

ting in the
program (10 percent) than teen-age parents in school who were not part of LEAP (4.4 percent).

But there was no difference in GEDs received, or jobs found, among teen-agers who had
dropped out of school by the time LEAP started.

"People might have expected LEAP to be the answer to teen-age dropout problems," said
Ron Rhodes, a spokesman for the state department. "It's not. LEAP has got to be part of a more
holistic approach."

Whether they were dropouts or not, students in LEAP were no more likely than other
teen-age parents to graduate high school.

LEAP currently has about 8,500 participants. About 79,000 teen-agers have gone through
the program since it began.

Publication#W\ PP# 44. Associated Press"Publication" #:\ PP#07-24 10:39a
Headline#u\ PP# Pentagon withholds tuition on schools
banning military recruiting
ngHeadline #:\ PP#

GROTON, Conn. (AP) - The Pentagon has pulled tuition payments for nearly 270 sailors
who are registered for fall courses at 17 Connecticut state colleges that
ban recruiters from
campus.

The Pentagon's decision comes in response to a 1995 lawsuit filed by students at the
University of Connecticut Law School. The students won a case that said the military's "Don't
ask, don't tell" policy for homosexuals was against state
law, and recruiting on campuses
stopped.

The decision prompted the Defense Department to warn that barring its recruiters from
campus would result in grants and contracts being revoked.

The University of Connecticut is not on the Pentagon list, because it persuaded

state officials
to retain its Reserve Officer Training Corps center.

Included in the list of schools where tuitions will not be paid by the Department of Defense are Three Rivers Community-Technical College in Norwich and Eastern Connecticut State University in Willimantic. The decision also could affect Three Rivers' Groton campus.

Three Rivers Community College had 229 sailors in courses last semester under the Navy tuition assistance program.

Joseph S. Anderson, dean of the administration at Three Rivers, said the school is trying to resolve the situation with the Navy.

Especially affected by the decision will be a Three Rivers branch campus on the base that enrolls about half sailors and half civilian employees and Navy dependents.

"If we lose all those (military) students, it would obviously have a major impact, and we'd have to review the programs that we offer there," Anderson said.
Publication#W\ PP# 45. Seattle Times"Publication" #: \ PP#July 24, 1997

Headline#u\ PP# Boy bullied as gay sues Kent schools Headline #: \ PP#
by Florangela Davila
Seattle Times staff reporter

Mark Iversen says it started five years ago when he was in the seventh grade at Kent Junior High.

"I wasn't all masculine, you know, like a jock," he says. "I wasn't tough. Never got into fights."

The talk started. Classmates said he was gay.

Then it got worse. The harassment, Iversen said, "just kept going on and on." There was taunting, threats, and once, even shoving against some lockers, Iversen

n said.

It culminated in October, during his senior year at Kentwood High, Iversen said, when he was assaulted in a classroom by a group of students who kicked him in the head, chest and back, spat on him and called him derogatory names.

The assault was reported to local police, Iversen said. And it was the assault, after years of continuous harassment, that has prompted Iversen to file a lawsuit against the Kent School District.

The suit, filed yesterday in U.S. District Court in Seattle by the American Civil Liberties Union of Washington on Iversen's behalf, alleges district officials and several school principals failed to stop years of abuse and harassment directed by classmates at Iversen because he was gay.

Along with the district, the suit names as defendants Superintendent Jim Hager; Assistant Superintendent Gwen Dupree; Ben Dillard, principal of Kent Meridian High School; Tom Watson, principal of Kentwood High; and Doug Boushey, principal of Kent Junior High School.

The suit seeks unspecified damages and a requirement that the district enforce its anti-harassment policies and educate its staff on sexual orientation.

Kent School officials had no comment.

The school district's attorney, reached yesterday afternoon, said she would not comment until after she had read the suit.

Sandy Collins, president of the the Kent School Board, said she could not comment on pending litigation.

While he was in eighth grade, Iversen said, a P.E. teacher made a comment that he didn't

need another "girl" in his class. Students threatened him. The harassment became daily, he said.

His mother spoke to school officials, Iversen said, but the suit alleges nothing was done.

Throughout the years, his grades slipped. Iversen considered suicide. The harassment continued even though he changed high schools, Iversen said.

"I've been through a lot of pain, suffering, embarrassment," he said last night. "I don't want that to happen to any other kid."

Information from Seattle Times staff reporter Jolayne Houtz is included in this report.

Publication#W\ PP# 46. Pittsburgh Post-Gazette"Publication" #:\ PP# 07/23/97; Edition: NORTH; Section: METRO; Page N-6

Headline#u\ PP# BLUE-RIBBON SCHOOLS EMPHASIZE
MOTIVATIONHeadline #:\ PP#LAURIE DEVINE
What makes a good school?

The principals of two North Hills schools that have recently won national awards agree that what makes their schools exceptional is not fancy facilities, but it's programs and people who can challenge and motivate students.

Hartwood Elementary in the Fox Chapel Area school district and Ingomar Middle School in the North Allegheny School District last month were named 1996-97 National Blue Ribbon Schools by the U.S. Department of Education. They are among 226 public schools and 38 private schools honored throughout the country, in the 14th year the national program has been in operation.

Only two other schools in Western Pennsylvania were named Blue Ribbon schools: Hillview Intermediate Center School in Grove City Area School District, and Washington Park Elementary School in Washington County.

"I believe that when any organization assesses the things that determine whether a school is good or outstanding," said Steve Duchi Jr., principal at Ingomar, "what matters is the people - the students, the supportive parents and the dedicated staff, all three of those client groups working together. I have to say that our kids are just super."

Korenich added: "We have a great deal of parent and community involvement, and also very high expectations from them that our school must be good. When you combine that with one of the best professional staffs and a great bunch of kids - including a nice mix from our area - you have a school that gets this kind of recognition."

Representatives from the two schools will attend a national awards ceremony in Washington, D.C., this fall, where they will receive a special flag and a plaque. In addition, North Allegheny and Fox Chapel Area officials have begun to plan festivities highlighting the award during this coming academic year.

Other schools honored

In the past decade, four other schools have gotten the blue-ribbon award in the two districts.

North Allegheny's Carson Middle School won in 1994, the senior high in 1994, the intermediate school in 1989 and Franklin Elementary in 1986.

Fox Chapel Area's Dorseyville Middle School won in 1994, Kerr Elementary in 1993, the high school in 1992 and O'Hara Elementary in 1991.

Ingomar Middle School is the smallest of NA's three middle schools, with 503 sixth- to eighth-grade students. The school is located in Franklin Park and draws all the Ingomar Elementary and Franklin Elementary children as well as some who attended Espe and McKnight elementaries.

The building is far from the district's newest. Built in 1959, the school endured severe crowding in its early years. In 1968, this same facility had more than 1,300 students. Seven portable classrooms handled some of the overflow, but often 30 students sat in each class.

Just before Marshall Middle School opened four years ago, Ingomar Middle had 922 students. But since Marshall opened, none of the portable classrooms have been in use at Ingomar Middle.

Currently, class size in this school is 25 to 28 per room.

Duchi, who has been school principal for 18 of his 29 years in the North Allegheny district, has a professional staff of 50, including 20 academic teachers, seven even art and technology teachers, six physical-education and music teachers, three special-ed teachers, two guidance counselors and several academic and support staff members.

Duchi points out that Bob Glaspey was named science teacher of the year three years ago; Marline Paulick, Pennsylvania middle school art teacher of the year three years ago; and Jeanne Brimmeier, Pennsylvania middle school guidance counselor of the year last spring.

Exploratory program

Duchi said the school emphasized a "respect model," which attempts to inculcate high values and performance for both staff and students.

"We not only promote respect," he said. "We also model it, so that we send out one powerful message."

He believes another factor in his school's success is the emphasis on integrating guidance counseling in all the classrooms, rather than reserve that function for a suite of separate offices.

"All staff members play a major role in providing these services," he said. "All our teachers, including the homeroom faculty, work on developing a positive relationship with their young people, so that hopefully when they need a confident, they already have developed a relationship with that teacher on a daily basis."

The school also regularly involves parents, through both the School Volunteers Program and Key Communicators.

Ingomar Middle, along with other North Allegheny schools, has benefited in the past two years from major technology upgrades including computer purchases, wiring and networking with other schools inside and outside the district.

Duchi said his school had 105 Macintosh computers, a computer club that encourages technology use, and a program that uses computers to draw products in technical-education classes. In addition, his school is linked to the Channel 11 "Accuweather" science computer program, which offers students weather insights and information.

Other curriculum highlights, besides the traditional academic programs, include all students taking art, technology education and family and consumer science in what the school calls its "exploratory" program. Students also rotate every day between physical education and music. All students take band, orchestra, general music or chorus.

In the arts, there is an annual talent show, a Colonial Day in which students demonstrate old-time arts and crafts, and various plays.

"Kids really get involved," Duchi said. "If you provide them with direction, encouragement and motivation, you'll get their creative juices flowing."

Mixed population

At Hartwood Elementary, a kindergarten through fifth-grade school, there are 425 students and a staff of 63, including 35 teachers. The school, located in Doerseyville adjacent to the district's middle school, draws students from Indiana Township. The building was constructed in 1974, with a new classroom wing added four years ago.

Korenich, who has been principal for four of his 19 years in the Fox Chapel Area School District, said there are an average of 23 students per class.

The Fox Chapel district has an areawide reputation for superior technology, and Hartwood Elementary is no exception. A computer lab has 30 Macintoshes, and each classroom has four more computer stations. All these computers are networked and capable of communicating throughout the district and are on-line with the Internet.

"All our kids use computers daily for instructional purposes," Korenich said.

The principal is also proud of an innovative, districtwide discipline code. "The goal is to teach kids how to take responsibility for what they do, whether those actions are good or bad, so that - even if they are not so good - they'll figure out a way so that they won't do it that way again.

"We also recognize kids who are successful doing what they should be doing. That way they learn that when you're acting responsibly, people do notice that and give you credit for that. I believe this program is unique to our school."

As part of that program, each month the school focuses on a different attribute. These have included, Korenich said, honesty, responsibility, courage, success, friendship and cooperation. Each grade level explores the designated attribute through readings, self-evaluations or other classroom lessons.

There are school behavior checklists which, for example, allow children to decide how cooperative they have been with things such as waiting in line or showing good sportsmanship.

Korenich also said Hartwood Elementary had an excellent inclusion program. "We've got a pretty mixed student population," he said, "from extremely bright to 'in need.' We do a lot of support for them, and for everyone who is in between as well. Our staff and community are committed to this program, and are proud of how it has worked."

He said his school had a very active group of more than 70 parent volunteers. "They're certainly one of the reasons we've been successful," he said, adding that the National Blue Ribbon evaluation team commended the school for its high level of parent and community involvement.

Another measure of Hartwood Elementary's success is high achievement test scores. "They're always significantly above the national percentages," Korenich said.

He added that he used those scores to target weaker areas in the curriculum. "We focus our instruction on those areas," he said, "and we feel this has had an impact on the test scores which follow."

Publication#W\ PP# 47. The Charleston Gazette"Publication" #:\ PP# 07/23/97 Page P2D

Headline#u\ PP# WSPAPERSHeadline #:\ PP#By Sandy Kleffman KNIGHT-RIDER NEWSPAPERS
SAN JOSE, Calif. - From Massachusetts to Texas to California, teachers are gearing up to open a new kind of classroom this fall - the first nationwide virtual high school.

The high-tech experiment will link 30 public schools in nearly a dozen states to provide such classes as physics and stellar astronomy, taught entirely over the Internet.

The goal, organizers say, is to vastly expand the elective courses available to high school students with little cost to taxpayers.

At Kennedy High School in Fremont, Calif., Anita Bergh is figuring out how to teach poetry to 20 students scattered throughout the nation. Students in a tiny logging town in Washington state are anticipating lively e-mail discussions with classmates in faraway urban centers.

Although it's common for students to gather information and exchange messages via the Internet, the virtual high school will go far beyond such excursions into cyberspace. These will be classes without walls, bells or the usual time constraints.

"We'll be communicating in a way that only our minds are touching," said Kennedy High senior Ami Buch, who is intrigued by the idea of having a new set of classmates who won't judge each other based on appearance. "They have no biases and neither do I."

The five-year project, funded through a \$7.4 million federal technology innovation challenge grant, will be directed by the Concord Consortium, a Massachusetts-based educational think tank. Santa Clara, Calif.-based 3Com Corp. is among the firms contributing to the project, pledging networking equipment and serving on the virtual high school advisory board.

Teachers have been informed that Vice President Al Gore is monitoring the effort.

While individual high schools teach courses over the Internet and groups of schools do so within states, this marks the first time that several dozen high schools spread across the nation have teamed up to share resources in cyberspace.

Schools in the network range from tiny Forks High School, in a rural logging town with just 3,500 people four hours from Seattle, to urban high schools with diverse ethnic populations in New Jersey, Pennsylvania and Massachusetts.

Each school receives \$9,000 to pay for a coordinator and has agreed to free up an instructor to teach one course over the Internet. Schools select 20 students to participate in the virtual high school. The students, most of whom are high achievers who can work independently, sign up for any of the "netclasses" that interest them, regardless of where the teacher is located.

Most high schools offer few elective courses because of financial constraints, the large number of required classes and the difficulty in getting 30 students to sign up for the more esoteric offerings.

When Kennedy High journalism teacher Jerry Lapiroff wanted to teach a public relations class several years ago, "there were some kids who were really interested but there were not enough kids to make up a class," he said. "People realize what the situation is and they don't offer highly specialized classes."

But next year, the 500 students participating in the virtual high school have access to 30 new electives. They can choose from such advanced placement or honors classes as microbiology, Russian studies, economics and a comparison of Eastern and Western thought. They will receive full credit for the classes they take.

"What the technology does that is so profoundly important is that it connects us by our areas of interest - not necessarily geography or time," said Linda Roberts, director of the office of education technology for the U.S. Department of Education. "It takes us beyond the four walls of the classroom and says learning can take place in a virtual way. We're very eager to see how this evolves."

Most of the communication between teachers and students will not occur in "real time." Teachers may post a question, for example, and give students 24 hours to respond.

"Those three kids who like to sit at the back of the room and be quiet don't get to anymore," said Bruce Droste, director of the virtual high school. "The only way I know somebody is in attendance is if they hit that send button. There's no sleeping in the back row."

Terry Haugen, an instructor at Miramonte High School in Orinda, Calif., who will teach a Russian studies class, hopes to put students in touch with a journalist working for a Russian newspaper and have them exchange e-mail with students in Russia who can describe changes in their country.

But Haugen admits it's going to be strange having students in three time zones who she never sees.

"Normally you can see in your students' eyes when they have questions - even if they don't raise their hands," she said.

Stan Oberg of Acalanes High School in Lafayette, Calif., will post assignments in French and allow his students, who will study French-speaking countries outside of Europe, to log on at their convenience.

Oberg is planning online, get-acquainted activities for his students, including having them post biographies of themselves. He may also set up a Web page with a "student lounge" - similar to one the teachers have established - where kids can shoot the breeze with each other.

Pencils will be obsolete in such classes - but not books. Forks High School teacher Marsha West said students in her advanced placement English "netcourse" will read the same books as in her regular AP English class, take tests and collaborate with other students via e-mail to do multimedia reports in small groups.

When her students are studying Milton, she'll have them peruse a Web site where scholars who specialize in Milton are debating whether "Paradise Lost" is a feminist or anti-feminist work.

"They will be able to listen in on those arguments," she said. "They will have insights that go way beyond anything a high school teacher could give them."

Organizers invited schools to participate by sending e-mail to those they thought might be interested. They plan to expand in future years. No schools in Santa Clara County are participating this fall, but some Silicon Valley educators are interested in the concept.

"I think this sounds like a great way to pool resources," said Bruce Collins, director of technology for the San Jose Unified School District.

The Concord Consortium has hired Menlo Park, Calif.-based SRI International to evaluate the success of the five-year project. It will do in-depth studies at five sites.

"We're going to be interested in the kind of communities that develop," said Andy Zucker, an SRI program manager. "Are students interacting with people who are not in their immediate neighborhoods?"

"We want to know whether these are quality courses," Zucker added. "This shouldn't be just a gimmick."

Even if it grows to more schools in other states and countries, virtual high school will never replace traditional classrooms, many experts say.

The classes that are offered are enrichment and supplementary courses - not basics. Robert Kozma of the Center for Technology in Learning at SRI noted that conflicts will arise if the virtual high school ever offers courses that are more central to a standard school curriculum. For example, teacher unions may worry

about losing members if students can take standard classes from teachers in other states. And there can be wide differences in what students learn.

"The technology has a lot of potential for helping," Oberg said. "But I don't think it will ever take the place of the personal face-to-face contact between teachers and students. There's something about that that meets a human need we all have."

Publication#W\ PP# 48. Sacramento Bee"Publication" #: \ PP#July 24, 1997

Headline#u\ PP# Wilson: State school test should be just in EnglishHeadline #:
\ PP#
By Dan Smith
Bee Capitol Bureau

In what would be a departure from current state education policy, Gov. Pete Wilson is insisting that the statewide student test he's pushing be administered only in English.

Opponents said Wilson's demand would subject 1.3 million public school students "more than 20 percent of the state's total enrollment" to a test they could not understand and would result in meaningless individual scores and misleading statewide averages.

"If the purpose is to test kids to see how they are doing academically, then they are essentially excluding a very large percentage of the kids from the process

It is discriminatory exclusion," said Deborah Escobedo, staff attorney with San Francisco-based Multicultural Education Training and Advocacy. "If they are truly concerned with knowing how all the children are performing in the schools, the state ought to put some resources into it."

Although past mandatory statewide tests have been given only in English, the state's current program is voluntary, with the state paying only part of the cost. Participating school districts

are required to choose from a list of 56 approved tests, four of which are in Spanish.

Assemblyman Steve Baldwin, an El Cajon Republican who is on a legislative testing task force, argued that "if your goal is to get more kids into English fluency as soon as possible, then it doesn't make any sense to test in Spanish."

"Even if they score a 10, it tells the school what they are doing well or not doing well. Maybe the next year, the kid scores a 50," Baldwin said.

The language debate is just one unresolved issue four lawmakers are mulling in private as they try to sculpt a testing program to meet Wilson's budget demand that all students be given a standardized test next spring.

Democrats and education lobbyists have resisted Wilson's budget proposal to buy one standardized test and require all districts to administer it in grades two through 11 next year. They argue the state should wait and either buy or design a test that meshes with the academic standards being developed by the state Board of Education.

But that will force students to wait until 1999 or 2000 to be given a standardized test with individual scores "too long, according to Wilson. The governor has said it is critical to begin testing as soon as possible, particularly to measure the success of two key education initiatives "smaller class sizes and phonics-based reading instruction "and to provide children with an individual assessment of their progress.

In the current voluntary program, districts with a high percentage of students with limited English skills, such as Los Angeles Unified School District, have chosen to test those students in Spanish.

Los Angeles school officials said the Spanish-language test still gives educators an assessment of a pupil's ability, particularly in math. And they said it h

elps measure reading and writing skills, which are "transferable" as the child becomes more proficient in English.

Testing those students in English would deprive educators and parents of a meaningful assessment, said Rosalia Salinas, a curriculum specialist with the San Diego County Office of Education. "It lets districts off the hook and all of us as a community off the hook," she said.

While 1.3 million public school pupils are considered to have limited English skills, fewer than 100,000 were given the Spanish-language test last year, said Bill Lucia, executive director of the state board. Wilson and his allies are insistent that the proposed test be given only in English.

"If the children are to be integrated into the economic mainstream, they need to be more proficient in English" said Sean Walsh, Wilson's press secretary. "If they are to be compared to their peers, the test should be in English."

The Legislature's top Democrat, Senate President Pro Tem Bill Lockyer, said giving English tests to non-English-speaking pupils would be "pointless" and "an inexcusable waste of taxpayers' money."

He suggested Wilson is trying to segregate non-English speaking children from the statewide assessment to boost the average test score statewide. The governor's proposal would establish separate averages for English-proficient students and those considered to have limited English skills.

"We're not trying to make anybody look good or bad," responded Glee Johnson, Wilson's undersecretary of education. "We're just trying to find out where the heck we are."

Publication#W\ PP# 49. The Washington Post"Publication" #:\ PP# 07/24/97; Edition: FINAL; Section: A Section; Page A01

Headline#u\ PP# Way Out of the Inner City: AfricaHeadline #:\ PP#Subhead#[\

PP# For 18 Teens, Kenyan School Might Improve Their
Lives in Baltimore

Subhead#:\ PP# By Stephen Buckley

Washington Post Foreign Service

Until a few months ago, Michael Gambrill, 13, could not write a coherent sentence. His spelling was atrocious, his thoughts muddled beyond recognition.

Asked to describe a simple scene last year, Michael wrote:

"It was a man wher like reptile. So he was thaing a hick in the forest. In he f
an a egg. So he
hared home."

Eight months later, after intensive work in reading and spelling in a school 1
0,000 miles
from his Baltimore home, Michael described the same scene:

"A man found a large egg in the forest. He picked it up and carre it away. He t
ook the egg
to his home. He sat the egg on the table."

Michael's extraordinary progress is the fruit of a novel experiment undertaken
by the Abell
Foundation of Baltimore.

That the foundation opened the Baraka School nearly a year ago is not novel; ed
ucation is
one of the organization's passions. What is novel is the school's lo
cation: a tiny,
dirt-road-and-tin-shack town in the middle of north-central Ken
ya. That is, the middle of
nowhere.

The foundation hopes to save boys from inner-city Baltimore by sending them to
school in
a setting where they can avoid the pitfalls of violence-addled neighb
orhoods, family struggles
and suffocating peer pressure. It hopes that a safe e
nvironment, a back-to-basics teaching
philosophy and lots of one-on-one attenti
on will revive these students' interest in academics
during the middle-school y
ears " typically a tumultuous stage of their lives.

And, if this experiment in Kenya works, the foundation plans to build other suc

h schools
around sub-Saharan Africa and in the Caribbean. Already education activists and other
philanthropic groups have contacted Baraka officials about how to start similar schools.

"We can't reach everyone" in Baltimore public schools, said Susan Kikwai, a Kenyan who
helped organize the school and helps run it. "But it's a beginning."

Kikwai is one of two Kenyans on the Baraka faculty; the other four teachers are American.
She and other school officials stress that although cross-cultural experience is one purpose of
the school, academics is its reason for being.

Michael is not alone in his academic progress. Most of the 18 boys at the school this year
improved their reading scores by two grade levels. Those who were barely doing subtraction
have vaulted to fractions, word problems and decimals.
Each was tested by the Baltimore city school system to ensure he had learned enough to advance a grade, and each passed.

"A lot of people think, isn't it nice, we're taking kids out of the city," said Laura Doherty,
whose husband, Chris Doherty, was the school's first headmaster.
"They may get this wonderful experience but won't be able to find a job. Then what? If they didn't learn to read and write, they're doomed. The school part is why we're here."

