kids in our early grades are with their reading skills, or their math or science, and that there isn't a sense here of how to raise student achievement," Schiller said.

"I need to change that now, so that whoever takes this job after me has a solid system to work with."

Baltimore Teachers Union President Marcia Brown said teachers have been asking for some of these changes for years.

"The piece with the curriculum absolutely has to be done," Brown said. "Teachers need to have a curriculum in their hands from day one, so they know what's expected and can focus on how to teach better, instead of having to develop the curriculum and teach at the same time."

Brown is less supportive of the idea of linking teacher performance evaluations to improvements in the standardized test scores.

"We are supportive of a performance-based evaluation system, because people need to be held accountable for what they do. But you can't link it to test scores," Brown said. "We need to find another way to do that."

Brown said she expected that issue to come up in forthcoming contract talks between the teachers union and the district.

Stokes staunchly supports the proposal to test elementary school children this fall.

"Right now, we don't know where kids are," he said. "Teachers and principals make an assessment based on their own experience when a new child arrives: Is this young man ready for fourth grade, and am I going to be able to have this kid ready to go to fifth grade?"

The proposed exams "likely to be a commercially sold, nationally used standardized tests that can be scored by machine" would provide a starting point for crafting learning plans for every student, Stokes said.

"With smaller class sizes, plus the tests to inform us, we can lay out an individual plan for that kid so those who are not grade level can move toward it, with after-school classes or

Saturday tutoring or in a breakout class," he said.

Schiller will present his proposals at the school board's meeting at the North Avenue school headquarters Tuesday night.

The school board also has scheduled a community forum to solicit ideas for an improved school system. The forum will be at 6 p.m. Wednesday at Coldstream Park Elementary School, 1400 Exeter Hall Ave.n

Publication#W\ PP# 40. Atlanta JournalConstitution"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Isakson optimistic about his SAT goalHeadline #:\ PP#
By Diane Loupe
The Atlanta Journal-Constitution

Jekyll Island " Raising Georgia's average SAT scores to 1000 by 2001 is not just something good to say," state Board of Education Chairman Johnny Isakson told the state's largest gathering of school administrators Wednesday.

"I'm serious as a heart attack about this," Isakson said at the closing session of the Georgia Association of Educational Leaders.

Isakson compared the goal to the mission of a high school football coach in preparing his team in August. It may be the fullback who scored, but everybody else had to do their jobs to get the touchdown, Isakson said.

He charged the school principals, superintendents and curriculum directors here to go back

to their districts and spread the word to teachers, parents and students to start working to move up the state's SAT average of 961, which ranks 49th among the 50 states nationally. "Most of the systems at the top test a small amount of students," Isakson said. "We tested 43,000. Give me a break," he said, drawing applause from educators.

McIntosh County schools raised their SAT average by 230 points, from 720 to 950, by

starting to give the Preliminary SAT test to all students, emphasizing geometry and going to block scheduling, which lengthens class periods, typically from 55 minutes to 90 minutes, and allows students to take up to eight classes a year instead of six. Students spend less time over the course of a school year in class, but educators say the longer class periods allow them to get more done.

"I don't think block scheduling is an instant cure," said Isakson. He exhorted anyone who is considering going to the block schedule to follow the lead of Jasper County High School, which involved parents and teachers in deciding to move to the scheduling.

And he said Jasper County High Principal Jimmy Jordan will appear in a public television video the Georgia Department of Education is producing on block scheduling, which will be available to all schools in the state.

On Tuesday, State Superintendent Linda Schrenko told the crowd Georgia "will achieve 1000 by 2000. There'll be no difficulty in getting that done."

Isakson brushed aside those who say raising the state's SAT average 39 points in five years will be difficult or impossible. The national director of the SAT program said such an increase in a state's overall average would be "remarkable."

Isakson noted that North Carolina had raised its SAT scores by 35 points in four years "and we can do anything anybody in North Carolina can do."

He pledged to go to bat with the state to get enough money to ensure that all 10th-graders take the PSAT because, Isakson said, students who took the PSAT first scored an average of 135 points higher on the SAT than those who had not. The state is also purchasing a software program with a money-back guarantee that it will raise the average SAT scores of all students who use the program by an

average of 100 points.

"We can be at 1000, 1010, 1030, all we have to do is make up our minds," Isakson said.

School administrators welcomed Isakson's speech with a standing ovation.

Rockdale County Superintendent Ruel Parker called the 1000 "admirable" and "an attainable goal." Gwinnett superintendent Alvin Wilbanks said he would work to increase his system's 1023 average. Marietta Superintendent Ron Galloway called Isakson's plan "an achievable goal."

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Publication#W\ PP# 41. Ft. Lauderdale Sun Sentinel"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# New law may cause school construction delaysHeadline #:\ P
P#

By BILL HIRSCHMAN

Three of every four school construction projects in Broward would be delayed and cost more under a new state law, local school officials estimate. On a spreadsheet of projects planned through 2002, Broward's staff placed asterisks next to projects they expect to be affected by the law known as House Bill 2121. Tiny stars covered every corner of the chart. Of 167 construction and renovation projects, 119 may be affected, the staff estimates. That estimate does not account for another provision requiring districts to solve classroom crowding problems before replacing overtaxed kitchens and deteriorating athletic fields. "If this law isn't changed, it effectively shuts down our program," Associate Superintendent Ray de la Feuilliez told builders and architects Wednesday. His presentation underlined the unease that still exists over the implications of the law, which passed the Legislature earlier this year. State Education Commissioner Frank Brogan vowed to interpret the measure in such a way to limit costly changes. A memo issued by his staff Tuesday does provide short-term relief by guaranteeing that the law won't affect projects already under construction. But th