Of the 18 boys who attended Baraka, all were from Baltimore, and most were from poor and
working-class families. Only two live with their natural mother and father. Some boys have
parents who have steady jobs and are active in their communities. Some have parents who are
drug abusers; others have siblings who are gang members.

Antione Lewis, 13, said the school drew him because "I wanted to change my life. I wanted
to get away from the streets of Baltimore. I wanted to go someplace to learn how to be a man."

No hard rules govern whom the school accepts, but Baraka officials seek students who are poor and working-class and are struggling academically. They also generally shun students who already have had major jousts with the law.

They want boys who are bright but need support, as well as marginal students who may blossom under intense instruction. And, of course, they are looking for students most likely to adapt smoothly to life so far from home.

The school sits in the shadow of Mount Kenya, and the 150 acres of grounds are dotted with yellow and orange flowers, mango and guava trees, olive trees and gorgeous bougainvillea. All over the empty green spaces, birds flit and chirp. Butterflies float and dip.

There is no television in this town 150 miles north of Nairobi, Kenya's capital, so the boys must be creative in their recreation. They hunt for frogs and turtles. They gather dung from termite hills for use in art class.

"In the city, they feel like they have to act tough," said Kate Walsh, head of the Baraka School project and education program officer for the Abell Foundation, founded in 1953 by the A.S. Abell Co., which then owned the Baltimore Sun. "Here, they don't have to act tough. They can be little boys."

But the reality of Baltimore's streets has struck home for the Gambrills. While Michael was in Africa, three good friends were shot dead.

"That's why I'm glad he's over in Africa," said Tammy Gambrill, 36, Michael's mother, sitting in their small apartment in the Druid Hill section of Baltimore. "That might have been him [shot] one of those times. I know where he's at. I know he's safe."

Some mothers allowed their boys to come here in part to grapple with their own violent streaks. Donta Crockett, 14, arrived with a reputation for a powder-keg

temper; last year at Dunbar Middle School, he fought repeatedly and was suspended five times. In one incident he punched a teacher in the jaw.

At Baraka, he had one fight this past school year.

Faculty members describe the friendly boy with big hands and a shy smile as one student who was always on time to class and got along well with other students.

"I've learned how to get along with people, how to stop getting into fights," he said. "I learned how to count to 10 when I'm about to go off."

They also learn discipline. Everybody up at 6:30 a.m. Seven hours of classes. Mandatory study hall nightly. Lights out at 9 p.m.

This world is eight time zones and 10,000 miles from Druid Hill.

The Gambrills' street was quiet on a recent rainy summer morning. Bits of litter floated along the sidewalk. There was little graffiti.

But the community is crammed with the staples of working-class urban neighborhoods: liquor stores, short-order joints, a laundromat, a couple of fast-food restaurants, several convenience stores, a sprinkling of small churches.

Small children played in the courtyard of the McCulloh Homes, one of Baltimore's oldest housing projects. Michael Gambrill grew up in this housing project and stayed out of trouble until a couple of years ago, his mother said.

"Once he started middle school, he started getting into fights, started talking back to the teacher," Tammy Gambrill said. "He used to hang out with some friends, and I would tell him, they're going to leave you behind. You the one gonna get caught every time."

Nonetheless, when Michael called from Booker T. Washington Middle School one afternoon, screaming, "I'm going to Africa, I'm going to Africa," her response was, "Yeah, right."

But he appeared to be serious. And soon she was saying, "If you really want to go, I'll let you go."

At first, Michael had what Chris Doherty called "a white-hot burning supernova hatred" for the school. He tried to run away several times.

He eventually warmed to the place. That came in part because three boys "whom Michael had befriended" were sent home after a few weeks for, among other things, starting fights and fires. Suddenly, Michael enjoyed learning Swahili and chess. His reading and spelling greatly improved.

His letters went from gibberish to this:

"You should expect my behavior to be changed. My attitude changed by me not going off on teachers anymore, and I do not try to get into fights for the fun of it."

When Michael came home last month, a Christmas wreath hung on the apartment door. A Christmas tree stood in the living room, with a two-foot high Valentine's Day card and an Easter basket beneath it.

Tammy Gambrill missed her son.

But that will not stop her from sending him back to the Baraka School in the fall.

Right now, most of the boys plan to return, Walsh said.

"I have to keep him in positive places, so he's ready to go back," Tammy Gambrell said. "He's

not going to have time to get into trouble."

Publication#W\ PP# 50. Los Angeles Times"Publication" #:\ PP#* 07/24/97; Edition: Ventura County Edition; Section: Metro; No Desk; Page B-1

Headline#u\ PP# Willingness of State to Fund Campus
Called Crucial
Headline #:\ PP#By KATE FOLMAR
TIMES STAFF WRITER

LONG BEACH " While educational needs are clearly plentiful, Cal State trustees Wednesday said converting the closed Camarillo State Hospital into a four-year public university hinges on one crucial factor: whether the state is willing to provide the tens of millions of dollars needed to make it happen.

"If the state wants a university, fund it," trustee William D. Campbell said during a meeting of the Cal State committee on campus development. "If the state doesn't want a university, then why make us split up [money from] all our other campuses?"

Campbell's position on the plan to convert the closed psychiatric hospital into the Cal State system's 23rd campus was repeated many times during the two-hour session.

At the meeting, trustees saw the first formal study of what niche Cal State University Channel Islands would fill. They also took a closer look at the financial details.

The committee took no formal action on the plan, but it will be asked to formally approve a conversion plan in September. Two months later, the entire 17-member board must decide whether to include Cal State Channel Islands in its 1998-99 budget.

"I think we've obviously got a lot of work to do," Cal State Channel Islands President J. Handel Evans said after the meeting. "As it comes down to the wire, the questions are being asked louder: How much can you raise? How much do you need? What's the difference [between them]? Where's it coming from?"

According to a report presented by Richard P. West, Cal State's senior vice chancellor for business and finance, it would cost \$11.8 million in fiscal 1998-99 to assume control of the 700-acre Camarillo State site and relocate the existing students from Cal State Northridge's Ventura campus.

Of that total, \$4.9 million would come from the state's regular per-pupil allotment; \$400,000 would be generated by leasing some of the site's 85 buildings to businesses, schools and the like.

That leaves a \$6.5-million deficit, which trustees agreed should be the state's responsibility. But, West hastened to mention, the state is already committed to spending \$3.3 million in upkeep on the Camarillo location, even if no one moves in. The state's tab therefore would be closer to \$3.2 million beyond the Cal State system's existing budget.

It's estimated that the annual cost of running the university would be about \$29.1 million by 2000: \$10 million from per-pupil dollars, \$1.9 million from leases and \$17.2 million additional from the state.

While the conversion sums may seem high, committee Chairman Jim Considine said the state can afford it if the needs of Ventura County are important. And building a school from scratch would cost far more, he added.

"Take a look at how much money we're talking about on the scale of the state budget," he said after the meeting. "Everything's relative. Six million dollars from my personal wallet, it's huge; but \$6 million from the state budget is not that significant."

Also at the meeting, trustees saw the first formal study documenting Ventura County's pressing need for a public university.

Among the study's findings:

Local residents are far more likely to attend community colleges than four-year institutions.

Ventura and Santa Barbara counties have far lower-than-average Cal State attendance rates compared to other areas. While an average of 9.2% of high school graduates statewide attend Cal State campuses, the comparable percentages fall to 5.3% in Ventura County and 4.8% in Santa Barbara County.

Access to a four-year university is far more limited for Latino students, a growing population in both regions.

Publication#W\ PP# 51. The New York Times"Publication" #:\ PP# 07/24/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 4, Column 6

Headline#u\ PP# Panel Sees Little Progress In Newark School DistrictHeadline # :\ PP#AP

Two years after the State of New Jersey seized control of the Newark school district, an advisory panel of parents and other local residents gave the schools a mediocre report card yesterday, saying they had made "little progress" in reaching the state's goals.

But even as he was releasing the report, the chairman of the advisory board tried to soft-pedal the criticisms. The Newark schools "are on the right track but still need significant improvement," said the chairman, Fernando Linhares. TD The advisory board was appointed by the State Education Commissioner, Leo F. Klagholz, in 1995 after the Newark Board of Education was disbanded in the state takeover. All 14 members of the advisory board, which has no policymaking authority, are to be replaced in September.

The evaluation, the board's first, gave the schools an average grade of 2.2 out of 4, which Mr. Linhares translated into a C grade. The report itself defines a score of 2 as "little progress."

Publication#W\ PP# 52. The Boston Globe"Publication" #:\ PP#July 24, 1997
Headline#u\ PP# Council avoids vote on neighborhood
schools Headline #:\ PP#B
y Jordana Hart and Anthony Flint

The Boston City Council yesterday side-stepped voting on whether to make the
ne
ighborhood schools issue a ballot question in November, while a new school comm
ittee task
force prepared to study what the school committee chairman called a
less ``politicized" means
to improve school choice.

For the second time since June, the Boston City Council put off voting on the b
allot issue,
instead sending the proposal to the council's education committee.

The nonbinding referendum, inspired by a citizen's group called Boston's Childr
en First,
would ask voters if they want to scrap the current system of assignin
g children to Boston
schools. The system uses racial diversity as the main stan
dard.

``This is a process that won't work," said Mayor Thomas M. Menino, who opposes
the
referendum. ``We have a task force in place that will give us a report on
how to proceed on this
issue. What's the referendum going to to prove? We all w
ant neighborhood schools but they all have to be good schools.

``It's going to take us a while to fix all of the schools," Menino added. ``I
wish people would
put their energy into improving those schools instead of impe
ding the progress we're making."

Councilor at large Peggy Davis-Mullen, a neighborhood schools advocate who is
c
hairwoman of the education committee, said yesterday that an expected majority
vote from her
committee would mean the full City Council could vote on the meas
ure as early as next
Wednesday.

If the measure does not get the required majority vote among city councilors, t

he grass-roots
citizen's group said it is prepared to launch a drive to collect
the 23,000 signatures required to
place it on the ballot.

Meanwhile, the Boston School Committee last week appointed a nine-member task f
orce to
examine alternative student assignment policies and find ways to improv
e the process.

``This group will help us gather a wide spectrum of opinion," said school comm
ittee
chairman Robert Gittens. ``The referendum approach tends to politicize th
e issue, and we lose
the issue of quality of education" with the straight yes-
or-no approach of a ballot question.

The results of the first round of student assignments for the upcoming school y
ear showed
that 79 percent of parents received their first school choice, while
10 percent received their
second choice, according to school officials.

But Davis-Mullen said the figures are wrong and that, based on parents' complai
nts to her,
there is widespread displeasure among all racial and ethnic groups
with the current system.

``The referendum would be a reflection of what the people want," she said yest
erday. ``The
myth is that this is a white issue. It isn't. We are not giving th
e ... people any credit that they can
think or handle this issue themselves."

The task force will hold its first meeting next month, and will convene at leas
t six public
hearings through October.n

Publication#W\ PP# 53. San Francisco Chronicle"Publication" #:\ PP#July 24, 1
997

Headline#u\ P P# Schoolgirl Site Yanked Off InternetHeadline #:\ P
P#Subhead#[\ PP# It rated Palo Alto eighth-graders Subhead#:\ P P#
Bill Workman
Chronicle Peninsula Bureau, page A1

An Internet site that ranked girls from a Palo Alto middle school by looks, per

sonality and,
in some cases, sexuality has been shut down after the mother of one girl complained to the school district.

The Web page identified by name 152 eighth-grade girls from Jane Lathrop Stanford Middle School, giving them such labels as "wide load," "sexually confused," "scary big chick" and "bacon for everyone."

One girl who was ranked highly on looks and personality by her anonymous judges won the appraisal, "USDA 100% Grade-A Lean Meat." Another with a favorable rating was said to be "flirty, pretty and plump."

But these were among the least troubling remarks, said Irv Rollins, assistant superintendent of the Palo Alto Unified School District. "There were other sexually explicit comments, references to male genitalia and other gross things."

The Web site, which school officials believe was set up by a group of teenage boys, also included three teachers and a male student in the rankings.

Geocities, the Santa Monica-based Internet firm that hosted the controversial page, shut it down Tuesday after Rollins called to complain.

A Geocities spokesman said yesterday the site user had, among other things, violated an agreement with Geocities that bans "hate speech."

The spokesman, Ed Gyurko, said the company, which has 800,000 users and hosts some 3 million Web pages, did not know who set up the rankings of the Palo Alto students. Whoever it was, was notified by e-mail that the page had been taken off the Internet, he said.

Palo Alto police investigated at the request of the school district, but concluded that no law had been broken. Police believe the girl-raters were youths who were familiar with what went

on at the school.

“There were a lot of inside jokes that only someone in the class would know,”
said Detective
Jim Coffman.

Rollins said school officials were trying to find out who created the list. If
it turns out that
school computers were used to create the offending Web site,
he would recommend expulsion.

But until some student or parent comes forward to identify the culprits, he said,
“there’s very
little we can do.”

School board president John Tuomy said the Web page rankings bordered on “sexual
harassment.”

Tuomy, a computer security executive, said identifying the girls by name on the
World Wide
Web had put them in potential danger, “considering some of the kinds of people who lurk on
the Internet. That’s what scares me.”

Most of the girls on the list will be freshmen in September at Gunn High School
, where a
few years ago flyers with similar rankings of incoming freshmen girls
were circulated.

Publication#W\ P
P# 54. The Boston Globe"Publication" #: \ PP#July 24, 1997
Headline#u\ PP# Developer and Don Bosco team up in bid
to transform high school
l Headline #: \ PP#Subhead#[\ PP# Sale of campus property would clear way for
retail
complex, science and math facilitiesSubhead#:\ PP#
By Richard Kindleberger
Globe Staff

A multiscreen theater and a hotel are two possible ingredients in an unusual recipe for turning
Don Bosco from a down-at-the-heels trade school on the edge of
the theater district into a
thriving new technology center for 500 students.

A reconstituted board of trustees hopes to sell 40 percent of Don Bosco's two-a

cre property
at 300 Tremont St., two doors down from the Wang Center, to Intercontinental Developers. The school would use the proceeds to rebuild the remaining campus, participants said yesterday.

Intercontinental, adding an adjacent parcel it hopes to acquire from the city, would knock down two 70-year-old buildings on the land it buys from the school and develop a mixed-use commercial complex in their place.

Plans are still preliminary - and neighborhood and city approval will be needed - but chief executive Peter Palandjian said Intercontinental is in serious negotiations with a movie operator and a hotel to take space in the complex. In addition, up to 225 apartments are under consideration.

Attorney John Hanify, chairman of the Don Bosco trustees, said the improvements would make physical a major transformation in the school's mission and curriculum. Effective last year, Don Bosco Technical High School became Don Bosco Preparatory School.

"We all feel that a school that is going to feature science and math deserves to have state-of-the-art science, math, and computer facilities," he said.

A purchase agreement signed six weeks ago by Don Bosco and the developer calls for closing the deal in a year or less. Palandjian, who saw winning community and city support as bigger hurdles than signing tenants, said construction could start in as little as four months "if we flew through" the approval process.

The Salesian Society, the third-largest Roman Catholic religious order and founder of Don Bosco in 1949, has been looking for years at how to raise money for the school and the order by developing a portion of the property. A 1980 proposal, for example, called for 280 mixed-income apartments in a complex that included a 20-story tower.

All previous attempts fell by the wayside, and there is no guarantee the latest plan will fare better. Asked to rate his prospects, Palandjian saw ``a 75 percent chance this development will happen."

Bay Village, to the west of the Don Bosco block, will be watching closely, as will Chinatown. Teigue Thomas, president of the Bay Village Neighborhood Association, welcomed developing the site but voiced concern at a movie complex.

``We had [Cinema] 57, which recently closed, which showed a lot of urban violence films and caused a lot of problems in our neighborhood," Thomas said. Just banning X-rated films, a requirement imposed by the Salesians, will not answer her concerns about traffic, safety, and parking, she said.

That could pose a problem. Palandjian and partner Edward Nardi said the price they agreed to pay for the land and its peripheral location mean ``there aren't many retail concepts that make sense," with a cinema a notable exception. They cited confidentiality agreements in refusing to discuss price.

Hanify praised Intercontinental for its experience and sensitivity in working with abutters. Of specific relevance, he said, the company is working on an office-retail-condo development in Harvard Square that required taking an Armenian church and replacing it with a new church in Belmont.

Other current projects include the renovation of a 10-story building at 100 Franklin St. for the Boston Stock Exchange and the expansion and renovation of One Bulfinch Place for the Suffolk County district attorney and other tenants.

Founded in 1962 by Palandjian's immigrant father, Petros, Intercontinental thrived for years but was whipsawed by the late-1980s real estate crash and almost went under. Peter and his brother, Paul, both Harvard graduates and competitive

tennis players, came on board to help out.
Their father died last year.

Publication#W\ PP# 55. Rocky Mountain News"Publication" #:\ PP#July 24, 1997

Headline#u\ PP# Rioter to be banished from state Headline #:\ PP#Subhead#[\
PP# Man ordered to leave Colorado after serving 6-month
term for role in Boulder
disturbance Subhead#:\ PP#
By Kevin McCullen
Rocky Mountain News Staff Writer

BOULDER " A young man who participated in Boulder's University Hill riots must
leave
Colorado for four years after he completes a six-month jail sentence.

Chad Lawson, 19, also cannot enroll at the University of Colorado for the next
four years as
part of a deferred sentence he received Wednesday in Boulder Coun
ty Court.

Lawson pleaded guilty to attempted second-degree assault on a police officer, e
ngaging in
a riot and third-degree assault for his participation in the riots M
ay 3-5 on University Hill. He
was one of five people charged.

He waived his right to object to the banishment during sentencing before County
Judge
Diane MacDonald. The plea agreement also stipulated that he serve six mo
nths in the Boulder
County Jail and leave the state immediately after completio
n of his sentence.

Dispositions have not been reached in the cases of the other four defendants al
so charged
with rioting, said deputy Boulder district attorney John Pickering.

He said Lawson, who comes from a supportive family, probably would not repeat h
is actions.
But Pickering said the district attorney's office felt that Lawson
was an active participant in an
"extraordinarily violent mob whose collective p
urpose was to injure police officers with whiskey
bottles and bricks and destro
y public and private property."

Lawson's sentence should send a message to University of Colorado students and other young people that the riots cannot be repeated, Pickering said.

Publication#W\ PP# 56. The Boston Globe"Publication" #:\ PP#July 24, 1997
Headline#u\ PP# State backs off threat to end funding of
school for disabled H
eadline #:\ PP#By David Armstrong
Globe Staff

Four years ago, Governor William F. Weld promised to cut off millions of dollars in state funding for a private school for disabled people after it was revealed the Assonet facility owned two Cape Cod vacation homes, operated a private petting zoo on the grounds, and paid the president a six-figure salary.

Now, in an about-face, the state has not only backed off its threat to eliminate funding for the Crystal Springs School, but has agreed to continue giving millions of dollars to the facility for at least the next five years.

In addition, the state will pick up the school's \$500,000 legal bill - money the facility spent suing the state.

The change of heart comes after the politically connected president of Crystal Springs and a group of parents and supporters waged an intense public relations and court battle to save it.

The school president, Charles Young, and his supporters have argued the facility provides top-notch care for severely mentally and physically handicapped students.

They characterized the initial decision four years ago to cut funding as irresponsible and based on misleading news media reports and the faulty work of state auditors.

However, a report released last year by state Auditor Joseph DeNucci criticized the school for using state tax dollars slated to help disabled children to instead fund lavish parties for staff

members, buy gifts and lingerie at Victoria's Secret and purchase thousands of lottery tickets for employees and jewelry for parents and corporate officers.

Previous state audits have faulted the school for spending money on two vacation homes in Falmouth and providing excessive compensation and perks to Young, including the leasing of a Mercedes station wagon.

The agreement, which settles a four-year-old lawsuit filed by the school, strictly regulates the use of state money at the school. No state funds can be used to pay for the private petting zoo and the remaining Cape Cod vacation home.

In addition, the state will not fund all of Young's \$142,345-a-year salary. His wife, Susan Bouchard-Young, is the school's fiscal director and second highest paid employee at \$77,507-a-year.

As part of the agreement, Crystal Springs must also reimburse the state \$300,000 for inappropriate spending in the past.

The state has agreed to place at least 50 students a year at the facility for the next five years at an annual rate of \$106,140 per student.

Publication#W\ PP# 57. Kansas City Star"Publication" #:\ PP#July 23, 1997

Headline#u\ PP# Project aims to incorporate Indian history and culture into school curriculums Headline #:\ P P#
By DIANE CARROLL
Staff Writer

LAWRENCE " What do you know about the Trail of Tears? Or an Indian chief named Osceola?

The former refers to a journey taken by American Indians who were forced to leave their Southeastern homelands in 1838 and settle in Oklahoma. Osceola was a Seminole who fought

to let Indians keep their land in the Southeast.

The stories of the trail and the chief are among many that American Indians want to preserve and pass on. About 100 persons who work with Indian schools throughout the country are meeting this week at Haskell Indian Nations University to figure out how to incorporate Indian history and culture into their K-12 curriculums.

"It's a huge project," said 4Directions Project Director Karen Blazer, who works for the Pueblo of Laguna (N.M.) Department of Education. The department oversees schools for the Laguna tribe, which lives on a reservation west of Albuquerque.

Two years ago, the Laguna department received a \$5 million federal grant to work with 19 schools in the country that are funded by the U.S. Bureau of Indian Affairs. The 100 people at Haskell are from the 19 schools and their communities.

"The primary focus of the project is to use community people to develop culturally relevant curriculums and enhance that through technology," Blazer said. Many of the programs are being developed for use on the Internet.

Organizers hope that the curriculums will become models for other schools, both Indian and non-Indian. The schools will be meeting at Haskell each summer through 2000 to develop the curriculums.

Representatives from Ahfachkee School near Fort Lauderdale, Fla., are putting together a curriculum that looks at the lives of six Seminole leaders, including Osceola. That school and the others in the program will be presenting their project plans at 8 a.m. Saturday at Haskell's Student Union.

The schools in the project are in New Mexico, Arizona, Michigan, Minnesota, Maine,

Florida, South Dakota, North Dakota, Washington and Wisconsin. Publication#
W\ P!P# 58. Kansas City Star"Publication" #: \ P"P# July 24, 1997

Headline#u\ P#P# KC students score below national average
in reading, mathHead
line #: \ P\$P#
By LYNN HORSLEY
Education Writer

When Kansas City School Superintendent Henry Williams outlined his priorities last October, his top goal was to see the district's students achieving at or above the national average in reading and math.

He and the district's students have quite a way to go to reach that goal.

Scores released Wednesday from nationally standardized tests given in April show Kansas City public school students scoring below the national average in reading and math in all grades from three through 12.

On a more positive note, Kansas City students do perform on a par with those in most other districts with high concentrations of disadvantaged students.

Their scores are at or above the average scores for districts where more than 25 percent of students fall below federal poverty guidelines. Seventy percent of Kansas City students qualify for free- and reduced-price lunches " the most common measurement of high poverty in a particular district.

In the past, Kansas City has not been content to compare itself to other high-poverty districts. Critics have complained that any district that has spent \$1.8 billion in a 10-year desegregation program should have better test scores to show for that effort.

In his goal-setting session in October, Williams said he hoped to see 60 percent of students reading at or near grade level by the time they leave the third grade. But this year's scores showed more than 40 percent of third-graders reading

ng at a level among the bottom 25 percent
of the nation's students.

Testing Director Tom Stinard was more encouraged by language scores, measuring
student
achievement in spelling, word usage, capitalization and related areas.
Students did better in
language arts than in any other subject at all grade lev
els except 10 and 11.

Stinard, who started in November, also was encouraged that students tended to d
o well in
tests of their ability to use sources of information, such as diction
aries and other reference
materials. The lowest scores tended to be in math, es
pecially in the secondary grades.

"Eighth, ninth and 10th grade math are areas we'll focus on," Stinard said.

He said that in past years, scores have tended to dip significantly for student
s moving from
fifth to sixth grade, the transition from elementary to middle sc
hool. That dip wasn't as severe
this year, but the dip in scores for students m
oving from eighth grade into high school was
serious.

"We certainly need to pay more attention to that," Stinard said.

Scores in all subjects were better in grades 11 and 12.

In past years, Kansas City students have scored closest to the national average
in grades one
and two. But the tests are no longer given in those grades. Stud
ents in April took the Iowa Tests
of Basic Skills in grades three through eight
and the Tests of Achievement and Proficiency in
grades nine through 12.

Stinard said he would not have a comparison between last year's scores and this
year's until
next month.

As in past years, the scores showed a serious gap in achievement between whites
and ethnic

minorities. The gap was most serious in reading, less so in math. Whites scored at or above the national average in reading and math in nearly all grades. Local black and Hispanic students did not.

Districts nationally and regionally have struggled with a similar disparity, and most have been stymied in their attempts to reduce the gap. Missouri Education Commissioner Robert Bartman has crisscrossed the state in the last year, hoping to come up with some ways to address the gap throughout Missouri.

Publication#W\ P#P# 59. Forth Worth StarTelegram"Publication" #:\ P&P#July 24, 1997

Headline#u\ P'P# Probation terms ban woman from Fort Worth's schools
Headline #:\ P(P#
By Martha Deller
Star-Telegram Staff Writer

FORT WORTH " A Fort Worth grandmother who has picketed Fort Worth schools for two years has been banned from district property and board meetings for 18 months while serving probation on two misdemeanor convictions.

A jury convicted Della Brooks, 51, last week of trespassing at Morningside Elementary on Nov. 9, 1995. Brooks then pleaded no contest to a second charge of disrupting a school board meeting on March 26, 1996.

Judge Billy Mills of County Criminal Court No. 3 sentenced her Friday to two concurrent 90-day jail terms and then suspended the jail terms for 18 months and set the probation terms.

But Brooks, whose protests were sparked by what she considered racism in the magnet program, said she won't be deterred by the conviction or probation terms. She said students in regular Morningside classes, where her granddaughter attended, were treated differently from those in the school's magnet program.

"It won't impede our progress," she said yesterday. "This is just political tac

tics. They think they can shut us down, but we still have free speech and freedom to assemble."

Superintendent Thomas Tocco said he hopes, for Brooks' sake, that she won't violate the probation terms. Prosecutors said violating probation could lead to a jail sentence.

"I have a long history of protecting the rights of people protesting institutions I head, but this kind of went beyond the pale," he said. "It's regrettable that the situation ever got to this point."

"I would hope that in the future when people have concerns about programs in the school system that we could sit down and talk and never again have anything get to this level of intensity."

Assistant District Attorney Robert Mayfield, who prosecuted the case, said banning Brooks from school property and board meetings is justified under the circumstances of the two cases.

"Given that she has a penchant for trespassing on school property and disrupting school board meetings, this is somewhat a prophylactic condition," Mayfield said.

In the trespassing case, Brooks was arrested after she violated written and verbal warnings not to enter Morningside and walked into Principal Juanita Henry's outer office, police said. Brooks and other protesters had been picketing outside the school alleging racism for about three months before the arrest.

To relieve tensions from the protests, school officials opened a new program for high academic achievers last year at Luella Merrett Elementary. Some Morningside magnet students and teachers transferred to Merrett, but the Morningside magnet program continues.

In the disruption case, Brooks was arrested after she disregarded repeated warn

ings from
school officials to quit making insulting remarks about a specific Mo
rningside teacher during
a board meeting. When she continued speaking from the
audience after a recess, security
officers escorted her outside, handcuffed and
arrested her.

Neither Brooks nor her attorney, James C. Belt Jr. of Dallas, objected to the p
robation terms,
Mayfield said.

But Brooks said she will continue to picket and speak out about the school dist
rict.

She said a restraining order against her obtained by the district more than a y
ear ago hasn't
stopped her and others from picketing periodically on the sidewa
lk or speaking about school
issues.

"I've never stopped talking about school issues," Brooks said. "They think they
can intimidate
and inflict fear in me, but nothing bothers me. I'm not a compr
omising individual."

Mayfield said the probation terms are more extensive than the restraining order
, which
applied only to certain district property and not to board meetings.n
Publication#W\ P)P# 60. Houston Chronicle"Publication" #:\ P*P#July 24, 1997

Headline#u\ P+P# High school officials link rosaries to gang Headline #:\ P,P
#Subhead#[\ P-P# District defends its dress code in court Subhead#:\ P.P#
By DEBORAH TEDFORD

As many as eight members of the United Homies street gang have worn rosary bead
s to
school, New Caney High School officials testified Wednesday.

School district officials were in federal court to fight a challenge to the New
Caney High
School dress code, which prohibits students from wearing attire ide
ntified with gangs.

Cobby Caputo, attorney for the New Caney Independent School District, said in h

is
summation that the school has never sought to infringe upon the religious freedom of the two
boys who sued the district challenging the ban.

The students, Jerry Robertson and David Chalifoux, argued in their lawsuit that the ban on
rosaries as attire violates their constitutional rights to freedom
of speech and religion.

Caputo told U.S. District Judge David Hittner that the school has a duty to impose
restrictions designed to keep students safe from the possibility of gang-related activity.

"The freedom to believe is absolute; however, the freedom to act is subject to regulation by
the state," Caputo argued.

Brent Perry, attorney for the teens, said the dress code is so broad that it gives school officials
the authority to infringe upon the rights of the individual students.

"The school district's policy runs smack up against the First Amendment. Children don't
check their rights at the school house door," he told Hittner.

School officials told the two 15-year-old sophomores in March that they could not wear the
rosaries outside their shirts because local police have identified the rosary as gang insignia.

The students were asked to carry their rosaries in a pocket or wear them inside their shirts,
rather than risk a gang confrontation on campus.

Chalifoux said he began wearing the beads as a necklace in January because he didn't have
a crucifix. Robertson, Chalifoux's best friend, soon followed suit.

Hittner ordered the boys to continue wearing the rosary beads inside their shirts until he rules
in the case.

A decision is expected before Labor Day.

Publication#W\ P/P# 61. The Atlanta Journal-Constitution
"Publication" #:\ POP#July 23, 1997

Headline#u\ P1P# Cobb schools strain to keep pace with
enrollmentsHeadline #:\
P2P#

By Diane R. Stepp
The Atlanta Journal-Constitution

Heavy migration to western Cobb County is adding up to an enrollment migraine for school officials scurrying to roll in more trailer classrooms and keep construction plans alive for at least one more school by 1998.

Parents and students also feel the strain of overcrowding, which has spawned classroom trailer villages and raised the possibility of double sessions at bulging Harrison High.

Voters last month refused to authorize a 1 percent sales tax that would have raised \$494 million for construction over five years. Construction of a new high school in northwest Cobb was included in the sales tax plan, but was not in a \$221 million bond issue approved in 1995.

District enrollment will reach about 88,300 this year and top 98,700 by 2001. But growth is favoring selected areas and ignoring others, leaving some schools, such as those in the older south-central part of the county, under capacity and others in west Cobb bursting.

"We're still growing in east Cobb but that is slowing," said school system planning director Robert Ray. That's also true in maturing south Cobb, although the Vinings and Six Flags areas are showing growth.

Of the 2,725 new students expected this school year, one of seven is headed to Harrison and two feeder middle schools, Lost Mountain and Pine Mountain. This year Harrison is expected to be over capacity by 700 to 800 students and nearby Lo

st Mountain over by 460.

Harrison is adding 13 classroom trailers this year, for a total of 31. The additions will gobble faculty parking and displace juniors who had counted on driving this year, said Principal Dexter Mills.

Parents are beginning to panic, said Teresa Vaughn, a former Harrison parent who was on a community-based committee to promote passage of the sales tax. "We're seeing crisis and chaos," she said.

The school board has discussed raising taxes, seeking another bond authorization or leasing a newly built school from a private developer. By law, it has to wait one year before reopening the sales tax question.

Among possible short-term approaches for Harrison are double sessions, staggered schedules and early lunches, such as was done at Lassiter High School in the late 1980s when enrollment reached 3,200. But parents don't like that prospect.

"The last thing people in our community want to hear is that east Cobb did it," said Vaughn.

Tom Higgins, now principal at Wheeler High, was assistant principal at Lassiter then.

"It's not the best situation. Unless it happens to you personally, you don't realize the extent of the issue," said Higgins, whose daughter will attend Pine Mountain Middle this year.

Publication#W\ P3P# 62. Los Angeles Times"Publication" #: \ P4P#* 07/24/97; Edition: Home Edition; Section: Metro; Op Ed Desk; Page B-9 Category: Commentary

Headline#u\ P5P# Tax Breaks for Education Draw the LineHeadline #: \ P6P#Subhead#[\ P7P# The objections serve only those who would divert relief from middle to upper classes.Subhead#:\ P8P# By ROBERT B. REICH JOHN D. DONAHUE

What should be first in line for tax breaks: education, capital gains or estates?

As the debate on tax relief comes down to the crunch, the Clinton administration is sticking to the late-spring deal it struck with Congress: \$35 billion earmarked for incentives linked to education and job training. The administration's proposal features hefty tax credits for the first two years of postsecondary education, a smaller but still substantial 20% credit for further education including, crucially, part-time continuing education for working adults incentives to save for future schooling and a permanent extension (plus improvements) of on-again, off-again tax benefits for employers who sponsor their workers' postsecondary education.

Critics from academia and progressive interest groups have raised objections to the plan. While they reflect noble motives, these objections are mostly overblown or beside the point. And they provide cover for cynical efforts by others to break the deal and divert tax relief away from the middle class.

One objection is that many families who stand to benefit would have invested in education anyway. Of course. With the rising returns to education and training and the brutal penalties the modern economy imposes on the unskilled, they would be fools not to.

But tax incentives always are blunt instruments: Most deductions for charitable contributions reward giving that would have happened in any event, most research and development tax credits underwrite investments that firms would have undertaken on their economic merits and liberal estate tax limits don't materially increase the number of people who die rich. The real issue concerns how much economic change a tax break inspires and the value of that change.

By this measure, education tax incentives beat the competitors for tax cut dollars: preferences for capital gains over earned income and other kinds of investments.

ent returns,
or raising the amount that can be bequeathed tax-free. While there
's no consensus on the effects
of preferential tax rates for capital gains, for
example, the best prediction is little (maybe no) net
increase in saving and i
nvestment, a lot of maneuvering by accountants and lawyers to relabel
income as
capital gains and a sharp rise in the after-tax income of a tiny, wealthy slic
e of the
population.

Nobody can say with confidence just how much education tax incentives will boos
t human
capital investment. A few careless critics imply no impact, which is im
plausible. Wherever such
tax breaks do affect behavior, they move resources tow
ard an investment with the surest,
strongest link to shared prosperity. Almost
as important, even where they "miss" the target of altering decisions, they conc
entrate tax cuts on families at the time when budgets tend to be
tightest and t
ax relief matters most.

A second complaint concerns distribution. Tax incentives, critics say, can't re
ach those too
poor to owe any taxes. Instead of tax credits for the middle clas
s, they suggest direct transfers
targeted to low-income students. Wouldn't it b
e better to just bump up the budget for education
grants? We're all for devotin
g more resources to helping the poorest get access to skills. But the
issue is
how to divide the tax breaks, and ironclad budget rules bar substituting grant
increases
for tax incentives. Watering down the education provisions won't mean
a dime more for grants;
it just means more for capital gains and estate tax br
eaks.

The benefits of education tax incentives are focused on working families and ph
ase out
entirely at the upper reaches of the middle class, in dramatic contrast
to the other options on the
table. But even if they are targeted on the middle
class and can inspire extra investment, the
critics continue, won't tax incent
ives merely invite colleges and other training institutions to
boost tuition? T
his objection is vastly overblown. Most students still will be paying the major
ity

of their tuition bills with their own money and will resist tuition increases. Private schools raising fees or cutting aid will lose students; legislators who try to cut appropriations for state schools will face voters' wrath.

The real choice is between middle-class tax relief that rewards and encourages investments in America's broad-based earning power, and economically sterile tax breaks that will deepen the divide between the very wealthy and the rest of us. Pushing for perfection risks squandering the chance to tilt tax cuts toward working families.

Robert B. Reich was secretary of labor and John D. Donahue was counselor to Reich in the first Clinton administration

Publication#W\ P9P# 63. The Wall Street Journal"Publication" #:\ P:P# 07/24/97 Category: Commentary
Headline#u\ P;P# English Not Taught HereHeadline #:\ P<P#
By Hal Netkin

For decades, bilingual education has been praised as a godsend for schoolchildren who are not proficient in English. In California, 1.3 million public school children, 23% of the total, fit that description; over the past decade the number has more than doubled. California's future depends on these children becoming fluent in English. Yet each year only 5% of the state's public school students not previously proficient in English are found to have gained English proficiency.

I had my own taste of bilingual education in 1989, when I began renting part of my home to a Mexican family. The youngest of the five children, Ulises, was then in the second grade at Valerio Elementary School in the Los Angeles community of Van Nuys. The school branded him a slow learner, which puzzled me, since Ulises seemed to show above-average intelligence at times. What's more, Ulises spoke English better than he did Spanish. Since both of Ulises' parents worked away from home and I worked out of the house we shared, I agreed to be listed

as a contact for times when teacher-parent communications were necessary.

One day I received a call from the school's bilingual coordinator, a teacher whose job it was to sign up children for bilingual classes. She told me that Ulises was not ready for transition to English-only classes, and she asked for my approval for him to continue in a bilingual class in the next grade. But Ulises' English was better than his Spanish, I responded. She insisted, however, that he would do better in the bilingual class. To settle the matter, she invited me to observe the bilingual class to see "how beneficial it is."

I spent half a day in the class. Here's how it worked: A group of Anglo, Asian, Armenian and other children labeled "English-proficient" sat on the left side of the class, while an all-Latino group of "native-Spanish-speaking" children sat on the right. An English-speaking teacher stood in front of the group on the left, which read from books in English; a Spanish-speaking teaching assistant stood in front of the group on the right, which read from books in Spanish. As the primary teacher instructed in English, the assistant translated the lessons into Spanish. At times, the groups were instructed separately.

I was outraged. Why don't Armenian, Vietnamese, Haitian, Chinese and all other children whose "native" language is not English need bilingual education? The message to the Latino children was clear: that they are inferior in intelligence to other ethnic groups. I refused to approve bilingual education for Ulises, and he went on to become a perfectly normal student without it.

Many people believe that "bilingual education" entails learning two languages. Instead, as it's practiced in most U.S. public school systems, it would be more accurately called "primary language" education. The theory is that if students are taught all subjects in their native language at first, they will learn English better and faster in the long run. Bilingual-education advocates will also tell you that even if students in bilingual education are not gaining in English, they are

gaining in self-esteem, which will give them the confidence they need to catch up later. These claims, of course, are absurd. The students will gain whatever added "self-esteem" they need when they develop proficiency in English " the language in which their peers are learning, and the language that they'll need to succeed in the U.S.

It's no surprise that most Latino parents are opposed to bilingual education as soon as they find out what it is. Indeed, 83% of Latino respondents to a Los Angeles Times poll last month said they oppose bilingual education. One of the first things parents grasp is that bilingual education is not English-as-a-second-language instruction. ESL students' native languages vary, but they all learn English together. ESL teachers are not required to be bilingual, because ESL is taught not by translation but by immersion in English. My wife, Ines, knew very little English when she emigrated from Mexico in 1989. After two years of ESL classes at night, however, she became fluent.

When asked why, if ESL is so successful with adults, it isn't used with children, most ESL teachers simply repeat the dogma of bilingual education. The Los Angeles Unified School District, for instance, says that bilingual students who first master Spanish, then make a transition to English, do at least as well academically in the long run as most of their English-only counterparts. Yet there is no research suggesting this conclusion.

What research does indicate is that too many Latino students end up not speaking either Spanish or English well. Scores on the Comprehensive Test of Basic Skills show that California fourth-graders who move to English-only classes from Spanish instruction are hopelessly unable to perform well in English. The state's Latino students have consistently scored the lowest of any ethnic group on the Scholastic Assessment Test, and have the highest dropout rate, 40%. Figures from California's Department of Education show that while the number of the state's public school students in bilingual programs (or certified eligible for the

se programs) more than doubled from 1981 to 1993, the percentage of these making it into English-only classes dropped by more than half.

Why do California's bilingual educators persist? Perhaps the most powerful reason is money.

Bilingual education is a \$500 million-a-year industry in California alone. The size of budgets designated for bilingual education depends on how many students are enrolled in the program, giving educators at all levels a big incentive to sign up ever more students for bilingual programs.

Where will it end? A grass-roots campaign called English for the Children has been circulating a petition that would let California's voters curtail bilingual education in the state's public schools. If the petition receives the signatures of 433,000 registered California voters by Nov. 13, the state will hold a referendum in June 1998 on the group's proposed initiative, which would require that all public school instruction be conducted in English. Exceptions would be made for students who are already proficient in English, and for those whose parents can demonstrate that bilingual education would help them learn English better.

A decade ago, 80% of the Los Angeles teachers' union voted against bilingual education. Teachers presumably realize that it wastes money the schools could be spending elsewhere. It's time that parents of bilingual students have the chance to end this boondoggle and get their children on the road to English proficiency, the quickest path to success American-style.

Mr. Netkin is a partner in NPS Associates, a Los Angeles executive search firm.

Publication#W\ P=P# 64. Indianapolis Star"Publication" #: \ P>P#July 24, 1997
Category: Commentary

Headline#u\ P?P# Success in Catholic schoolsHeadline #: \ P@P#
By Andrea Neal

Catholic schools on average cost one-third of their public school counterparts, but evidence is piling up to suggest cost and quality don't always go hand in hand.

In a report sure to bolster arguments for school choice and voucher programs, researcher Nina H. Shokraii of the Heritage Foundation documents higher test scores and graduation rates for inner-city minority children who attend parochial schools.

Shokraii collected all the studies done since 1980 comparing public and parochial schools and found consistently higher performance at Catholic institutions, especially for at-risk minority children.

The explanation is simple: Catholic schools impose stricter guidelines " both academic and behavioral " that free up children to learn.

"Unlike many government-run schools, Catholic schools are strong on discipline," Shokraii says, "but the wholesome discipline at a Catholic school sends a clear message to students who consequently are able to learn in the school's safe and orderly environment."

So-called selection bias

Shokraii's report dispels the claim leveled by critics of school choice that Catholic schools perform better because they have a better student body with more involved parents than public schools.

The latest research, Shokraii notes, has been carefully conducted to detect so-called selection bias. If anything, it shows Catholic schools are most beneficial for low-performing inner-city students who have failed in the public school system.

That was the conclusion of a 1995 study by William N. Evans and Robert M. Schwab of the University of Maryland, who found that attending a Catholic high school

I raised the likelihood of graduation and college enrollment for inner-city children by 17 percentage points. "This is twice as large as the effect of moving from a one- to a two-parent family and two and a half times as large as the effect of raising parents' education from a high school dropout to a college graduate."

Similarly, University of Oregon economists David Figlio and Joe Stone compared student performance in mathematics and science. After factoring in race, religious affiliation and other variables, they found higher test scores for black and Hispanic students who attended religious schools (although not for the general student population), a disparity most pronounced in urban areas.

And earlier this year, University of Chicago Professor Derek Neal found African-American and Hispanic students attending Catholic school twice as likely to graduate from college as their public school peers.

Hard to ignore facts

Congress is considering three bills that would allow disadvantaged parents to use tax money to send their children to schools of their own choosing. One would create voucher demonstration projects in 100 low-income urban areas while another targets districts where violence has been a problem. A third bill, co-sponsored by Sen. Dan Coats, R-Ind., would give vouchers to the poorest students in Washington, D.C.

One researcher has determined that school choice would not only help the pupils who attend Catholic schools, but the public school system as well. Harvard economist Caroline M. Hoxby found competition from Catholic schools increased academic achievement and teacher salaries at public schools. Overall, she said, all schools could expect a 10 percent boost in reading and math scores under a voucher system.

Critics of school choice insist that the only folks who want vouchers are middle- and upper-class families already inclined to attend private schools. But that's not true. A recent poll found that 70 percent of blacks with income under \$15,000 support school choice.

Eventually, the teachers' unions and public school administrators will have to admit the numbers are against them. It's hard to argue with higher test scores and higher graduation rates experienced by inner-city students across America.

Neal is chief editorial writer for The Star.

Publication#W\ PAP# 65. Richmond TimesDispatch"Publication" #:\ PBP#July 24, 1997 Category: Commentary

Headline#u\ PCP# A Public Library Opens a Window on the World Headline #:\ PD P# By Barbara Ford

As our community considers the future of the Richmond Public Library, I believe that the debate goes well beyond the number of best-selling books that line the shelves, the hours of operation, or the reference books that help our youths get through their high school classes.

This is a debate about the very vitality of our community.

When we question the survival of our library, we question the public persona we communicate to the rest of the world. Now, more than ever, the public library stands as a gateway to our next generation's future. Not only do libraries continue to offer traditional materials, but they also serve as the only place many people can connect to the Internet.

From within the walls of our community's libraries, the citizens of Richmond can take a journey that goes beyond city, state, and national boundaries. Our libraries stand as the gateway to the world, where our international community is becoming increasingly closer via cyberspace.

A city without a public library system is incomplete and deficient. Imagine Richmond without a City Hall, public transportation system, or school system. However imperfect those systems are, they are the lifelines of the city and "like libraries" are essential and important.

Bookstores are wonderful resources for those who can afford to purchase books, but for the thousands of people throughout the city who cannot afford to buy the latest best seller and who have no desire to attend a poetry reading, libraries are wonderful alternatives. Some of us still enjoy finding a quiet corner in the library to read a magazine or book. Many parents still enjoy taking their children to the local library branch for a story hour.