e Education Department memo says the law will apply to projects farther out " even if those projects were intended to simply reuse existing building plans. Those provisions are still causing unease among South Florida school officials. House Bill 2121 was designed to force districts to save money by cutting classroom sizes, counting portable classrooms as permanent space and making it difficult to build what some legislators derided as "education palaces." The law's changes adds hundreds of seats to an elementary school's capacity without actually enlarging the building, de la Feuilliez said. In Broward, the changes would nearly eliminate the school crowding problem " on paper, but not in reality. Broward and Palm Beach school officials say that makes it nearly impossible to persuade legislators to provide funding to house the tens of thousands of additional children streaming into Florida. They also contend it would force them to scrap cost-efficient designs that districts reuse, and hire architects to redraw plans. That could add 6 to 12 months to construction time and increase the cost by hundreds of thousands of dollars, Broward officials said. The exact impact of the law depends on how Brogan's interpretation. Brogan's most recent interpretation would exempt projects "in the pipeline " meaning any project under construction or in the process of being bid. That refers to an estimated 48 of 167 projects in Broward's five-year construction plan, although several are simply moving in furniture into recently completed schools. Brogan will consider giving waivers until March to projects currently being designed, but a district must prove their design is cheaper than a school using the new law's specifications. After March, every project would have to be redesigned, and Brogan's policy does not appear to grant waivers if the current design is more economical. That would involve virtually every project to be funded under a bond issue to be proposed to voters next year, and affect most projects to be begun over the next two years with a loan to be approved by the School Board next month. This week, de la Feuilliez sent Gov. Chiles a suggested revision to the facet of the law that counts 75 percent of portable classrooms as part of a school's permanent

capacity. With such a calculation, only one Broward school, Western High, would be considered critically crowded. He proposes counting most portables at 25 percent of their capacity. But he suggests not counting: * Portables more than 15 years old * Portables not used for classes, such as trailers converted to kitchens and bathrooms * Portables at small schools where they reduce playground space and access for vehicles * Portables housing federally-funded programs such as Head Start.

Publication#W\ PP# 42. Associated Press"Publication" #:\ PP#07-24 2:59a
Headline#u\ PP# Superintendent makes changes in city's school systemHeadline #
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HARTFORD, Conn. (AP) - The superintendent has shaken up the city school system with appointments and changes, including the removal of the principal of the troubled Hartford Public High School.

Superintendent of Schools Patricia Daniel announced Wednesday the appointment of 50 principals and administrators.

Daniel also announced that Hartford High's principal, Amado Cruz, was being removed and named as director of dropout prevention and attendance improvement. A new principal for Hartford High has not been selected.

In March, Daniel came from East Providence, R.I., to take over a city school system that was plagued with low test scores and poor facilities. A private agency had recommended that Hartford High lose its accreditation.

The state stepped in and appointed a board of trustees to replace the elected school board.

Daniel's choices announced Wednesday have received the endorsement of the board of trustees.

One of her key appointments was Jeanette Evans as the school system's chief operating officer.

rating
officer. Evans served as chief of staff for Baltimore public schools, where she oversaw an annual budget of \$700 million.

Another change in structure was the promotion of three veteran administrators to roles in which they will oversee groups of schools.

Publication#W\ PP# 43. Associated Press "Publication" #:\ PP#07-23 7:38p
Headline#u\ PP# Study says linking welfare benefits to
school attendance a modest success
Headline #:\ PP#
By JOHN AFFLECK
Associated Press Writer

CLEVELAND (AP) - An Ohio program that links teen-age parents' welfare grants to school attendance has put youths in class more often but hasn't changed their graduation rates, a study released Thursday said.

The analysis of the state's Learning, Earning and Parenting program indicates financial incentives and penalties can lead young parents back to school, and sometimes into a job.

But the program is not a cure-all for lifting teen-agers out of poverty, said Judith Gueron, president of the Manpower Demonstration Research Corp., a nonprofit group that conducted the study.

"I think it shows that incentives clearly matter, but there are no easy answers," Gueron said.
"These are mixed results. They are something to build on."

Manpower's study also found the Ohio Department of Human Services recovered 99 cents for each dollar it invested in LEAP.

That was because youths already in high school or a General Equivalency Degree program when they entered LEAP were more likely in subsequent years to get a job and move off welfare than a group of students who were eligible for LEAP but didn't participate.

Ohio was among the first states to develop a program tying education to public assistance and President Clinton last year urged other states to use LEAP as a model in their own welfare reform efforts.

The study also comes after last year's federal welfare act that requires teenage parents to continue their education.

Michael Kharfen, a spokesman for U.S. Department of Health and Human Services, said the study's results were encouraging.

"I think it reinforces the value that young people should complete their education," he said.

LEAP, which began in 1989, pays single, teen-age parents on welfare - usually more than others - an extra \$62 a month if they attend school regularly. Parents lose \$62 a month if they drop out or have too many unexcused absences.

Program participants also receive case management and help with child care and transportation if they need it to attend school.

Manpower's study examined the progress of 4,151 teen-agers as they went through LEAP from 1990 to 1996. A teen-ager living with one child received a \$274 monthly welfare grant in 1992, about the midpoint of the period under study.

The study found the average teen-ager in LEAP spent 4.8 months of his or her first year in the program in high school, compared with 4.2 months for students who were not in LEAP.

Of the teen-agers who were already enrolled in school when LEAP started, 65.1 percent could say four years later that had been employed at least once. That contrasts with 60.5 percent of those who did not take part in LEAP.

Youths already in school also were more likely to receive a GED after participating