AS PRESIDENT of the American Library Association, I recently joined educators, industry leaders, and politicians at a meeting with President Clinton and Vice President Gore to discuss the creation of an Internet environment that is rewarding and safe for children. The talks were scheduled by the President after the Communications Decency Act was struck down by the United States Supreme Court, upholding First Amendment rights for Internet users.

The ALA has always championed citizens' rights to free speech on the Internet. The Internet is the most exciting tool for learning since the printing press. Rather than blindfold our children, we should allow librarians to teach us all where to look online. The vast majority of sites offer valuable opportunities for learning and enjoyment.

Many of today's libraries "including those in the Richmond Public Library system" offer unique, exciting, and invaluable gifts: access to worldwide information resources and local accessibility. James Madison once said, "Information is the currency of democracy." The value of that currency is skyrocketing in the new global economy. No one understands this better than libraries.

A colleague of mine has a favorite statement: "Kids who aren't logged on and l
iterate will be
lost in the next century." That is true. Our children must kno
w how to use computers to succeed
in the next century. For many families that d
o not have a home computer, local libraries are the
only places that can provid
e them with the resources to succeed in the future.

In fact, fewer than one in three U.S. households owns a computer. Families earn
ing \$50,000
or more are five times more likely to have access to computers and
10 times more likely to have
access to online services than other families. Tho
se living in rural areas and central cities are
least likely to possess compute
rs and modems. Latino and African-American schoolchildren are
less likely to ha
ve access to computers " both at home and at school " than white children.

HOW WILL children without open access to information develop the skills they ne
ed to
assume their role as citizens? How will they research a book report for s
chool? How will they
access electronic resources? They will use the services th
at have been offered to us for hundreds
of years " those of the public library
. What a great disservice it would be if we denied our
children a legacy that s
o many of us benefitted from ourselves.

Critics argue that some university library services are available to the public
; however, many
of them are not. In a time of severe budget limitations, resear
ch libraries are examining their
services and those who benefit from them, and,
as a result, plan to make changes in the future.

In the United States, the goal of connecting every school, public, college, and
university
library to the Internet remains to be achieved. It is up to each of
us to take an active role in
advocating funding and other legislative support
needed to keep information free and open into
the 21st Century.

The citizens of Richmond deserve a library system that will provide unparallele
d service and

cutting-edge technology. I encourage other members of our community not to forget how libraries have made a difference in their lives. Our support will ensure the future of libraries as treasured institutions in the next century and beyond.

Barbara J. Ford is the director of university library services at Virginia Commonwealth University.

Publication#W\ PEP# 66. Baltimore Sun"Publication" #:\ PFP#July 24, 1997 Category: Commentary

Headline#u\ PGP# Black colleges meeting technological needs
Headline #:\ PHP#

By Nathanael Pollard Jr.

AS WE STAND at the dawn of an era where technological literacy will be mandatory for survival, we must consider the disturbing possibility that we may not be producing enough scientists to fortify this country's technological prominence.

The Information Technology Association of America recently reported a decline in skilled workers in the information-technology industry: it noted a decline in the number of college graduates with mathematics or computer science credentials.

From 1986 to 1994, according to the study, the annual number of degrees awarded in computer science decreased 43 percent.

For minority populations, the situation is less promising. A study by the Education Trust shows little improvement of African-American and Hispanic teen-ager scores in math and science in the same period. There aren't enough college students going into math and science.

The good news is that historically black colleges and universities are continuing their admirable history of preparing more minority students to take advanced work in science, mathematics, and engineering. In 1993, 30 percent of African-

American students that received a bachelor's degree in science or engineering earned it at these institutions.

At Bowie State University, science, engineering and mathematics departments rank fifth in the nation for the number of African-American graduates produced with master's degrees in computer science. Founded in 1865, and part of the University System of Maryland, we are the oldest historically black university in Maryland and one of the oldest in the nation.

To ensure that even more African-American students complete advanced education in science, engineering and mathematics, we are stressing the use of computer technology in every aspect of teaching, learning and administration: an undergraduate studying graphic arts or English will be required to use the computer.

NASA connection

Fulfilling this mission requires resources. We are fortunate to be one of six institutions selected as a Model Institution for Excellence by the National Aeronautics and Space Administration (NASA) and the National Science Foundation. The total award of \$27 million is the largest single government grant in the history of the University System of Maryland.

A project that we are most proud of is the Bowie State University Satellite Operations and Control Center "a joint venture with NASA's Goddard Space Flight Center. We are the first university campus to receive a satellite operations facility contracted by NASA.

The center is staffed by undergraduates majoring in computer science, mathematics or biology. The program not only provides the university the opportunity to establish a remote operation facility on its campus, but also the chance to develop a new curriculum on spacecraft operations.

Unfortunately, achievements like these at black colleges and universities don't show up on the radar screen as often as they should.

There are many who believe that black institutions are inferior. But these colleges have trained the majority of black scientists earning doctorate degrees. And these men and women have gone on to make outstanding accomplishments in science, math and engineering.

In making the connection between black educational institutions and scientific advances, our knowledge stops short, usually after recalling the remarkable discoveries of George Washington Carver of Tuskegee Institute in the early part of this century. Yet his genius has been echoed by countless numbers of black men and women in these schools who have contributed to scientific progress in the U.S.

Fisk alumnus Otis Boykin invented the electrical device used in guided missiles and computers, and a control unit for the artificial heart pacemaker. From Howard University, physicist John William Coleman assisted in the development of the electron microscope.

Morgan State University boasts alumni like Clarence L. Elder, awarded a patent for the Occustat, which reduces energy used in temporarily vacant buildings, and Scott Warner Williams, a mathematics professor who has lectured in seven countries.

The great intellectual W.E.B. Du Bois may have explained the secret of black colleges best when he described his transfer from Fisk University to Harvard. He said that he did not find better teachers at Harvard than at Fisk, but rather he found the teachers were better known.

Indeed, "better known" does not mean better equipped. At historically black schools, the most important tool is nothing more than an attitude. Our black students are told continually that they can achieve. And if they aren't doing their best, our professors and deans want to know why.

Long-term mission

In the long run, we have a mission at Bowie State and at the other HBCUs that is far greater than increasing the number of African-American scientists.

We have always understood that we are contributors to the national treasury of human potential. We believe in measuring the strength of the country by the cumulative wealth of individual achievement and opportunity. By producing African-American graduates committed both to fulfilling their potential and contributing to the progress of the country as a whole, we play a role that deserves greater recognition.

Nathanael Pollard Jr. is president of Bowie State University.

Publication#W\ PIP# 67. Chicago Tribune"Publication" #:\ PJP# 07/23/97; Edition: NORTH SPORTS FINAL; N; Section: COMMENTARY; Page 17
Category: Commentary

Headline#u\ PKP# WHAT'S WRONG WITH PLAYING BY THE RULES?Headline #:\ PLP#By Linda Chavez
Creators Syndicate

The Mexican American Legal Defense and Education Fund knows discrimination when it sees it. And the group thinks it has found the mother lode of racism at, of all places, the University of California. What's more, MALDEF has convinced the Department of Education to initiate a civil rights investigation that could lead to a cut-off of \$1 billion in federal aid to the university.

So what exactly constitutes the university's offense? For the first time in decades, the university won't be admitting graduate students on the basis of race or ethnicity this fall. And next year, the new color-blind admission policies will be applied to undergraduate admissions, as well.

In the topsy-turvy view of groups like MALDEF, judging everybody by the same set of rules and standards is tantamount to bigotry.

Until this year, black and Hispanic UC applicants could win admission with grades and test scores significantly lower than those of white or Asian students, especially at the university's flagship campuses at Berkeley and Los Angeles. In some years, black students applying for admission as undergraduates to Berkeley scored on average 250 to 340 points lower (out of a possible 1,600) on the SAT test than Asians and whites. While other campuses practiced less egregious preferential treatment, virtually all UC schools gave some edge to non-Asian minority students seeking admission.

But MALDEF found nothing discriminatory in those practices. Instead, the group and five others that filed complaints with the Office for Civil Rights at the U.S. Department of Education claim it's the new, race-neutral criteria that creates a "chilly climate" for minority students seeking admission. It's the wrong position for a group that fashions itself a civil rights organization.

There was a time when civil rights groups argued that the best way to rid our society of racism was to treat all persons equally without regard to the color of their skin. During the civil rights struggles of the 1950s and '60s, blacks weren't asking for special treatment but for equal treatment.

The days when civil rights groups believed non-discrimination meant equal treatment are long gone, though.

According to one MALDEF lawyer interviewed recently in The Washington Times, "Federal law says where you have minority admissions . . . far lower than the admission rates for the group with highest admissions, it creates a presumption of discrimination, and the burden shifts to the university to show compelling justification for utilizing a process that results in this discrimination." In plain English, discrimination is anything that results in lower acceptance rates for

or blacks and Hispanics.

It is true that the new, race-neutral admissions criteria at UC graduate schools have produced a drop-off in black and Hispanic enrollment for next fall. Only 14 black applicants were offered admission to the UC Berkeley law school, compared with 75 last year. But those figures say more about the university's past reliance on racial preferences to boost minority enrollment than they do about current discrimination.

If the Department of Education really wanted to do something to help black and Hispanic college students, it would investigate why so few minority students do well enough in school or on exams to compete with whites and Asians. And maybe all those smart MALDEF lawyers could set up tutoring classes to help teach writing, logic and reasoning skills so prospective black and Hispanic law students could improve their entrance exam scores. Then again, it's a lot easier to whine about how "culturally biased" the tests are than it is to help someone pass them.

Publication#W\ PMP# 68. San Diego UnionTribune"Publication" #:\ PNP#July 24, 1997 Category: Commentary

Headline#u\ POP# School days will include Earth view from spaceHeadline #:\ P
PP#
By Neil Morgan

Going back to middle-school classes in September won't be hard for some sky-mined pupils in San Diego and across 17 states. Their teacher by computer will be the physicist-astronaut Sally Ride, based in a mission control room at UCSD's SERF Building. For her it is "the next best thing" to returning to space.

Soon after fall classes begin, her pupils will be controlling their own camera aboard STS 86, a space shuttle to Mir. They are part of NASA's KidSat (Kids Satellite Program), developed by Ride as a faculty member at UCSD.

Linked by schoolroom computers, they'll share a control center that's a lot lik

e Mission

Control in Houston. Students will take turns as flight directors, commanding other student controllers at their computers.

Through web pages they'll receive data that Ride calls "basically the same" as Mission

Control receives. Their software will allow them to compute when the shuttle will pass over any point on earth, and to take photographs from space.

One Sunday last January pupils at Olive Peirce Middle School in Ramona were in their classroom until after midnight. They were tracking the space shuttle Atlantis and instructing their on-board camera as the shuttle moved toward its rendezvous with the Russian space station Mir.

What makes the program work in teaching, Ride believes, is a bundle of almost unanticipated factors.

"We expected it to be a good way to use technology like the Internet in the classroom without simply teaching kids randomly to search the Web," she says. "This has content. It's a highly focused program."

San Diego teachers have told Ride one surprising result is that pupils learn to work well in small groups. Each has a role in passing its information to the next group.

"Kids learn if they don't do it right the whole class is not going to succeed in taking that picture from space," Ride says. She learned that as an astronaut.

Teachers talk about improving pupils' communication skills. They find ways to excite young people about specific learning projects. They don't just take a picture of South Africa, but study the history of South Africa. Not just a picture of the Amazon basin, but rain forests. Not just Indonesia, but the volcanic craters they see in their pictures.

The program operates on a three-year, \$3 million grant and is staffed by an enthusiastic group of Ride's undergraduate students.

"They develop the software," she says, "and all the communications. Then in the summer they go off to work for Irwin Jacobs at Qualcomm."

NASA has "really latched on to this," Ride says. "We've demonstrated over the past 18 months, through two space shuttle flights, that it works in the classroom. NASA wants to expand it to hundreds of middle schools."

The program is unique, and so is the control center at UCSD.

"Everybody is welcome," she says. "We're getting very good at tours."

Ride and her colleagues choose diverse schools, including one in inner-city Baltimore and another in East Palo Alto "that's as opposite to Menlo Park as you can get."

The mix includes a school in rural eastern Washington and another in Mississippi. Participating San Diego schools include Gompers Secondary, Lewis Middle, El Cajon Valley High, Bell Junior, Challenger Middle and Valley Junior at Carlsbad.

Many schools don't yet have the technology to participate, but Ride finds that changing rapidly.

Does KidSat give pupils a more lasting interest in science and technology?

"That's a question that NASA is really interested in," Ride says. "Some day we'll know the answer."

Publication#W\ PQP# 69. The Christian Science Monitor"Publication" #:\ PRP#July 24, 1997 Category: Commentary

Headline#u\ PSP# Letters Headline #:\ PTP#Subhead#[\ PUP# Most US Math Instr

With regard to "Rebel Parents See 'New-New Math' As a Big Minus" (July 2): I want to emphasize that we should not be trying to "go back" to a system of rote instruction of basic algorithms that has been, and still is, ineffective for a majority of students. The position of our children in a global economy requires that they attain understanding of an ever-expanding range of mathematical concepts, skills, and problem-solving.

Following are some issues addressed in the Third International Math and Science Study (TIMSS) with regard to mathematics education:

- 1) Without a national curriculum in place, US curricula are driven by National Council of Teachers of Mathematics (NCTM) standards, state frameworks, district and school standards, textbooks, and standardized tests. Teachers attempt to answer to these diverse demands, but pay even more attention to parents. No cohesive vision guides educators.
- 2) Textbook publishers attempt to incorporate every new movement and set of standards in order to be marketable to different states with different expectations. But they rarely drop anything. The continually augmented curriculum presented by most textbooks is absolutely impossible to teach in one year, yet teachers attempt it!
- 3) "Spiraling" means a topic is presented briefly in one year with the idea that it will be deepened the next. So many topics are introduced in this way that none are treated with the depth and in the length of time it would take for the student to be fully understood.

When the topic reappears in future grades, it is not deepened, but taught again from the beginning, again with no time to be treated fully. Topics stay in our curriculum far longer than in countries more successful in mathematics. By eighth grade, US students are expected to cover

around 35 topics; in other countries, only six or eight. Topics considered by most to be the "basics" stay in our curriculum as the major component for five, six, or seven years.

4) We focus on computation as the basic skill, while other countries include algebra and geometry much earlier and more fully.

It is a fallacy that once standards are published, they are immediately in place. The TIMSS showed that although most teachers are familiar with reform documents such as the NCTM standards and believe they are incorporating them, US math classrooms are remarkably uniform in the delivery of low-level math lessons - practically unchanged over decades, despite one call to action after another.

In the few classrooms where teachers have created an active climate of thinking, reasoning, understanding, and basic skills for all students - and where their efforts to implement the NCTM standards have been supported by time, training, and collaboration with peers over three to five years or more - parents and students are pleased with the results. In those settings, more students succeed, and even standardized test scores bear out the effectiveness of the programs.

Tamara Evans

Healdsburg, Calif.

Publication#W\ PWP# 70. The Dallas Morning News"Publication" #:\ PXP#July 24, 1997 Category: Editorial

Headline#u\ PYP# Drugs online Headline #:\ PZP#Subhead#[\ P[P# Cyberspace information should concern parents Subhead#:\ P\P#

Ever wonder how to set up your own methamphetamine lab? How about guidelines on the best way to shoot heroin? Or the most effective means for beating drug tests at school or work?

All this helpful information is available at your friendly, neighborhood website, according to the Partnership for a Drug-Free America.

Cyberspace has become fertile ground for people of all ages seeking tips about taking drugs, the Partnership reports. While parents may have done a good job shielding their children from pornography on the Internet, this probably is an area they haven't considered yet.

Some of the web sites even provide drug-related cartoons to attract visitors. The High Times web site features "Pot-Eye," a takeoff on Popeye, which depicts the hero of the strip smoking spinach rather than eating it. A stoned character styled after Wimpy asks, "Spare change for Dead tickets, Dude?"

The Clinton administration has taken a hands-off approach to the burgeoning industry emerging on the Internet. Recent rulings by the Supreme Court also have supported the right to free speech in cyberspace.

And rightly so. Stringent regulation of the Internet could stifle an important economic engine for America before it fully evolves.

But the free flow of information in cyberspace certainly doesn't mean there has to be unlimited access at homes with children. Parents and Internet providers already have developed fairly effective blocking devices to keep young people away from adult material.

The same tools may be applicable to information about illicit drugs. And if not, most computer users have ways to find out which web sites have been visited.

"Kids are exploring all kinds of new worlds through this medium," said Richard D. Bonnette, president of the Partnership for a Drug-Free America. "An opportunity to discover and learn is what the Internet is all about. But there are too many parents who are unaware of the inappropriate information that's available to children."

The Partnership will soon be releasing a full report on the kinds of drug-related information available at web sites. Families should use the report to set household restrictions. Like parents of yesteryear, parents in the '90s will have to make it clear there are bad "neighborhoods" on the net that their children should avoid.

Publication#W\ PJP# 71. Detroit News"Publication" #:\ P^P#July 24, 1997 Category: Editorial

Headline#u\ P_P# U-M: Race Counts Headline #:\ P`P#

The University of Michigan quietly decided a few weeks ago to stop maintaining statistics correlating the race of its applicants with their admission test scores. The decision came close on the heels of a Detroit News analysis of the university's 1995 admissions records showing that minorities were being admitted to the school with lower scores than others.

A university spokesperson maintains that an impending switch in computer software makes it difficult for the admissions department to keep such information any more. But some fear that the move is simply a ploy by the university to prevent public and legal scrutiny of its racially-based admissions process.

The News' story confirmed earlier findings by philosophy professor Carl Cohen demonstrating that the university places undue emphasis on race in its admission decisions.

Professor Cohen examined Michigan's 1994 admissions data - obtained under a Freedom of Information Act (FOIA) request - and found that while all minority candidates with a Scholastic Achievement Test (SAT) score between 1200-1290 were accepted, non-minorities with the same score had only a 12 percent rate of acceptance.

Meanwhile, The News' analysis revealed that while African Americans, Hispanics and native Americans with a B average and a 1000-1090 SAT score had a 93.4 percent chance of being admitted, Asians and Caucasians with similar scores had only

y a 19.4 percent chance.

But about two weeks ago when The News submitted another FOIA request for Michigan's 1996 admission records, university officials responded that the admissions department "no longer creates this document." Lisa Baker, a university spokeswoman, claims that the new computer system is so straining the university's resources that for the next three years maintaining such documents would simply "not be a priority."

But shouldn't a more sophisticated computer system allow the university to maintain such records with greater ease? Moreover, the university says it will continue to track the racial composition of its student body. In principle, therefore, it will have all the raw data necessary to correlate race with scores, as it has been doing.

The News story demonstrated that minority status automatically confers the same weight in the university's evaluation process for applicants as that given to students with a relatively high 1320 SAT score. The Fifth Circuit U.S. Court of Appeals in the recent Hopwood case declared similar race-based criteria employed by the law school of the University of Texas at Austin to be unconstitutional. Four Michigan legislators recently threatened a class-action lawsuit against Michigan on behalf of qualified non-minority applicants denied admission.

President Lee Bollinger named the strengthening of the university's reputation for academic excellence as his number one priority when he took office earlier this year. Brushing sensitive information under the rug isn't likely to help him deliver on that promise.

Unless it reflects fundamental changes in the university's admissions procedures, this move may only reinforce suspicions that the university is trying to hide its practice of judging different students by different standards.

Headline#u\ PcP# Low Scores, Higher ExpectationsHeadline #:\ PdP#

HAD THE reading portion of the recently administered Stanford Achievement Test been used this year as a benchmark for promotion, 33 percent of District third-graders would not have passed to the fourth grade. The preliminary reading results for eighth-graders were hardly better " 29 percent failed to make the grade . Math scores were equally dismal. Nearly three out of four eighth-graders and one in three third-graders scored below national standards. The results confirm ed the D.C. financial control board's bleak assessment that the school system has failed to teach "even the basics of education." At issue is where the schools go from here.

The test results should come as no surprise. Both reading and math scores have been significantly lower or declining on other standardized achievement tests, particularly among children attending schools in the city's poorest wards. The Stanford Test is set apart from the other examinations, however, by the way in which the results will be used in the future. When the test is administered again in next spring, students classified below basic levels " that is, showing little mastery of fundamental skills in reading or math for their grades " will not be promoted. That will help curb the practice of "social promotions" in which students performing below grade levels are advanced to the next level anyway. TD It also means, however, that school leaders " and parents " will have to step up to the most critical challenge facing the troubled system: to significantly improve academic performance. As far as the Emergency Transitional Education Board of Trustees and Chief Executive Julius Becton are concerned, that is the acid test.

Safe and tidy school buildings, nutritious meals, ample textbooks and supplies, and good management are essential ingredients to the school system's turnaround. But most of all, children in the District need " like their peers in comparable school districts " to master the basic skills that will help them do well once they graduate. Without demonstrable success on

that critical test, the emergency school takeover will have failed.
Publication#W\ PeP# 73. Columbus Dispatch"Publication" #:\ PfP#July 23, 1997
Category: Editorial

Headline#u\ PgP# School fundingHeadline #:\ PhP#Subhead#[\ PiP# Earmark 85 percent of income tax? No way Subhead#:\ PjP#

Members of the General Assembly, striving to reach agreement on a school-funding plan to take to the voters in November, should flatly reject the proposal to earmark for schools 85 percent of the General Revenue Fund's income-tax revenue. It's bad management to tie education so extensively to a particular revenue source. That 85 percent is expected to generate about \$4.8 billion in fiscal year 1998 and \$5.3 billion in fiscal year 1999. Total state support of primary and secondary schools for the current fiscal year that began July 1 is budgeted at \$4.9 billion. Such heavy earmarking would be an unwarranted gamble on the future. Long-term demographic trends could render the committed revenues either too little or too much. Earmarking revenue from an existing source is essentially a paper shuffle. It does not necessarily mean an increase in funding for the designated program, as Ohioans should remember from experience with the earmarking of state lottery profits for education. Some politicians love earmarking, because it creates an illusion of concern and meaningful action. In other words, it helps with the sales pitch. In the event massive earmarking leaves other parts of the state budget short of revenue, where will cuts be made? Budget directors at every level of government will confirm that massive earmarking would tie their hands, robbing them of vital flexibility. The Aug. 6 deadline for placing proposals on the November ballot is fast approaching. Senate Democrats finally went public Monday with their proposed package. It includes some trade-offs among business taxes and imposes a 3.5 percent sales tax on certain services now exempt from the state sales tax. Gov. George V. Voinovich's proposal, with a 1 percent sales tax increase for education as its centerpiece, is reasonable and should be adopted. It, too, earmarks revenue, providing about \$1.1 billion a year, just one-sixth of the total the sales tax would bring in. At that

level, the earmarking would not likely be a budget-making problem. The governor's proposal is balanced and appeals to broad segments of the economy. It should be preserved and passed, not picked to pieces. The proposed penny increase would generate about \$1.1 billion a year " a reasonable response to the Ohio Supreme Court's ruling that, as of 1991, the state was failing its constitutional duty to provide a thorough and efficient system of education. The court's 4-3 decision drew warranted criticism, but members of the General Assembly are obligated to comply in a responsible manner. Lawmakers are elected to deal with big issues such as this. That means making tough decisions. It's time to deliver.

Publication#W\ PkP# 74. The State (Columbia, S.C.)"Publication" #:\ PIP#July 24, 1997 Category: Editorial

Headline#u\ PmP# Parlez-vous anything?Headline #:\ PnP#

As the world shrinks, knowing another language, or two or three, becomes increasingly important. As the United States plunges into a diversity that counts Hispanics as our fastest-growing minority, a second language becomes increasingly important, as anyone in Florida or California will vouch.

But we begin teaching our children their French or Spanish just as it becomes difficult for them to learn. Why? Probably because we always have. We now know young children learn languages most easily. Brain research tells us that the window for learning another language easily and well closes around the ages of 10 or 11. After that, we have the intellectual capacity, but it's a struggle, and we end up sounding like Ah-nold.

So when do we begin teaching foreign languages? At 11, when kids start middle school. Doesn't make much sense, does it?

Some states are acknowledging this isn't the way to prepare children for the global economy. Arizona, Arkansas, Louisiana, North Carolina and Oklahoma require some foreign language

instruction in elementary school. Massachusetts and Maine are encouraging districts to start foreign languages as early as kindergarten

Just as studying music and art seems to increase brain power, so does studying other languages. Studying a second language early improves students' grades, their creativity and flexibility in thinking, their understanding of language, their attitudes about diversity and their SAT scores.

Fewer than 10 S.C. districts are offering language instruction before middle school, even though the state Department of Education encourages them to do so. What stands in most districts' way is paying for teachers, or other priorities, like catching up with technology needs. However, we're also watching school districts, and our Legislature, focus on paring away at taxes, rather than building for the new world our children will encounter. We're in danger of being penny wise and pound foolish.

Publication#W\ PoP# 75. Hartford Courant"Publication" #:\ PpP#July 24, 1997 Category: Editorial

Headline#u\ PqP# Missing the mark on tenure Headline #:\ PrP#

The legislature missed the mark when it took aim at the state's teacher tenure law in 1995.

Instead of tackling the thorny issue of lifetime employment for teachers, lawmakers focused much of their attention on the rookies who had yet to achieve tenure. The thinking was that, in weeding out the bad apples before they reached the 40-month threshold, only the good ones would be left. In theory, it sounded great; in practice, it has not worked out that way.

From Goshen to Westport, Bridgeport to Manchester, non-tenured teachers have been readily dismissed, even after they had received favorable, and in some cases outstanding, job evaluations.

In light of that, lawmakers decided this year to rectify what they had done two years earlier.

The trouble is they did it without a public hearing. Their secrecy provoked an outcry from school administrators and board members, as well it should have. Changes in state law should not be snuck through the back door.

Nevertheless, there's merit to the proposal that will give non-tenured teachers the right to a hearing before a school board in the event of their dismissal.

Granting an employee due process is only fair. Although critics of the change say it will make it harder for school districts to fire non-tenured teachers, that's a bit of a stretch. In fact, the new law says a school board shall rescind the decision of an administrator only after finding that the decision to terminate a teacher was arbitrary or capricious.

By setting a legal standard, the law will guard against situations where teachers who receive favorable job reviews are fired for no apparent reason.

However, legislators shouldn't congratulate themselves for a job well done. In passing this law, they've managed to sidestep the fundamental problem: Tenure is an idea whose time has come and gone.

Teachers should have to prove their competence and worthiness like every other worker.

Rather than lasting a lifetime, tenure should have to be renewed at intervals of, say, five years.

That would encourage teachers to maintain their vitality, keep current of developments in their field and perform at peak levels.

If lawmakers, school officials and everyone else with a stake in public education truly want to weed out the bad apples, they'll have to do it by going after the tenure system - not the teachers who had few protections to begin with.

Headline#u\ PuP# Bad air in Boston schools Headline #:\ PvP#By Globe Staff

Jamaica Plain's Louis Agassiz Elementary School is teaching the city a valuable lesson about bad indoor air quality: Clean it up quickly.

The Agassiz has had a decade of air problems. For years, students have come home with aches, asthma, dizziness, and fatigue. In March 1996 Mayor Menino spoke to Agassiz parents about an air problem he had inherited and said, "We're going to solve this." And the solution is coming, but officials estimate that the needed construction work won't be finished until September 1998.

Delays resulted from bureaucratic snags in dealing with bids and contractors. These raise the question of how officials from Boston and around the state can respond more quickly, because indoor air quality is a statewide problem. In a 1995 report, the US General Accounting Office said Massachusetts had the fifth-poorest indoor air quality in its schools. Some 30 percent of schools in the Commonwealth had bad air, and Massachusetts was one of seven states in which 70 percent of the schools reported at least one unsatisfactory environmental condition.

Nationally the problem of indoor air quality is so bad that the Environmental Protection Agency distributes an "IAQ Tools for Schools Action Kit."

But even in its mildest manifestation, high concentrations of carbon dioxide, bad air makes people sleepy - a seemingly benign effect, but one that can erode students' performance, undermine teachers, and fuel stereotypes about certain schools - whether inner-city, rural, or mostly minority. Some evidence suggests that poor indoor air quality may hurt test scores and attendance rates. Plus the problem forces another wearying battle for parents, who find themselves fighting not for fancy computers or brand-new books, but for something as basic as healthy air.

So rather than a one-shot effort, the Agassiz's cleanup - set to begin this September - should

serve as a how-to guide. Its delays should become case studies
in mistakes to be avoided. So
when the inevitable next time rolls around, it wo
n't take years to clear the air.n

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by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01ILM5D96A1S00213W@PMDF.EOP.GOV>; Thu,

24 Jul 1997 12:29:00 -0400 (EDT)

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with ESMTP id <01ILM5BGIV80003MMZ@STORM.EOP.GOV>; Thu,
24 Jul 1997 12:27:29 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.217.37])
by vader.ed.gov (8.8.5/8.8.4) with SMTP id MAA16851; Thu,
24 Jul 1997 12:25:05 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)
id 3d781e00; Thu, 24 Jul 1997 12:25:04 -0400

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Daily Education News



Thursday, July 24, 1997

U.S. Department of Education
Office of Public Affairs
FB-10B, Room 2200 · 401-1218
Norman Greenberg, Editor

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NATIONAL

1. The New York Times

07/24/97; Edition: Late Edition - Final; Section: Section A; Foreign Desk; Page 7, Column 1

British Students Facing a New Test: Tuition

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. ■

2. Associated Press

07-24 2:25a

British government to end free education for all

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, "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

said additional funding will prevent the quality from education from slipping. 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. ■

3. The Washington Post

07/24/97; Edition: FINAL; Section: A Section; Page A28

Britain Announces End Of Free College Tuition; Labor Dismantling Pillar of Welfare State

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. ■

4. The Wall Street Journal

07/24/97 Page B1

Teacher Retirements Portend Acute Shortage

By 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 poor 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. ■

07/24/97; Edition: FINAL; Section: A Section; Page A12

Democrats Give Republican Budget-Tax Plan a Cool Reception

Both Parties Begin The Final Round of Fiscal Negotiations

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 A. 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 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 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. ■

6. The Washington Post

07/24/97; Edition: FINAL; Section: A Section; Page A19

In Wealth, Clinton Team Doesn't Look Like America

Treasury Secretary Rubin and Chief of Staff Bowles Are Richest of Cabinet's Millionaire Members

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, 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

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 his first term, he appointed him to the Fannie Mae board. Daley reported collecting \$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 received 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 include Secretary of State Madeleine K. Albright, Interior Secretary Bruce Babbitt, U.S. Trade Representative Charlene Barshefsky, Housing and Urban Development Secretary Andrew M. Cuomo, Agriculture Secretary Dan Glickman, **Education Secretary Richard W. Riley** and Janet L. Yellen, head of the Council of Economic Advisers.

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 wealth of some lifted the average to more than \$200,000. For those making more than \$100,000 per year, the

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 mechanisms of accountability."

median net worth that year was \$486,000, while the average jumped to \$1.5 million.

Besides lists of mutual fund holdings common on many disclosures of public officials, the department heads, who made \$148,400 last year, reported several instances 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 company 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 livestock 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 Pen-a, the wife of Energy Secretary Federico Pen-a, 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.

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, "err[ing] 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. Pen-a 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 Pennsylvania 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 ■

7. USA Today

07/23/97; Edition: FINAL; Section: NEWS; Page 08A

GOP leaders in agreement on tax cut plan

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

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

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.

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

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 nothing more than a new form of welfare payment. Clinton says it would be unfair to exclude such families from tax cuts. 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 Nichols ■

8. USA Today

07/23/97; Edition: FINAL; Section: NEWS; Page 07A

House members make case for school prayer amendment

By Paul Leavitt

with staff and wire reports

Supporters of allowing organized prayer in public schools presented their case to a House Judiciary subcommittee. "We seek a constitutional amendment because 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 that our courts have often become hostile to religions, placing barriers to religious expression which do not exist for other forms of free speech." Opponents said children can pray silently and individually in school. "No one should 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 religion is to politicize it," Rep. Chet Edwards, D-Texas, said.

BUDGET DEFICIT: The federal deficit for the first nine months of fiscal 1997 shrank to \$10.9 billion. The Congressional Budget Office said last week that larger than expected tax collections would keep the deficit under \$11 billion. The annual deficit will be higher because the remaining three months of the fiscal year are expected to see less revenue and greater spending. Still, the annual 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 spending 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. ■

9. The Washington Times

07/23/97; Edition: 2; Section: C; METROPOLITAN TIMES; BRIEFLY; MARYLAND; ANNAPOLIS; Page C6

Academy runs checks on incoming students

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 ■

10. USA Today

07/23/97; Edition: FINAL; Section: LIFE; Page 07D

Race-blind policies signal segregational shift

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

Also, some high school counselors in

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 California and Texas noted heavier

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.

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 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, UCLA 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 Abbdur-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 them 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 them to prepare better.

Meanwhile, Garay plans to pursue a degree in electrical engineering; he says he 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., where she's on a waiting list. She was accepted to UCLA, University of Southern California 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 aid but also because she wants to attend a small school. Affirmative

action is irrelevant, she says: "If students do their work, they deserve what they get."■

11. Philadelphia Inquirer

July 24, 1997

Lavish private schools woo China's new rich

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 system, 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 fresh 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." ■

12. The Washington Post

07/24/97; Edition: FINAL; Section: Sports; Page C01

NCAA Gets Poor Marks On Grading Transcripts

Clearinghouse Criticized for Eligibility Rulings

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 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.

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

who wants to play college sports and rule on whether he or she has met the NCAA-issued standards for freshman 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

eligibility.

But several problems developed:

taking a look at their academics and the high school has a responsibility to share that information with the students and to 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 taught in one year what 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

William Blecker, 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," Blecker 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

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 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 seniors," Lennon said.

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 Vanderlinden, did not pursue Campbell.

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

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."

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. Two years of social science.

f. Two years of any of the above sciences or foreign language, computer science, philosophy or non doctrinal 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. ■

13. The New York Times

07/24/97; Edition: Late Edition - Final; Section: Section D; Business/Financial Desk; Page 4, Column 1

BERLITZ TO BUY ELS EDUCATIONAL FOR \$95 MILLION

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. ■

14. The Christian Science Monitor

July 24, 1997

Seeking English As a Second Language

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.

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 said.

"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 my 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 office.

"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

This was one of the memorable first encounters with a student when I was director of English for Foreign Students at a university in America's heartland. He refused to sit. "I Iraqi. Name, Sirwaki. Go Paris. Study art. French language no 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

good. Go London. No understand there. Teach me!" he implored once more. Paris, London? I wondered how he got to central Indiana.

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 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 progress in English, but an academic education was not for her husband. He went to work in his uncle's gas station.

Dr. Nagy thanked me when the class was over with another formal bow. I never heard 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 accent 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. ■

15. Sydney Morning Herald

July 24, 1997

Teachers defy judge on test ban

By STEPHANIE RAETHEL

Education Writer

Bans on the basic skills test taken by more than 120,000 students remained in place last night after a decision by the NSW Teachers Federation to defy an order 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 by 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 the 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 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

"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

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 process, we seem to have lost the whole thing."

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

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.

"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."■

16. London Telegraph

July 23, 1997

Pupils fight school rosaries ban

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.■

17. The London Times

July 23, 1997

All students to do work experience

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

A separate poll of students found 70 per cent satisfied with the teaching they

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, received, but almost 60 per cent of those in new universities were dissatisfied with

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.

library facilities. ■

TRADE

18. Chronicle of Higher Education -- Academe Today

July 24, 1997

House Passes Bill That Would Continue Federal Role in "Tech-Prep" Programs

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. ■

19. LRP Publications

July 23, 1997

House Approves Revamped Voc Ed Law

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.

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, chairman of the Early Childhood, Youth

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 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

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

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. ■

LOCAL

20. Los Angeles Times

* 07/24/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Charter School Bid Draws Scrutiny

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. 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

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

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. 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

"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.

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 Scientologists, 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."

■

21. The Washington Post

07/24/97; Edition: FINAL; Section: Metro; Page D03

Education Firm to Apply for D.C. Charter School

N.Y.-Based Edison Project Forms Partnership With Southeast Community Center

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 Friendship House, a Southeast 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. ■

22. Associated Press

07-24 4:39a

Isakson optimistic about his SAT goal of 1000 by 2001

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. ■

23. Chicago Sun-Times

July 24, 1997

Parents ordered to pay school fees

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."■

24. Chicago Sun-Times

July 24, 1997

School taxes to rise 2.5 percent

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.■

25. The Washington Post

07/24/97; Edition: FINAL; Section: Metro; Page D01

Smoking in School Results in Health Hazard Citation

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

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

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 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.

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.

"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," Habib said. "I've heard it got a little better, but I don't know for sure, because I stopped going into the bathrooms." ■

26. Chicago Tribune

July 24, 1997

CTU, BOARD AT WAR OVER TEACHER RESERVES

REVISED POLICY ALLOWS 10 MONTHS TO FIND A JOB

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

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

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 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 on existing educational programs.

The funds would help open seven new high schools; expand preschool, after-school and summer school programs; and accommodate an

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.

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. ■

27. The Washington Post

07/24/97; Edition: FINAL; Section: Weekly - VA; Page V01

Parents Get the Scoop On Arlington Schools

Eight-Page Newsletter Points Out Good and Bad in System

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, officials there say, but the 250 subscribers who pay \$10 and the others who manage to see the 1,200

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

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 independent parental oversight seen in this area or the country as a whole, several educators 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. He 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 president at Washington-Lee High School.

The Spotlight staff members say school officials have worked hard to answer their questions. County school spokeswoman Lisa Farbstein compliments the newsletter in turn for constructive criticism, although not 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

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 first Spotlight meeting at their home in Lyon Village. The weekday evening editorial 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.

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, and 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. ■

28. Detroit News

July 24, 1997

Defaults on college loans are dropping

Officials credit booming economy, sophisticated ways of finding deadbeats.

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 "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

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. 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

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.

against defaulters. * Publication of loan default rates for colleges, universities and trade schools. * Dropping schools with the worst default rates from federal loan programs.■

29. Detroit News

July 24, 1997

In Oakland County: Teacher merit raises set to roll this year

Outsiders will evaluate to avoid favoritism

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."■

30. The Cincinnati Enquirer

July 24, 1997

Study suggests incentive program for teen moms has minor effect

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

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

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 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.

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.

"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."■

31. The Cincinnati Enquirer

July 24, 1997

Republican school plan stalls

Democrats, conservatives have alternative

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-Eveningdale, 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.

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

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.

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 signaled a willingness to do so.

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

Mr. Blackwell, using the issue to bolster his possible run for governor next year, said he will detail his funding 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.

at a press conference today. Lee Fisher, the only announced Democratic gubernatorial candidate, plans to unveil his plan today as well.

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

Mr. Taft has not outlined a school-funding plan but urged legislative leaders Tuesday 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." ■

32. Columbus Dispatch

July 24, 1997

District wouldn't meet standards

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 the state, according to the latest comparison of performance standards against proficiency 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 Barr. 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 said. "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."■

33. Washington Times

July 24, 1997

Reporter testifies principal led attack

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 principal 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. Gatlin 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."■

34. Milwaukee Journal-Sentinel

July 23, 1997

Appeals Court hears arguments on religious schools

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.

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

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 constitutions. 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 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

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.

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.■

35. Milwaukee Journal Sentinel

July 23, 1997

Court hears arguments on church-run choice schools

By Richard P. Jones
of the Journal Sentinel staff

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36. Richmond Times-Dispatch

July 24, 1997

Too many teachers leaving

But New Kent is using mentoring program to keep them

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.■

37. The Washington Times

07/23/97; Edition: 2; Section: C; METROPOLITAN TIMES; DISTRICT NEWS; Page C5

Third of third-graders poor in reading, math

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

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 figure 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

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 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

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.

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■

38. St. Petersburg Times

July 23, 1997

Back-to-fundamentals school hits obstacles

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

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 within a school — that is, group together those students whose parents are willing 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

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 would "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 tougher 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 keep track of where they are, instead of attending some meeting."

Thompson said parents who can't attend meetings might be able to conference with teachers by phone. Or the school could rotate its meetings to a

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.

variety of locations throughout the county.

Many members of the task force have questioned whether parents should get directly involved in the education of their high school-age children — such as reviewing 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." ■

39. Baltimore Sun

July 24, 1997

City schools chief seeks funding for big changes

Schiller wants longer day, smaller classes

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 can be tracked no matter which school — or how many schools — a student attends during the school year.

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

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 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

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." 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. ■

40. Atlanta Journal-Constitution

July 24, 1997

Isakson optimistic about his SAT goal

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.

School administrators welcomed Isakson's speech with a standing ovation.

Rockdale County Superintendent Ruel Parker called the 1000 "admirable" and

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 "an attainable goal." Gwinnett superintendent Alvin Wilbanks said he would work to increase his system's 1023 average. Marietta Superintendent Ron

"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.

Galloway called Isakson's plan "an achievable goal." ■

41. Ft. Lauderdale Sun Sentinel

July 24, 1997

New law may cause school construction delays

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 the 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. ■

42. Associated Press

07-24 2:59a

Superintendent makes changes in city's school system

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

One of her key appointments was Jeanette Evans as the school system's chief operating officer. Evans served as chief of staff for Baltimore public

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 schools, where she oversaw an annual budget of \$700 million.

Another change in structure was the promotion of three veteran administrators

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.

to roles in which they will oversee groups of schools. ■

43. Associated Press

07-23 7:38p

Study says linking welfare benefits to school attendance a modest success

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 teen-age 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 mothers - 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 in the program (10 percent)

than teen-age parents in school who were not part of LEAP (4.4 percent).

But there was no difference in GEDs received, or jobs found, among teen-agers who had dropped out of school by the time LEAP started.

"People might have expected LEAP to be the answer to teen-age dropout problems," said Ron Rhodes, a spokesman for the state department. "It's not. LEAP has got to be part of a more holistic approach."

Whether they were dropouts or not, students in LEAP were no more likely than other teen-age parents to graduate high school.

LEAP currently has about 8,500 participants. About 79,000 teen-agers have gone through the program since it began. ■

44. Associated Press

07-24 10:39a

Pentagon withholds tuition on schools banning military recruiting

GROTON, Conn. (AP) - The Pentagon has pulled tuition payments for nearly 270 sailors who are registered for fall courses at 17 Connecticut state colleges that ban recruiters from campus.

The Pentagon's decision comes in response to a 1995 lawsuit filed by students at the University of Connecticut Law School. The students won a case that

Three Rivers Community College had 229 sailors in courses last semester under the Navy tuition assistance program.

Joseph S. Anderson, dean of the administration at Three Rivers, said the school is trying to resolve the situation

said the military's "Don't ask, don't tell" policy for homosexuals was against state law, and recruiting on campuses stopped.

The decision prompted the Defense Department to warn that barring its recruiters from campus would result in grants and contracts being revoked.

The University of Connecticut is not on the Pentagon list, because it persuaded state officials to retain its Reserve Officer with the Navy.

Especially affected by the decision will be a Three Rivers branch campus on the base that enrolls about half sailors and half civilian employees and Navy dependents.

Training Corps center.

Included in the list of schools where tuitions will not be paid by the Department of Defense are Three Rivers Community-Technical College in Norwich and Eastern Connecticut State University in Willimantic. The decision also could affect Three Rivers' Groton campus.

"If we lose all those (military) students, it would obviously have a major impact, and we'd have to review the programs that we offer there," Anderson said. ■

45. Seattle Times

July 24, 1997

Boy bullied as gay sues Kent schools

by Florangela Davila

Seattle Times staff reporter

Mark Iversen says it started five years ago when he was in the seventh grade at Kent Junior High.

"I wasn't all masculine, you know, like a jock," he says. "I wasn't tough. Never got into fights."

The talk started. Classmates said he was gay.

Then it got worse. The harassment,

Iversen said, "just kept going on and on." There was taunting, threats, and once, even shoving against some lockers, Iversen said.

It culminated in October, during his senior year at Kentwood High, Iversen said, when he was assaulted in a classroom by a group of students who kicked him in the head, chest and back,

spat on him and called him derogatory names.

The assault was reported to local police, Iversen said. And it was the assault, after years of continuous harassment, that has prompted Iversen to file a lawsuit against the Kent School District.

The suit, filed yesterday in U.S.

District Court in Seattle by the American Civil Liberties Union of Washington on Iversen's behalf, alleges district officials and several school principals failed to stop years of abuse and harassment directed by classmates at Iversen because he was gay.

Along with the district, the suit names as defendants Superintendent Jim Hager; Assistant Superintendent Gwen Dupree; Ben Dillard, principal of Kent Meridian High School; Tom Watson, principal of Kentwood High; and Doug Boushey, principal of Kent Junior High School.

The suit seeks unspecified damages

and a requirement that the district enforce its anti-harassment policies and educate its staff on sexual orientation.

Kent School officials had no comment.

The school district's attorney, reached yesterday afternoon, said she would not comment until after she had read the suit.

Sandy Collins, president of the the Kent School Board, said she could not comment on pending litigation.

While he was in eighth grade, Iversen said, a P.E. teacher made a comment that he didn't need another "girl" in his class. Students threatened him. The harassment

became daily, he said.

His mother spoke to school officials, Iversen said, but the suit alleges nothing was done.

Throughout the years, his grades slipped. Iversen considered suicide. The harassment continued even though he changed high schools, Iversen said.

"I've been through a lot of pain, suffering, embarrassment," he said last night. "I don't want that to happen to any other kid."

Information from Seattle Times staff reporter Jolayne Houtz is included in this report. ■

46. Pittsburgh Post-Gazette

07/23/97; Edition: NORTH; Section: METRO; Page N-6

BLUE-RIBBON SCHOOLS EMPHASIZE MOTIVATION

LAURIE DEVINE

What makes a good school?

The principals of two North Hills schools that have recently won national awards agree that what makes their schools exceptional is not fancy facilities, but it's programs and people who can challenge and motivate students.

Hartwood Elementary in the Fox Chapel Area school district and Ingomar Middle School in the North Allegheny School District last month were named 1996-97 National Blue Ribbon Schools by the U.S. Department of Education. They are among 226 public schools and

Representatives from the two schools will attend a national awards ceremony in Washington, D.C., this fall, where they will receive a special flag and a plaque. In addition, North Allegheny and Fox Chapel Area officials have begun to plan festivities highlighting the award during this coming academic year.

Other schools honored

In the past decade, four other schools have gotten the blue-ribbon award in the two districts.

North Allegheny's Carson Middle School won in 1994, the senior high in 1994, the intermediate school in 1989 and Franklin Elementary in 1986.

Fox Chapel Area's Dorseyville Middle School won in 1994, Kerr Elementary in 1993, the high school in 1992 and O'Hara Elementary in 1991.

Ingomar Middle School is the smallest of NA's three middle schools, with 503 sixth- to eighth-grade students. The school is located in Franklin Park and

38 private schools honored throughout the country, in this 14th year the national program has been in operation.

Only two other schools in Western Pennsylvania were named Blue Ribbon schools: Hillview Intermediate Center School in Grove City Area School District, and Washington Park Elementary School in Washington County.

"I believe that when any organization assesses the things that determine whether a school is good or outstanding," said Steve Duchi Jr., principal at Ingomar, "what matters is the people - the draws all the Ingomar Elementary and Franklin Elementary children as well as some who attended Espe and McKnight elementaries.

The building is far from the district's newest. Built in 1959, the school endured severe crowding in its early years. In 1968, this same facility had more than 1,300 students. Seven portable classrooms handled some of the overflow, but often 30 students sat in each class.

Just before Marshall Middle School opened four years ago, Ingomar Middle had 922 students. But since Marshall opened, none of the portable classrooms have been in use at Ingomar Middle.

Currently, class size in this school is 25 to 28 per room.

Duchi, who has been school principal for 18 of his 29 years in the North Allegheny district, has a professional staff of 50, including 20 academic teachers, seven art and technology

students, the supportive parents and the dedicated staff, all three of those client groups working together. I have to say that our kids are just super."

Korenich added: "We have a great deal of parent and community involvement, and also very high expectations from them that our school must be good. When you combine that with one of the best professional staffs and a great bunch of kids - including a nice mix from our area - you have a school that gets this kind of recognition."

teachers, six physical-education and music teachers, three special-ed teachers, two guidance counselors and several academic and support staff members.

Duchi points out that Bob Glaspey was named science teacher of the year three years ago; Marline Paulick, Pennsylvania middle school art teacher of the year three years ago; and Jeanne Brimmeier, Pennsylvania middle school guidance counselor of the year last spring.

Exploratory program

Duchi said the school emphasized a "respect model," which attempts to inculcate high values and performance for both staff and students.

"We not only promote respect," he said. "We also model it, so that we send out one powerful message."

He believes another factor in his school's success is the emphasis on integrating guidance counseling in all the classrooms, rather than reserve that

function for a suite of separate offices.

"All staff members play a major role in providing these services," he said. "All our teachers, including the homeroom faculty, work on developing a positive relationship with their young people, so that hopefully when they need a confidant, they already have developed a relationship with that teacher on a daily basis."

The school also regularly involves parents, through both the School Volunteers Program and Key Communicators.

Ingomar Middle, along with other North Allegheny schools, has benefited in the past two years from major technology upgrades including computer purchases, wiring and networking with other schools inside and outside the district.

Duchi said his school had 105 Macintosh computers, a computer club that encourages technology use, and a program that uses computers to draw products in technical-education classes. In addition, his school is linked to the Channel 11 "Accuweather" science computer program, which offers students weather insights and information.

Other curriculum highlights, besides the traditional academic programs, include all students taking art, technology education and family and consumer science in what the school calls its "exploratory" program. Students also rotate every day between physical education and music. All students take band, orchestra, general music or chorus.

In the arts, there is an annual talent show, a Colonial Day in which students demonstrate old-time arts and crafts, and various plays.

"Kids really get involved," Duchi said.

"If you provide them with direction, encouragement and motivation, you'll get their creative juices flowing."

Mixed population

At Hartwood Elementary, a kindergarten through fifth-grade school, there are 425 students and a staff of 63, including 35 teachers. The school, located in Dorseyville adjacent to the district's middle school, draws students from Indiana Township. The building was constructed in 1974, with a new classroom wing added four years ago.

Korenich, who has been principal for four of his 19 years in the Fox Chapel Area School District, said there are an average of 23 students per class.

The Fox Chapel district has an areawide reputation for superior technology, and Hartwood Elementary is no exception. A computer lab has 30 Macintoshes, and each classroom has four more computer stations. All these computers are networked and capable of communicating throughout the district and are on-line with the Internet.

"All our kids use computers daily for instructional purposes," Korenich said.

The principal is also proud of an innovative, districtwide discipline code. "The goal is to teach kids how to take responsibility for what they do, whether those actions are good or bad, so that - even if they are not so good - they'll figure out a way so that they won't do it that way again.

"We also recognize kids who are successful doing what they should be doing. That way they learn that when you're acting responsibly, people do notice that and give you credit for that. I believe this program is unique to our school."

As part of that program, each month

the school focuses on a different attribute. These have included, Korenich said, honesty, responsibility, courage, success, friendship and cooperation. Each grade level explores the designated attribute through readings, self-evaluations or other classroom lessons.

There are school behavior checklists which, for example, allow children to decide how cooperative they have been with things such as waiting in line or showing good sportsmanship.

Korenich also said Hartwood Elementary had an excellent inclusion program. "We've got a pretty mixed student population," he said, "from extremely bright to 'in need.' We do a lot of support for them, and for everyone who is in between as well. Our staff and community are committed to the program, and are proud of how it has worked."

He said his school had a very active group of more than 70 parent volunteers. "They're certainly one of the reasons we've been successful," he said, adding that the National Blue Ribbon evaluation team commended the school for its high level of parent and community involvement.

Another measure of Hartwood Elementary's success is high achievement test scores. "They're always significantly above the national percentages," Korenich said.

He added that he used those scores to target weaker areas in the curriculum. "We focus our instruction on those areas," he said, "and we feel this has had an impact on the test scores which follow." ■

47. The Charleston Gazette

07/23/97 Page P2D

WSPAPERS

By Sandy Kleffman
KNIGHT-RIDDER NEWSPAPERS
SAN JOSE, Calif. - From Massachusetts to Texas to California, teachers are gearing up to open a new kind of classroom this fall - the first nationwide virtual high school.

The high-tech experiment will link 30 public schools in nearly a dozen states to provide such classes as physics and stellar astronomy, taught entirely over the Internet.

The goal, organizers say, is to vastly expand the elective courses available to high school students with little cost to taxpayers.

At Kennedy High School in Fremont, Calif., Anita Bergh is figuring out how to teach poetry to 20 students scattered throughout the nation. Students in a tiny logging town in Washington state are anticipating lively e-mail discussions with classmates in faraway urban centers.

Although it's common for students to

gather information and exchange messages via the Internet, the virtual high school will go far beyond such excursions into cyberspace. These will be classes without walls, bells or the usual time constraints.

"We'll be communicating in a way that only our minds are touching," said Kennedy High senior Ami Buch, who is intrigued by the idea of having a new set of classmates who won't judge each other based on appearance. "They have no

biases and neither do I."

The five-year project, funded through a \$7.4 million federal technology innovation challenge grant, will be directed by the Concord Consortium, a Massachusetts-based educational think tank. Santa Clara, Calif.-based 3Com Corp. is among the firms contributing to the project, pledging networking equipment and serving on the virtual high school advisory board.

Teachers have been informed that Vice President Al Gore is monitoring the effort.

While individual high schools teach courses over the Internet and groups of schools do so within states, this marks the first time that several dozen high schools spread across the nation have teamed up to share resources in cyberspace.

Schools in the network range from tiny Forks High School, in a rural logging town with just 3,500 people four hours from Seattle, to urban high schools with diverse ethnic populations in New Jersey, Pennsylvania and Massachusetts.

Each school receives \$9,000 to pay for a coordinator and has agreed to free up an instructor to teach one course over the Internet. Schools select 20 students to participate in the virtual high school. The students, most of whom are high achievers who can work independently, sign up for any of the "netclasses" that interest them, regardless of where the teacher is located.

Most high schools offer few elective courses because of financial constraints, the large number of required classes and the difficulty in getting 30 students to sign up for the more esoteric offerings.

When Kennedy High journalism teacher Jerry Lapiroff wanted to teach a public relations class several years ago, "there were some kids who were really interested but there were not enough kids to make up a class," he said. "People realize what the situation is and they

"We're going to be interested in the kind of communities that develop," said Andy Zucker, an SRI program manager. "Are students interacting with people who are not in their immediate neighborhoods?"

"We want to know whether these are quality courses," Zucker added. "This shouldn't be just a gimmick."

Even if it grows to more schools in other states and countries, virtual high

don't offer highly specialized classes."

But next year, the 500 students participating in the virtual high school have access to 30 new electives. They can choose from such advanced placement or honors classes as microbiology, Russian studies, economics and a comparison of Eastern and Western thought. They will receive full credit for the classes they take.

"What the technology does that is so profoundly important is that it connects us by our areas of interest - not necessarily geography or time," said **Linda Roberts, director of the office of education technology for the U.S. Department of Education.** "It takes us beyond the four walls of the classroom and says learning can take place in a virtual way. We're very eager to see how this evolves."

Most of the communication between teachers and students will not occur in "real time." Teachers may post a question, for example, and give students 24 hours to respond.

"Those three kids who like to sit at the back of the room and be quiet don't get to anymore," said Bruce Droste, director of the virtual high school. "The only way I know somebody is in attendance is if they hit that send button. There's no sleeping in the back row."

Terry Haugen, an instructor at Miramonte High School in Orinda, Calif., who will teach a Russian studies class, hopes to put students in touch with a journalist working for a Russian newspaper and have them exchange e-mail with students in Russia who can describe changes in their country.

But Haugen admits it's going to be strange having students in three time zones who she never sees.

"Normally you can see in your students' eyes when they have questions - even if they don't raise their hands," she said.

Stan Oberg of Acalanes High School school will never replace traditional classrooms, many experts say.

The classes that are offered are enrichment and supplementary courses - not basics. Robert Kozma of the Center for Technology in Learning at SRI noted that conflicts will arise if the virtual high school ever offers courses that are more central to a standard school curriculum. For example, teacher unions may worry about losing members if students can take

in Lafayette, Calif., will post assignments in French and allow his students, who will study French-speaking countries outside of Europe, to log on at their convenience.

Oberg is planning online, get-acquainted activities for his students, including having them post biographies of themselves. He may also set up a Web page with a "student lounge" - similar to one the teachers have established - where kids can shoot the breeze with each other.

Pencils will be obsolete in such classes - but not books. Forks High School teacher Marsha West said students in her advanced placement English "netcourse" will read the same books as in her regular AP English class, take tests and collaborate with other students via e-mail to do multimedia reports in small groups.

When her students are studying Milton, she'll have them peruse a Web site where scholars who specialize in Milton are debating whether "Paradise Lost" is a feminist or anti-feminist work.

"They will be able to listen in on those arguments," she said. "They will have insights that go way beyond anything a high school teacher could give them."

Organizers invited schools to participate by sending e-mail to those they thought might be interested. They plan to expand in future years. No schools in Santa Clara County are participating this fall, but some Silicon Valley educators are interested in the concept.

"I think this sounds like a great way to pool resources," said Bruce Collins, director of technology for the San Jose Unified School District.

The Concord Consortium has hired Menlo Park, Calif.-based SRI International to evaluate the success of the five-year project. It will do in-depth studies at five sites.

standard classes from teachers in other states. And there can be wide differences in what students learn.

"The technology has a lot of potential for helping," Oberg said. "But I don't think it will ever take the place of the personal face-to-face contact between teachers and students. There's something about that that meets a human need we all have." ■

48. Sacramento Bee

July 24, 1997

Wilson: State school test should be just in English

By Dan Smith
Bee Capitol Bureau

In what would be a departure from current state education policy, Gov. Pete Wilson is insisting that the statewide student test he's pushing be administered only in English.

Opponents said Wilson's demand would subject 1.3 million public school students — more than 20 percent of the state's total enrollment — to a test they could not understand and would result in meaningless individual scores and misleading statewide averages.

"If the purpose is to test kids to see how they are doing academically, then they are essentially excluding a very large percentage of the kids from the process.

It is discriminatory exclusion," said Deborah Escobedo, staff attorney with San Francisco-based Multicultural Education Training and Advocacy. "If they are truly concerned with knowing how all the children are performing in the schools, the state ought to put some resources into it."

Although past mandatory statewide tests have been given only in English, the state's current program is voluntary, with the state paying only part of the cost. Participating school districts are required to choose from a list of 56 approved tests, four of which are in Spanish.

Assemblyman Steve Baldwin, an El Cajon Republican who is on a legislative testing task force, argued that "if your goal is to get more kids into English fluency as soon as possible, then it doesn't make any sense to test in Spanish."

"Even if they score a 10, it tells the school what they are doing well or not doing well. Maybe the next year, the kid

scores a 50," Baldwin said.

The language debate is just one unresolved issue four lawmakers are mulling in private as they try to sculpt a testing program to meet Wilson's budget demand that all students be given a standardized test next spring.

Democrats and education lobbyists have resisted Wilson's budget proposal to buy one standardized test and require all districts to administer it in grades two through 11 next year. They argue the state should wait and either buy or design a test that meshes with the academic standards being developed by the state Board of Education.

But that will force students to wait until 1999 or 2000 to be given a standardized test with individual scores — too long, according to Wilson. The governor has said it is critical to begin testing as soon as possible, particularly to measure the success of two key education initiatives — smaller class sizes and phonics-based reading instruction — and to provide children with an individual assessment of their progress.

In the current voluntary program, districts with a high percentage of students with limited English skills, such as Los Angeles Unified School District, have chosen to test those students in Spanish.

Los Angeles school officials said the Spanish-language test still gives educators an assessment of a pupil's ability, particularly in math. And they said it helps measure reading and writing skills, which are "transferable" as the child becomes more proficient in English.

Testing those students in English

would deprive educators and parents of a meaningful assessment, said Rosalia Salinas, a curriculum specialist with the San Diego County Office of Education. "It lets districts off the hook and all of us as a community off the hook," she said.

While 1.3 million public school pupils are considered to have limited English skills, fewer than 100,000 were given the Spanish-language test last year, said Bill Lucia, executive director of the state board. Wilson and his allies are insistent that the proposed test be given only in English.

"If the children are to be integrated into the economic mainstream, they need to be more proficient in English" said Sean Walsh, Wilson's press secretary. "If they are to be compared to their peers, the test should be in English."

The Legislature's top Democrat, Senate President Pro Tem Bill Lockyer, said giving English tests to non-English-speaking pupils would be "pointless" and "an inexcusable waste of taxpayers' money."

He suggested Wilson is trying to segregate non-English speaking children from the statewide assessment to boost the average test score statewide. The governor's proposal would establish separate averages for English-proficient students and those considered to have limited English skills.

"We're not trying to make anybody look good or bad," responded Glee Johnson, Wilson's undersecretary of education. "We're just trying to find out where the heck we are." ■

49. The Washington Post

07/24/97; Edition: FINAL; Section: A Section; Page A01

Way Out of the Inner City: Africa

For 18 Teens, Kenyan School Might Improve Their Lives in Baltimore

By Stephen Buckley
Washington Post Foreign Service

Until a few months ago, Michael Gambrell, 13, could not write a coherent sentence. His spelling was atrocious, his

thoughts muddled beyond recognition.

Asked to describe a simple scene last year, Michael wrote:

"It was a man wher like reptile. So he was thaing a hick in the forest. In he fan a egg. So he hared home."

Eight months later, after intensive

work in reading and spelling in a school 10,000 miles from his Baltimore home, Michael described the same scene:

"A man found a large egg in the forest. He picked it up and carre it away. He took the egg to his home. He sat the egg on the table."

Michael's extraordinary progress is the fruit of a novel experiment undertaken by the Abell Foundation of Baltimore.

That the foundation opened the Baraka School nearly a year ago is not novel; education is one of the organization's passions. What is novel is the school's location: a tiny, dirt-road-and-tin-shack town in the middle of north-central Kenya. That is, the middle of nowhere.

The foundation hopes to save boys from inner-city Baltimore by sending them to school in a setting where they can avoid the pitfalls of violence-addled neighborhoods, family struggles and suffocating peer pressure. It hopes that a safe environment, a back-to-basics teaching philosophy and lots of one-on-one attention will revive these students' interest in academics during the middle-school years — typically a tumultuous stage of their lives.

And, if this experiment in Kenya works, the foundation plans to build other such schools around sub-Saharan Africa and in the Caribbean. Already education activists and other philanthropic groups have contacted Baraka officials about how to start similar schools.

"We can't reach everyone" in Baltimore public schools, said Susan Kikwai, a Kenyan who helped organize the school and helps run it. "But it's a beginning."

Kikwai is one of two Kenyans on the Baraka faculty; the other four teachers are American. She and other school officials stress that although cross-cultural experience is one purpose of the school, academics is its reason for being.

Michael is not alone in his academic progress. Most of the 18 boys at the school this year improved their reading scores by two grade levels. Those who were barely doing subtraction have vaulted to fractions, word problems and decimals. Each was tested by the Baltimore city school system to ensure he had learned enough to advance a grade, and each passed.

Small children played in the courtyard of the McColloh Homes, one of Baltimore's oldest housing projects. Michael Gambrell grew up in this housing project and stayed out of trouble until a couple of years ago, his mother said.

"Once he started middle school, he started getting into fights, started talking back to the teacher," Tammy Gambrell said. "He used to hang out with some friends, and I would tell him, they're going to leave you behind. You the one

"A lot of people think, isn't it nice, we're taking kids out of the city," said Laura Doherty, whose husband, Chris Doherty, was the school's first headmaster. "They may get this wonderful experience but won't be able to find a job. Then what? If they didn't learn to read and write, they're doomed. The school part is why we're here."

Of the 18 boys who attended Baraka, all were from Baltimore, and most were from poor and working-class families. Only two live with their natural mother and father. Some boys have parents who have steady jobs and are active in their communities. Some have parents who are drug abusers; others have siblings who are gang members.

Antione Lewis, 13, said the school drew him because "I wanted to change my life. I wanted to get away from the streets of Baltimore. I wanted to go someplace to learn how to be a man."

No hard rules govern whom the school accepts, but Baraka officials seek students who are poor and working-class and are struggling academically. They also generally shun students who already have had major jousts with the law.

They want boys who are bright but need support, as well as marginal students who may blossom under intense instruction. And, of course, they are looking for students most likely to adapt smoothly to life so far from home.

The school sits in the shadow of Mount Kenya, and the 150 acres of grounds are dotted with yellow and orange flowers, mango and guava trees, olive trees and gorgeous bougainvillea. All over the empty green spaces, birds flit and chirp. Butterflies float and dip.

There is no television in this town 150 miles north of Nairobi, Kenya's capital, so the boys must be creative in their recreation. They hunt for frogs and turtles. They gather dung from termite hills — for use in art class.

"In the city, they feel like they have to act tough," said Kate Walsh, head of the Baraka School project and education program officer for the Abell Foundation, gonna get caught every time."

Nonetheless, when Michael called from Booker T. Washington Middle School one afternoon, screaming, "I'm going to Africa, I'm going to Africa," her response was, "Yeah, right."

But he appeared to be serious. And soon she was saying, "If you really want to go, I'll let you go."

At first, Michael had what Chris Doherty called "a white-hot burning supernova hatred" for the school. He

founded in 1953 by the A.S. Abell Co., which then owned the Baltimore Sun. "Here, they don't have to act tough. They can be little boys."

But the reality of Baltimore's streets has struck home for the Gambrells. While Michael was in Africa, three good friends were shot dead.

"That's why I'm glad he's over in Africa," said Tammy Gambrell, 36, Michael's mother, sitting in their small apartment in the Druid Hill section of Baltimore. "That might have been him [shot] one of those times. I know where he's at. I know he's safe."

Some mothers allowed their boys to come here in part to grapple with their own violent streaks. Donta Crockett, 14, arrived with a reputation for a powder-keg temper; last year at Dunbar Middle School, he fought repeatedly and was suspended five times. In one incident he punched a teacher in the jaw.

At Baraka, he had one fight this past school year.

Faculty members describe the friendly boy with big hands and a shy smile as one student who was always on time to class and got along well with other students.

"I've learned how to get along with people, how to stop getting into fights," he said. "I learned how to count to 10 when I'm about to go off."

They also learn discipline. Everybody up at 6:30 a.m. Seven hours of classes. Mandatory study hall nightly. Lights out at 9 p.m.

This world is eight time zones and 10,000 miles from Druid Hill.

The Gambrells' street was quiet on a recent rainy summer morning. Bits of litter floated along the sidewalk. There was little graffiti.

But the community is crammed with the staples of working-class urban neighborhoods: liquor stores, short-order joints, a laundromat, a couple of fast-food restaurants, several convenience stores, a sprinkling of small churches.

tried to run away several times.

He eventually warmed to the place. That came in part because three boys — whom Michael had befriended — were sent home after a few weeks for, among other things, starting fights and fires. Suddenly, Michael enjoyed learning Swahili and chess. His reading and spelling greatly improved.

His letters went from gibberish to this: "You should expect my behavior to be changed. My attitude changed by me not

going off on teachers anymore, and I do not try to get into fights for the fun of it."

When Michael came home last month, a Christmas wreath hung on the apartment door. A Christmas tree stood in the living room, with a two-foot high

Valentine's Day card and an Easter basket beneath it.

Tammy Gambrell missed her son.

But that will not stop her from sending him back to the Baraka School in the fall.

Right now, most of the boys plan to

return, Walsh said.

"I have to keep him in positive places, so he's ready to go back," Tammy Gambrell said. "He's not going to have time to get into trouble." ■

50. Los Angeles Times

* 07/24/97; Edition: Ventura County Edition; Section: Metro; No Desk; Page B-1

Willingness of State to Fund Campus Called Crucial

By KATE FOLMAR
TIMES STAFF WRITER

LONG BEACH — While educational needs are clearly plentiful, Cal State trustees Wednesday said converting the closed Camarillo State Hospital into a four-year public university hinges on one crucial factor: whether the state is willing to provide the tens of millions of dollars needed to make it happen.

"If the state wants a university, fund it," trustee William D. Campbell said during a meeting of the Cal State committee on campus development. "If the state doesn't want a university, then why make us split up [money from] all our other campuses?"

Campbell's position on the plan to convert the closed psychiatric hospital into the Cal State system's 23rd campus was repeated many times during the two-hour session.

At the meeting, trustees saw the first formal study of what niche Cal State University Channel Islands would fill. They also took a closer look at the financial details.

The committee took no formal action on the plan, but it will be asked to formally approve a conversion plan in September. Two months later, the entire 17-member board must decide whether to include Cal State Channel Islands in its 1998-99 budget.

"I think we've obviously got a lot of work to do," Cal State Channel Islands President J. Handel Evans said after the meeting. "As it comes down to the wire, the questions are being asked louder: How much can you raise? How much do you need? What's the difference [between them]? Where's it coming from?"

According to a report presented by Richard P. West, Cal State's senior vice chancellor for business and finance, it would cost \$11.8 million in fiscal 1998-99 to assume control of the 700-acre Camarillo State site and relocate the existing students from Cal State Northridge's Ventura campus.

Of that total, \$4.9 million would come from the state's regular per-pupil allotment; \$400,000 would be generated by leasing some of the site's 85 buildings to businesses, schools and the like.

That leaves a \$6.5-million deficit, which trustees agreed should be the state's responsibility. But, West hastened to mention, the state is already committed to spending \$3.3 million in upkeep on the Camarillo location, even if no one moves in. The state's tab therefore would be closer to \$3.2 million beyond the Cal State system's existing budget.

It's estimated that the annual cost of running the university would be about \$29.1 million by 2000: \$10 million from per-pupil dollars, \$1.9 million from

leases and \$17.2 million additional from the state.

While the conversion sums may seem high, committee Chairman Jim Considine said the state can afford it if the needs of Ventura County are important. And building a school from scratch would cost far more, he added.

"Take a look at how much money we're talking about on the scale of the state budget," he said after the meeting. "Everything's relative. Six million dollars from my personal wallet, it's huge; but \$6 million from the state budget is not that significant."

Also at the meeting, trustees saw the first formal study documenting Ventura County's pressing need for a public university.

Among the study's findings:

Local residents are far more likely to attend community colleges than four-year institutions.

Ventura and Santa Barbara counties have far lower-than-average Cal State attendance rates compared to other areas. While an average of 9.2% of high school graduates statewide attend Cal State campuses, the comparable percentages fall to 5.3% in Ventura County and 4.8% in Santa Barbara County.

Access to a four-year university is far more limited for Latino students, a growing population in both regions. ■

51. The New York Times

07/24/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 4, Column 6

Panel Sees Little Progress In Newark School District

AP

Two years after the State of New Jersey seized control of the Newark school district, an advisory panel of parents and other local residents gave the schools a mediocre report card yesterday, saying they had made "little progress" in reaching the state's goals.

But even as he was releasing the report, the chairman of the advisory board tried to soft-pedal the criticisms. The Newark schools "are on the right track but still need significant improvement," said the chairman, Fernando Linhares.

TD The advisory board was appointed

by the State Education Commissioner, Leo F. Klagholz, in 1995 after the Newark Board of Education was disbanded in the state takeover. All 14 members of the advisory board, which has no policymaking authority, are to be replaced in September.

The evaluation, the board's first, gave

the schools an average grade of 2.2 out of 4, which Mr. Linhares translated into a C

grade. The report itself defines a score of 2 as "little progress."

52. The Boston Globe

July 24, 1997

Council avoids vote on neighborhood schools

By Jordana Hart and Anthony Flint

The Boston City Council yesterday side-stepped voting on whether to make the neighborhood schools issue a ballot question in November, while a new school committee task force prepared to study what the school committee chairman called a less "politicized" means to improve school choice.

For the second time since June, the Boston City Council put off voting on the ballot issue, instead sending the proposal to the council's education committee.

The nonbinding referendum, inspired by a citizen's group called Boston's Children First, would ask voters if they want to scrap the current system of assigning children to Boston schools. The system uses racial diversity as the main standard.

"This is a process that won't work," said Mayor Thomas M. Menino, who opposes the referendum. "We have a task force in place that will give us a report on how to proceed on this issue. What's the referendum going to prove? We all want neighborhood schools but they all

have to be good schools.

"It's going to take us a while to fix all of the schools," Menino added. "I wish people would put their energy into improving those schools instead of impeding the progress we're making."

Councilor at large Peggy Davis-Mullen, a neighborhood schools advocate who is chairwoman of the education committee, said yesterday that an expected majority vote from her committee would mean the full City Council could vote on the measure as early as next Wednesday.

If the measure does not get the required majority vote among city councilors, the grass-roots citizen's group said it is prepared to launch a drive to collect the 23,000 signatures required to place it on the ballot.

Meanwhile, the Boston School Committee last week appointed a nine-member task force to examine alternative student assignment policies and find ways to improve the process.

"This group will help us gather a wide spectrum of opinion," said school

committee chairman Robert Gittens. "The referendum approach tends to politicize the issue, and we lose the issue of quality of education" with the straight yes-or-no approach of a ballot question.

The results of the first round of student assignments for the upcoming school year showed that 79 percent of parents received their first school choice, while 10 percent received their second choice, according to school officials.

But Davis-Mullen said the figures are wrong and that, based on parents' complaints to her, there is widespread displeasure among all racial and ethnic groups with the current system.

"The referendum would be a reflection of what the people want," she said yesterday. "The myth is that this is a white issue. It isn't. We are not giving the ... people any credit that they can think or handle this issue themselves."

The task force will hold its first meeting next month, and will convene at least six public hearings through October. ■

53. San Francisco Chronicle

July 24, 1997

Schoolgirl Site Yanked Off Internet

It rated Palo Alto eighth-graders

Bill Workman

Chronicle Peninsula Bureau, page A1

An Internet site that ranked girls from a Palo Alto middle school by looks,

The Web page identified by name 152 eighth-grade girls from Jane Lathrop Stanford Middle School, giving them such labels as "wide load," "sexually confused," "scary big chick" and "bacon for everyone."

One girl who was ranked highly on looks and personality by her anonymous judges won the appraisal, "USDA 100% Grade-A Lean Meat." Another with a favorable rating was said to be "flirty, pretty and plump."

But these were among the least

personality and, in some cases, sexuality has been shut down after the mother of troubling remarks, said Irv Rollins, assistant superintendent of the Palo Alto Unified School District. "There were other sexually explicit comments, references to male genitalia and other gross things."

The Web site, which school officials believe was set up by a group of teenage boys, also included three teachers and a male student in the rankings.

Geocities, the Santa Monica-based Internet firm that hosted the controversial page, shut it down Tuesday after Rollins

one girl complained to the school district.

called to complain.

A Geocities spokesman said yesterday the site user had, among other things, violated an agreement with Geocities that bans "hate speech."

The spokesman, Ed Gyurko, said the company, which has 800,000 users and hosts some 3 million Web pages, did not know who set up the rankings of the Palo Alto students. Whoever it was, was notified by e-mail that the page had been taken off the Internet, he said.

Palo Alto police investigated at the

request of the school district, but concluded that no law had been broken. Police believe the girl-raters were youths who were familiar with what went on at the school.

"There were a lot of inside jokes that only someone in the class would know," said Detective Jim Coffman.

Rollins said school officials were trying to find out who created the list. If

it turns out that school computers were used to create the offending Web site, he would recommend expulsion.

But until some student or parent comes forward to identify the culprits, he said, "there's very little we can do."

School board president John Tuomy said the Web page rankings bordered on "sexual harassment."

Tuomy, a computer security executive,

said identifying the girls by name on the World Wide Web had put them in potential danger, "considering some of the kinds of people who lurk on the Internet. That's what scares me."

Most of the girls on the list will be freshmen in September at Gunn High School, where a few years ago flyers with similar rankings of incoming freshmen girls were circulated. ■

54. The Boston Globe

July 24, 1997

Developer and Don Bosco team up in bid to transform high school

Sale of campus property would clear way for retail complex, science and math facilities

By Richard Kindleberger
Globe Staff

A multiscreen theater and a hotel are two possible ingredients in an unusual recipe for turning Don Bosco from a down-at-the-heels trade school on the edge of the theater district into a thriving new technology center for 500 students.

A reconstituted board of trustees hopes to sell 40 percent of Don Bosco's two-acre property at 300 Tremont St., two doors down from the Wang Center, to Intercontinental Developers. The school would use the proceeds to rebuild the remaining campus, participants said yesterday.

Intercontinental, adding an adjacent parcel it hopes to acquire from the city, would knock down two 70-year-old buildings on the land it buys from the school and develop a mixed-use commercial complex in their place.

Plans are still preliminary - and neighborhood and city approval will be needed - but chief executive Peter Palandjian said Intercontinental is in serious negotiations with a movie operator and a hotel to take space in the complex. In addition, up to 225 apartments are under consideration.

Hanify praised Intercontinental for its experience and sensitivity in working with abutters. Of specific relevance, he said, the company is working on an office-retail-condo development in Harvard Square that required taking an Armenian church and replacing it with a new church in Belmont.

Attorney John Hanify, chairman of the Don Bosco trustees, said the improvements would make physical a major transformation in the school's mission and curriculum. Effective last year, Don Bosco Technical High School became Don Bosco Preparatory School.

"We all feel that a school that is going to feature science and math deserves to have state-of-the-art science, math, and computer facilities," he said.

A purchase agreement signed six weeks ago by Don Bosco and the developer calls for closing the deal in a year or less. Palandjian, who saw winning community and city support as bigger hurdles than signing tenants, said construction could start in as little as four months "if we flew through" the approval process.

The Salesian Society, the third-largest Roman Catholic religious order and founder of Don Bosco in 1949, has been looking for years at how to raise money for the school and the order by developing a portion of the property. A 1980 proposal, for example, called for 280 mixed-income apartments in a complex that included a 20-story tower.

All previous attempts fell by the

Other current projects include the renovation of a 10-story building at 100 Franklin St. for the Boston Stock Exchange and the expansion and renovation of One Bulfinch Place for the Suffolk County district attorney and other tenants.

Founded in 1962 by Palandjian's

wayside, and there is no guarantee the latest plan will fare better. Asked to rate his prospects, Palandjian saw "a 75 percent chance this development will happen."

Bay Village, to the west of the Don Bosco block, will be watching closely, as will Chinatown. Teigue Thomas, president of the Bay Village Neighborhood Association, welcomed developing the site but voiced concern at a movie complex.

"We had [Cinema] 57, which recently closed, which showed a lot of urban violence films and caused a lot of problems in our neighborhood," Thomas said. Just banning X-rated films, a requirement imposed by the Salesians, will not answer her concerns about traffic, safety, and parking, she said.

That could pose a problem. Palandjian and partner Edward Nardi said the price they agreed to pay for the land and its peripheral location mean "there aren't many retail concepts that make sense," with a cinema a notable exception. They cited confidentiality agreements in refusing to discuss price.

immigrant father, Petros, Intercontinental thrived for years but was whipsawed by the late-1980s real estate crash and almost went under. Peter and his brother, Paul, both Harvard graduates and competitive tennis players, came on board to help out. Their father died last year. ■

55. Rocky Mountain News

July 24, 1997

Rioter to be banished from state

Man ordered to leave Colorado after serving 6-month term for role in Boulder disturbance

By Kevin McCullen
Rocky Mountain News Staff Writer

BOULDER — A young man who participated in Boulder's University Hill riots must leave Colorado for four years after he completes a six-month jail sentence.

Chad Lawson, 19, also cannot enroll at the University of Colorado for the next four years as part of a deferred sentence he received Wednesday in Boulder County Court.

Lawson pleaded guilty to attempted second-degree assault on a police officer, engaging in a riot and third-degree assault for his participation in the riots

May 3-5 on University Hill. He was one of five people charged.

He waived his right to object to the banishment during sentencing before County Judge Diane MacDonald. The plea agreement also stipulated that he serve six months in the Boulder County Jail and leave the state immediately after completion of his sentence.

Dispositions have not been reached in the cases of the other four defendants also charged with rioting, said deputy Boulder district attorney John Pickering.

He said Lawson, who comes from a

supportive family, probably would not repeat his actions. But Pickering said the district attorney's office felt that Lawson was an active participant in an "extraordinarily violent mob whose collective purpose was to injure police officers with whiskey bottles and bricks and destroy public and private property."

Lawson's sentence should send a message to University of Colorado students and other young people that the riots cannot be repeated, Pickering said. ■

56. The Boston Globe

July 24, 1997

State backs off threat to end funding of school for disabled

By David Armstrong
Globe Staff

Four years ago, Governor William F. Weld promised to cut off millions of dollars in state funding for a private school for disabled people after it was revealed the Assonet facility owned two Cape Cod vacation homes, operated a private petting zoo on the grounds, and paid the president a six-figure salary.

Now, in an about-face, the state has not only backed off its threat to eliminate funding for the Crystal Springs School, but has agreed to continue giving millions of dollars to the facility for at least the next five years.

In addition, the state will pick up the school's \$500,000 legal bill - money the facility spent suing the state.

The change of heart comes after the

As part of the agreement, Crystal Springs must also reimburse the state \$300,000 for inappropriate spending in

politically connected president of Crystal Springs and a group of parents and supporters waged an intense public relations and court battle to save it.

The school president, Charles Young, and his supporters have argued the facility provides top-notch care for severely mentally and physically handicapped students.

They characterized the initial decision four years ago to cut funding as irresponsible and based on misleading news media reports and the faulty work of state auditors.

However, a report released last year by state Auditor Joseph DeNucci criticized the school for using state tax dollars slated to help disabled children to instead fund lavish parties for staff members, buy gifts and lingerie at Victoria's Secret and the past.

The state has agreed to place at least 50 students a year at the facility for the

purchase thousands of lottery tickets for employees and jewelry for parents and corporate officers.

Previous state audits have faulted the school for spending money on two vacation homes in Falmouth and providing excessive compensation and perks to Young, including the leasing of a Mercedes station wagon.

The agreement, which settles a four-year-old lawsuit filed by the school, strictly regulates the use of state money at the school. No state funds can be used to pay for the private petting zoo and the remaining Cape Cod vacation home.

In addition, the state will not fund all of Young's \$142,345-a-year salary. His wife, Susan Bouchard-Young, is the school's fiscal director and second highest paid employee at \$77,507-a-year. next five years at an annual rate of \$106,140 per student. ■

57. Kansas City Star

July 23, 1997

Project aims to incorporate Indian history and culture into school curriculums

By DIANE CARROLL
Staff Writer

LAWRENCE — What do you know about the Trail of Tears? Or an Indian chief named Osceola?

The former refers to a journey taken by American Indians who were forced to leave their Southeastern homelands in 1838 and settle in Oklahoma. Osceola was a Seminole who fought to let Indians keep their land in the Southeast.

The stories of the trail and the chief are among many that American Indians want to preserve and pass on. About 100 persons who work with Indian schools throughout the country are meeting this week at Haskell Indian Nations University to figure out how to incorporate Indian history and culture into their K-12 curriculums.

"It's a huge project," said 4Directions

Project Director Karen Blazer, who works for the Pueblo of Laguna (N.M.) Department of Education. The department oversees schools for the Laguna tribe, which lives on a reservation west of Albuquerque.

Two years ago, the Laguna department received a \$5 million federal grant to work with 19 schools in the country that are funded by the U.S. Bureau of Indian Affairs. The 100 people at Haskell are from the 19 schools and their communities.

"The primary focus of the project is to use community people to develop culturally relevant curriculums and enhance that through technology," Blazer said. Many of the programs are being developed for use on the Internet.

Organizers hope that the curriculums will become models for other schools, both Indian and non-Indian. The schools will be meeting at Haskell each summer through 2000 to develop the curriculums.

Representatives from Ahfachkee School near Fort Lauderdale, Fla., are putting together a curriculum that looks at the lives of six Seminole leaders, including Osceola. That school and the others in the program will be presenting their project plans at 8 a.m. Saturday at Haskell's Student Union.

The schools in the project are in New Mexico, Arizona, Michigan, Minnesota, Maine, Florida, South Dakota, North Dakota, Washington and Wisconsin. ■

58. Kansas City Star

July 24, 1997

KC students score below national average in reading, math

By LYNN HORSLEY
Education Writer

When Kansas City School Superintendent Henry Williams outlined his priorities last October, his top goal was to see the district's students achieving at or above the national average in reading and math.

He and the district's students have quite a way to go to reach that goal.

Scores released Wednesday from nationally standardized tests given in April show Kansas City public school students scoring below the national average in reading and math in all grades from three through 12.

On a more positive note, Kansas City students do perform on a par with those Stinard, who started in November, also was encouraged that students tended to do well in tests of their ability to use sources of information, such as dictionaries and other reference materials. The lowest scores tended to be in math, especially in the secondary grades.

"Eighth, ninth and 10th grade math are areas we'll focus on," Stinard said.

He said that in past years, scores have

in most other districts with high concentrations of disadvantaged students.

Their scores are at or above the average scores for districts where more than 25 percent of students fall below federal poverty guidelines. Seventy percent of Kansas City students qualify for free- and reduced-price lunches — the most common measurement of high poverty in a particular district.

In the past, Kansas City has not been content to compare itself to other high-poverty districts. Critics have complained that any district that has spent \$1.8 billion in a 10-year desegregation program should have better tended to dip significantly for students moving from fifth to sixth grade, the transition from elementary to middle school. That dip wasn't as severe this year, but the dip in scores for students moving from eighth grade into high school was serious.

"We certainly need to pay more attention to that," Stinard said.

Scores in all subjects were better in

test scores to show for that effort.

In his goal-setting session in October, Williams said he hoped to see 60 percent of students reading at or near grade level by the time they leave the third grade. But this year's scores showed more than 40 percent of third-graders reading at a level among the bottom 25 percent of the nation's students.

Testing Director Tom Stinard was more encouraged by language scores, measuring student achievement in spelling, word usage, capitalization and related areas. Students did better in language arts than in any other subject at all grade levels except 10 and 11. grades 11 and 12.

In past years, Kansas City students have scored closest to the national average in grades one and two. But the tests are no longer given in those grades. Students in April took the Iowa Tests of Basic Skills in grades three through eight and the Tests of Achievement and Proficiency in grades nine through 12.

Stinard said he would not have a

comparison between last year's scores and this year's until next month.

As in past years, the scores showed a serious gap in achievement between whites and ethnic minorities. The gap was most serious in reading, less so in math. Whites scored at or above the

national average in reading and math in nearly all grades. Local black and Hispanic students did not.

Districts nationally and regionally have struggled with a similar disparity, and most have been stymied in their attempts to reduce the gap. Missouri

Education Commissioner Robert Bartman has crisscrossed the state in the last year, hoping to come up with some ways to address the gap throughout Missouri. ■

59. Fort Worth Star-Telegram

July 24, 1997

Probation terms ban woman from Fort Worth's schools

By Martha Deller
Star-Telegram Staff Writer

FORT WORTH — A Fort Worth grandmother who has picketed Fort Worth schools for two years has been banned from district property and board meetings for 18 months while serving probation on two misdemeanor convictions.

A jury convicted Della Brooks, 51, last week of trespassing at Morningside Elementary on Nov. 9, 1995. Brooks then pleaded no contest to a second charge of disrupting a school board meeting on March 26, 1996.

Judge Billy Mills of County Criminal Court No. 3 sentenced her Friday to two concurrent 90-day jail terms and then suspended the jail terms for 18 months and set the probation terms.

But Brooks, whose protests were sparked by what she considered racism in the magnet program, said she won't be deterred by the conviction or probation terms. She said students in regular Morningside classes, where her granddaughter attended, were treated differently from those in the school's magnet program.

"It won't impede our progress," she said yesterday. "This is just political tactics. They think they can shut us down, but we still have free speech and freedom to assemble."

Superintendent Thomas Tocco said he hopes, for Brooks' sake, that she won't

violate the probation terms. Prosecutors said violating probation could lead to a jail sentence.

"I have a long history of protecting the rights of people protesting institutions I head, but this kind of went beyond the pale," he said. "It's regrettable that the situation ever got to this point."

"I would hope that in the future when people have concerns about programs in the school system that we could sit down and talk and never again have anything get to this level of intensity."

Assistant District Attorney Robert Mayfield, who prosecuted the case, said banning Brooks from school property and board meetings is justified under the circumstances of the two cases.

"Given that she has a penchant for trespassing on school property and disrupting school board meetings, this is somewhat a prophylactic condition," Mayfield said.

In the trespassing case, Brooks was arrested after she violated written and verbal warnings not to enter Morningside and walked into Principal Juanita Henry's outer office, police said. Brooks and other protesters had been picketing outside the school alleging racism for about three months before the arrest.

To relieve tensions from the protests, school officials opened a new program for high academic achievers last year at

Luella Merrett Elementary. Some Morningside magnet students and teachers transferred to Merrett, but the Morningside magnet program continues.

In the disruption case, Brooks was arrested after she disregarded repeated warnings from school officials to quit making insulting remarks about a specific Morningside teacher during a board meeting. When she continued speaking from the audience after a recess, security officers escorted her outside, handcuffed and arrested her.

Neither Brooks nor her attorney, James C. Belt Jr. of Dallas, objected to the probation terms, Mayfield said.

But Brooks said she will continue to picket and speak out about the school district.

She said a restraining order against her obtained by the district more than a year ago hasn't stopped her and others from picketing periodically on the sidewalk or speaking about school issues.

"I've never stopped talking about school issues," Brooks said. "They think they can intimidate and inflict fear in me, but nothing bothers me. I'm not a compromising individual."

Mayfield said the probation terms are more extensive than the restraining order, which applied only to certain district property and not to board meetings. ■

60. Houston Chronicle

July 24, 1997

High school officials link rosaries to gang

District defends its dress code in court

By DEBORAH TEDFORD

As many as eight members of the United Homies street gang have worn rosary beads to school, New Caney High

School officials testified Wednesday.

School district officials were in federal court to fight a challenge to the New Caney High School dress code, which prohibits students from wearing attire identified with gangs.

Cobby Caputo, attorney for the New Caney Independent School District, said in his summation that the school has never sought to infringe upon the religious freedom of the two boys who sued the district challenging the ban.

The students, Jerry Robertson and David Chalifoux, argued in their lawsuit that the ban on rosaries as attire violates their constitutional rights to freedom of speech and religion.

Caputo told U.S. District Judge David

Hittner that the school has a duty to impose restrictions designed to keep students safe from the possibility of gang-related activity.

"The freedom to believe is absolute; however, the freedom to act is subject to regulation by the state," Caputo argued.

Brent Perry, attorney for the teens, said the dress code is so broad that it gives school officials the authority to infringe upon the rights of the individual students.

"The school district's policy runs smack up against the First Amendment. Children don't check their rights at the school house door," he told Hittner.

School officials told the two 15-year-old sophomores in March that

they could not wear the rosaries outside their shirts because local police have identified the rosary as gang insignia.

The students were asked to carry their rosaries in a pocket or wear them inside their shirts, rather than risk a gang confrontation on campus.

Chalifoux said he began wearing the beads as a necklace in January because he didn't have a crucifix. Robertson, Chalifoux's best friend, soon followed suit.

Hittner ordered the boys to continue wearing the rosary beads inside their shirts until he rules in the case.

A decision is expected before Labor Day. ■

61. The Atlanta Journal-Constitution

July 23, 1997

Cobb schools strain to keep pace with enrollments

By Diane R. Stepp

The Atlanta Journal-Constitution

Heavy migration to western Cobb County is adding up to an enrollment migraine for school officials scurrying to roll in more trailer classrooms and keep construction plans alive for at least one more school by 1998.

Parents and students also feel the strain of overcrowding, which has spawned classroom trailer villages and raised the possibility of double sessions at bulging Harrison High.

Voters last month refused to authorize a 1 percent sales tax that would have raised \$494 million for construction over five years. Construction of a new high school in northwest Cobb was included in the sales tax plan, but was not in a \$221 million bond issue approved in 1995.

District enrollment will reach about 88,300 this year and top 98,700 by 2001. But growth is favoring selected areas and ignoring others, leaving some schools, such as those in the older south-central

part of the county, under capacity and others in west Cobb bursting.

"We're still growing in east Cobb but that is slowing," said school system planning director Robert Ray. That's also true in maturing south Cobb, although the Vinings and Six Flags areas are showing growth.

Of the 2,725 new students expected this school year, one of seven is headed to Harrison and two feeder middle schools, Lost Mountain and Pine Mountain. This year Harrison is expected to be overcapacity by 700 to 800 students and nearby Lost Mountain over by 460.

Harrison is adding 13 classroom trailers this year, for a total of 31. The additions will gobble faculty parking and displace juniors who had counted on driving this year, said Principal Dexter Mills.

Parents are beginning to panic, said Teresa Vaughn, a former Harrison parent who was on a community-based committee to promote passage of the sales tax. "We're seeing crisis and chaos,"

she said.

The school board has discussed raising taxes, seeking another bond authorization or leasing a newly built school from a private developer. By law, it has to wait one year before reopening the sales tax question.

Among possible short-term approaches for Harrison are double sessions, staggered schedules and early lunches, such as was done at Lassiter High School in the late 1980s when enrollment reached 3,200. But parents don't like that prospect.

"The last thing people in our community want to hear is that east Cobb did it," said Vaughn.

Tom Higgins, now principal at Wheeler High, was assistant principal at Lassiter then.

"It's not the best situation. Unless it happens to you personally, you don't realize the extent of the issue," said Higgins, whose daughter will attend Pine Mountain Middle this year. ■

COMMENTARY

62. Los Angeles Times

* 07/24/97; Edition: Home Edition; Section: Metro; Op Ed Desk; Page B-9 Category: Commentary

Tax Breaks for Education Draw the Line

The objections serve only those who would divert relief from middle to upper classes.

By ROBERT B. REICH
JOHN D. DONAHUE

What should be first in line for tax breaks: education, capital gains or estates?

As the debate on tax relief comes down to the crunch, the Clinton administration is sticking to the late-spring deal it struck with Congress: \$35 billion earmarked for incentives linked to education and job training. The administration's proposal features hefty tax credits for the first two years of postsecondary education, a smaller but still substantial 20% credit for further education—including, crucially, part-time continuing education for working adults—incentives to save for future schooling and a permanent extension (plus improvements) of on-again, off-again tax benefits for employers who sponsor their workers' postsecondary education.

Critics from academia and progressive interest groups have raised objections to the plan. While they reflect noble motives, these objections are mostly overblown or beside the point. And they provide cover for cynical efforts by others to break the deal and divert tax relief away from the middle class.

One objection is that many families who stand to benefit would have invested in education anyway. Of course. With the rising returns to education and training and the brutal penalties the modern economy imposes on the unskilled, they would be fools not to.

But tax incentives always are blunt instruments: Most deductions for charitable contributions reward giving that would have happened in any event, most research and development tax

credits underwrite investments that firms would have undertaken on their economic merits and liberal estate tax limits don't materially increase the number of people who die rich. The real issue concerns how much economic change a tax break inspires and the value of that change.

By this measure, education tax incentives beat the competitors for tax cut dollars—preferences for capital gains over earned income and other kinds of investment returns, or raising the amount that can be bequeathed tax-free. While there's no consensus on the effects of preferential tax rates for capital gains, for example, the best prediction is little (maybe no) net increase in saving and investment, a lot of maneuvering by accountants and lawyers to relabel income as capital gains and a sharp rise in the after-tax income of a tiny, wealthy slice of the population.

Nobody can say with confidence just how much education tax incentives will boost human capital investment. A few careless critics imply no impact, which is implausible. Wherever such tax breaks do affect behavior, they move resources toward an investment with the surest, strongest link to shared prosperity. Almost as important, even where they "miss" the target of altering decisions, they concentrate tax cuts on families at the time when budgets tend to be tightest and tax relief matters most.

A second complaint concerns distribution. Tax incentives, critics say, can't reach those too poor to owe any taxes. Instead of tax credits for the middle class, they suggest direct transfers targeted to low-income students. Wouldn't it be better to just bump up the

budget for education grants? We're all for devoting more resources to helping the poorest get access to skills. But the issue is how to divide the tax breaks, and ironclad budget rules bar substituting grant increases for tax incentives. Watering down the education provisions won't mean a dime more for grants; it just means more for capital gains and estate tax breaks.

The benefits of education tax incentives are focused on working families and phase out entirely at the upper reaches of the middle class, in dramatic contrast to the other options on the table. But even if they are targeted on the middle class and can inspire extra investment, the critics continue, won't tax incentives merely invite colleges and other training institutions to boost tuition? This objection is vastly overblown. Most students still will be paying the majority of their tuition bills with their own money and will resist tuition increases. Private schools raising fees or cutting aid will lose students; legislators who try to cut appropriations for state schools will face voters' wrath.

The real choice is between middle-class tax relief that rewards and encourages investments in America's broad-based earning power, and economically sterile tax breaks that will deepen the divide between the very wealthy and the rest of us. Pushing for perfection risks squandering the chance to tilt tax cuts toward working families.

Robert B. Reich was secretary of labor and John D. Donahue was counselor to Reich in the first Clinton administration.

63. The Wall Street Journal

07/24/97 Category: Commentary

English Not Taught Here

By Hal Netkin

For decades, bilingual education has been praised as a godsend for schoolchildren who are not proficient in English. In California, 1.3 million public school children, 23% of the total, fit that description; over the past decade the number has more than doubled. California's future depends on these children becoming fluent in English. Yet

each year only 5% of the state's public school students not previously proficient in English are found to have gained English proficiency.

I had my own taste of bilingual education in 1989, when I began renting part of my home to a Mexican family. The youngest of the five children, Ulises, was then in the second grade at Valerio Elementary School in the Los Angeles community of Van Nuys. The school

branded him a slow learner, which puzzled me, since Ulises seemed to show above-average intelligence at times. What's more, Ulises spoke English better than he did Spanish. Since both of Ulises' parents worked away from home and I worked out of the house we shared, I agreed to be listed as a contact for times when teacher-parent communications were necessary.

One day I received a call from the

school's bilingual coordinator, a teacher whose job it was to sign up children for bilingual classes. She told me that Ulises was not ready for transition to English-only classes, and she asked for my approval for him to continue in a bilingual class in the next grade. But Ulises' English was better than his Spanish, I responded. She insisted, however, that he would do better in the bilingual class. To settle the matter, she invited me to observe the bilingual class to see "how beneficial it is."

I spent half a day in the class. Here's how it worked: A group of Anglo, Asian, Armenian and other children labeled "English-proficient" sat on the left side of the class, while an all-Latino group of "native-Spanish-speaking" children sat on the right. An English-speaking teacher stood in front of the group on the left, which read from books in English; a Spanish-speaking teaching assistant stood in front of the group on the right, which read from books in Spanish. As the primary teacher instructed in English, the assistant translated the lessons into Spanish. At times, the groups were instructed separately.

I was outraged. Why don't Armenian, Vietnamese, Haitian, Chinese and all other children whose "native" language is not English need bilingual education? The message to the Latino children was clear: that they are inferior in intelligence to other ethnic groups. I refused to approve bilingual education for Ulises, and he went on to become a perfectly normal student without it.

Many people believe that "bilingual education" entails learning two languages. Instead, as it's practiced in most U.S. public school systems, it would be more accurately called "primary language" education. The theory is that if students are taught all subjects in their native language at first, they will learn English better and faster in the long run. Bilingual-education advocates will also tell you that even if students in bilingual

Mr. Netkin is a partner in NPS

education are not gaining in English, they are gaining in self-esteem, which will give them the confidence they need to catch up later. These claims, of course, are absurd. The students will gain whatever added "self-esteem" they need when they develop proficiency in English — the language in which their peers are learning, and the language that they'll need to succeed in the U.S.

It's no surprise that most Latino parents are opposed to bilingual education as soon as they find out what it is. Indeed, 83% of Latino respondents to a Los Angeles Times poll last month said they oppose bilingual education. One of the first things parents grasp is that bilingual education is not English-as-a-second-language instruction. ESL students' native languages vary, but they all learn English together. ESL teachers are not required to be bilingual, because ESL is taught not by translation but by immersion in English. My wife, Ines, knew very little English when she emigrated from Mexico in 1989. After two years of ESL classes at night, however, she became fluent.

When asked why, if ESL is so successful with adults, it isn't used with children, most ESL teachers simply repeat the dogma of bilingual education. The Los Angeles Unified School District, for instance, says that bilingual students who first master Spanish, then make a transition to English, do at least as well academically in the long run as most of their English-only counterparts. Yet there is no research suggesting this conclusion.

What research does indicate is that too many Latino students end up not speaking either Spanish or English well. Scores on the Comprehensive Test of Basic Skills show that California fourth-graders who move to English-only classes from Spanish instruction are hopelessly unable to perform well in English. The state's Latino students have consistently scored the lowest of any ethnic group on the Scholastic

Assessment Test, and have the highest dropout rate, 40%. Figures from California's Department of Education show that while the number of the state's public school students in bilingual programs (or certified eligible for those programs) more than doubled from 1981 to 1993, the percentage of these making it into English-only classes dropped by more than half.

Why do California's bilingual educators persist? Perhaps the most powerful reason is money. Bilingual education is a \$500 million-a-year industry in California alone. The size of budgets designated for bilingual education depends on how many students are enrolled in the program, giving educators at all levels a big incentive to sign up ever more students for bilingual programs.

Where will it end? A grass-roots campaign called English for the Children has been circulating a petition that would let California's voters curtail bilingual education in the state's public schools. If the petition receives the signatures of 433,000 registered California voters by Nov. 13, the state will hold a referendum in June 1998 on the group's proposed initiative, which would require that all public school instruction be conducted in English. Exceptions would be made for students who are already proficient in English, and for those whose parents can demonstrate that bilingual education would help them learn English better.

A decade ago, 80% of the Los Angeles teachers' union voted against bilingual education — teachers presumably realize that it wastes money the schools could be spending elsewhere. It's time that parents of bilingual students have the chance to end this boondoggle and get their children on the road to English proficiency, the quickest path to success American-style.

search firm. ■

64. Indianapolis Star

July 24, 1997 Category: Commentary

Success in Catholic schools

By Andrea Neal

Catholic schools on average cost one-third of their public school counterparts, but evidence is piling up to

suggest cost and quality don't always go hand in hand.

In a report sure to bolster arguments

for school choice and voucher programs, researcher Nina H. Shokraii of the Heritage Foundation documents higher

test scores and graduation rates for inner-city minority children who attend parochial schools.

Shokraii collected all the studies done since 1980 comparing public and parochial schools and found consistently higher performance at Catholic institutions, especially for at-risk minority children.

The explanation is simple: Catholic schools impose stricter guidelines — both academic and behavioral — that free up children to learn.

"Unlike many government-run schools, Catholic schools are strong on discipline," Shokraii says, "but the wholesome discipline at a Catholic school sends a clear message to students who consequently are able to learn in the school's safe and orderly environment."

So-called selection bias

Shokraii's report dispels the claim leveled by critics of school choice that Catholic schools perform better because they have a better student body with more involved parents than public schools.

The latest research, Shokraii notes, has been carefully conducted to detect so-called selection bias. If anything, it shows Catholic schools are most beneficial for low-performing inner-city students who have failed in the public school system.

That was the conclusion of a 1995

study by William N. Evans and Robert M. Schwab of the University of Maryland, who found that attending a Catholic high school raised the likelihood of graduation and college enrollment for inner-city children by 17 percentage points. "This is twice as large as the effect of moving from a one- to a two-parent family and two and a half times as large as the effect of raising parents' education from a high school dropout to a college graduate."

Similarly, University of Oregon economists David Figlio and Joe Stone compared student performance in mathematics and science. After factoring in race, religious affiliation and other variables, they found higher test scores for black and Hispanic students who attended religious schools (although not for the general student population), a disparity most pronounced in urban areas.

And earlier this year, University of Chicago Professor Derek Neal found African-American and Hispanic students attending Catholic school twice as likely to graduate from college as their public school peers.

Hard to ignore facts

Congress is considering three bills that would allow disadvantaged parents to use tax money to send their children to schools of their own choosing. One

would create voucher demonstration projects in 100 low-income urban areas while another targets districts where violence has been a problem. A third bill, co-sponsored by Sen. Dan Coats, R-Ind., would give vouchers to the poorest students in Washington, D.C.

One researcher has determined that school choice would not only help the pupils who attend Catholic schools, but the public school system as well. Harvard economist Caroline M. Hoxby found competition from Catholic schools increased academic achievement and teacher salaries at public schools. Overall, she said, all schools could expect a 10 percent boost in reading and math scores under a voucher system.

Critics of school choice insist that the only folks who want vouchers are middle- and upper-class families already inclined to attend private schools. But that's not true. A recent poll found that 70 percent of blacks with income under \$15,000 support school choice.

Eventually, the teachers' unions and public school administrators will have to admit the numbers are against them. It's hard to argue with higher test scores and higher graduation rates experienced by inner-city students across America.

Neal is chief editorial writer for The Star. ■

65. Richmond Times-Dispatch

July 24, 1997 Category: Commentary

A Public Library Opens a Window on the World

By Barbara Ford

As our community considers the future of the Richmond Public Library, I believe that the debate goes well beyond the number of best-selling books that line the shelves, the hours of operation, or the reference books that help our youths get

From within the walls of our community's libraries, the citizens of Richmond can take a journey that goes beyond city, state, and national boundaries. Our libraries stand as the gateway to the world, where our international community is becoming increasingly closer via cyberspace.

A city without a public library system is incomplete and deficient. Imagine Richmond without a City Hall, public transportation system, or school system. However imperfect those systems are, they are the lifelines of the city and — like libraries — are essential and

through their high school classes.

This is a debate about the very vitality of our community.

When we question the survival of our library, we question the public persona we communicate to the rest of the world. Now, more than ever, the public library important.

Bookstores are wonderful resources for those who can afford to purchase books, but for the thousands of people throughout the city who cannot afford to buy the latest best seller and who have no desire to attend a poetry reading, libraries are wonderful alternatives. Some of us still enjoy finding a quiet corner in the library to read a magazine or book. Many parents still enjoy taking their children to the local library branch for a story hour.

AS PRESIDENT of the American Library Association, I recently joined educators, industry leaders, and

stands as a gateway to our next generation's future. Not only do libraries continue to offer traditional materials, but they also serve as the only place many people can connect to the Internet.

politicians at a meeting with President Clinton and Vice President Gore to discuss the creation of an Internet environment that is rewarding and safe for children. The talks were scheduled by the President after the Communications Decency Act was struck down by the United States Supreme Court, upholding First Amendment rights for Internet users.

The ALA has always championed citizens' rights to free speech on the Internet. The Internet is the most exciting tool for learning since the printing press. Rather than blindfold our children, we

should allow librarians to teach us all where to look online. The vast majority of sites offer valuable opportunities for learning and enjoyment.

Many of today's libraries — including those in the Richmond Public Library system — offer unique, exciting, and invaluable gifts: access to worldwide information resources and local accessibility. James Madison once said, "Information is the currency of democracy." The value of that currency is skyrocketing in the new global economy. No one understands this better than libraries.

A colleague of mine has a favorite statement: "Kids who aren't logged on and literate will be lost in the next century." That is true. Our children must know how to use computers to succeed in the next century. For many families that do not have a home computer, local libraries are the only places that can provide them with the resources to succeed in the future.

In fact, fewer than one in three U.S.

households owns a computer. Families earning \$50,000 or more are five times more likely to have access to computers and 10 times more likely to have access to online services than other families. Those living in rural areas and central cities are least likely to possess computers and modems. Latino and African-American schoolchildren are less likely to have access to computers — both at home and at school — than white children.

HOW WILL children without open access to information develop the skills they need to assume their role as citizens? How will they research a book report for school? How will they access electronic resources? They will use the services that have been offered to us for hundreds of years — those of the public library. What a great disservice it would be if we denied our children a legacy that so many of us benefitted from ourselves.

Critics argue that some university library services are available to the public; however, many of them are not.

In a time of severe budget limitations, research libraries are examining their services and those who benefit from them, and, as a result, plan to make changes in the future.

In the United States, the goal of connecting every school, public, college, and university library to the Internet remains to be achieved. It is up to each of us to take an active role in advocating funding and other legislative support needed to keep information free and open into the 21st Century.

The citizens of Richmond deserve a library system that will provide unparalleled service and cutting-edge technology. I encourage other members of our community not to forget how libraries have made a difference in their lives. Our support will ensure the future of libraries as treasured institutions in the next century and beyond.

Barbara J. Ford is the director of university library services at Virginia Commonwealth University. ■

66. Baltimore Sun

July 24, 1997 Category: Commentary

Black colleges meeting technological needs

By Nathanael Pollard Jr.

AS WE STAND at the dawn of an era where technological literacy will be mandatory for survival, we must consider the disturbing possibility that we may not be producing enough scientists to fortify this country's technological prominence.

The Information Technology Association of America recently reported a decline in skilled workers in the information-technology industry: it noted a decline in the number of college graduates with mathematics or computer science credentials.

From 1986 to 1994, according to the

To ensure that even more African-American students complete advanced education in science, engineering and mathematics, we are stressing the use of computer technology in every aspect of teaching, learning and administration: an undergraduate studying graphic arts or English will be required to use the computer.

NASA connection

Fulfilling this mission requires resources. We are fortunate to be one of six institutions selected as a Model Institution for Excellence by the National Aeronautics and Space Administration

study, the annual number of degrees awarded in computer science decreased 43 percent.

For minority populations, the situation is less promising. A study by the Education Trust shows little improvement of African-American and Hispanic teen-ager scores in math and science in the same period. There aren't enough college students going into math and science.

The good news is that historically black colleges and universities are continuing their admirable history of preparing more minority students to take (NASA) and the National Science Foundation. The total award of \$27 million is the largest single government grant in the history of the University System of Maryland.

A project that we are most proud of is the Bowie State University Satellite Operations and Control Center — a joint venture with NASA's Goddard Space Flight Center. We are the first university campus to receive a satellite operations facility contracted by NASA.

The center is staffed by undergraduates majoring in computer science, mathematics or biology. The

advanced work in science, mathematics, and engineering. In 1993, 30 percent of African-American students that received a bachelor's degree in science or engineering earned it at these institutions.

At Bowie State University, science, engineering and mathematics departments rank fifth in the nation for the number of African-American graduates produced with master's degrees in computer science. Founded in 1865, and part of the University System of Maryland, we are the oldest historically black university in Maryland and one of the oldest in the nation.

program not only provides the university the opportunity to establish a remote operation facility on its campus, but also the chance to develop a new curriculum on spacecraft operations.

Unfortunately, achievements like these at black colleges and universities don't show up on the radar screen as often as they should.

There are many who believe that black institutions are inferior. But these colleges have trained the majority of black scientists earning doctorate degrees. And these men and women have gone on to make outstanding

accomplishments in science, math and engineering.

In making the connection between black educational institutions and scientific advances, our knowledge stops short, usually after recalling the remarkable discoveries of George Washington Carver of Tuskegee Institute in the early part of this century. Yet his genius has been echoed by countless numbers of black men and women in these schools who have contributed to scientific progress in the U.S.

Fisk alumnus Otis Boykin invented the electrical device used in guided missiles and computers, and a control unit for the artificial heart pacemaker. From Howard University, physicist John William Coleman assisted in the development of the electron microscope.

Morgan State University boasts

alumni like Clarence L. Elder, awarded a patent for the Occustat, which reduces energy used in temporarily vacant buildings, and Scott Warner Williams, a mathematics professor who has lectured in seven countries.

The great intellectual W.E.B. Du Bois may have explained the secret of black colleges best when he described his transfer from Fisk University to Harvard. He said that he did not find better teachers at Harvard than at Fisk, but rather he found the teachers were better known.

Indeed, "better known" does not mean better equipped. At historically black schools, the most important tool is nothing more than an attitude. Our black students are told continually that they can achieve. And if they aren't doing their best, our professors and deans want to

know why.

Long-term mission

In the long run, we have a mission at Bowie State and at the other HBCUs that is far greater than increasing the number of African-American scientists.

We have always understood that we are contributors to the national treasury of human potential. We believe in measuring the strength of the country by the cumulative wealth of individual achievement — and opportunity. By producing African-American graduates committed both to fulfilling their potential and contributing to the progress of the country as a whole, we play a role that deserves greater recognition.

Nathanael Pollard Jr. is president of Bowie State University. ■

67. Chicago Tribune

07/23/97; Edition: NORTH SPORTS FINAL; N; Section: COMMENTARY; Page 17 Category: Commentary

WHAT'S WRONG WITH PLAYING BY THE RULES?

By Linda Chavez
Creators Syndicate

The Mexican American Legal Defense and Education Fund knows discrimination when it sees it. And the group thinks it has found the mother lode of racism at, of all places, the University of California. What's more, MALDEF has convinced the **Department of Education** to initiate a civil rights investigation that could lead to a cut-off of \$1 billion in federal aid to the university.

So what exactly constitutes the university's offense? For the first time in decades, the university won't be admitting graduate students on the basis of race or ethnicity this fall. And next year, the new color-blind admission policies will be applied to undergraduate admissions, as well.

According to one MALDEF lawyer interviewed recently in *The Washington Times*, "Federal law says where you have minority admissions . . . far lower than the admission rates for the group with highest admissions, it creates a presumption of discrimination, and the burden shifts to the university to show compelling justification for utilizing a process that results in this discrimination." In plain English, discrimination is anything that results in lower acceptance rates for blacks and Hispanics.

In the topsy-turvy view of groups like MALDEF, judging everybody by the same set of rules and standards is tantamount to bigotry.

Until this year, black and Hispanic UC applicants could win admission with grades and test scores significantly lower than those of white or Asian students, especially at the university's flagship campuses at Berkeley and Los Angeles. In some years, black students applying for admission as undergraduates to Berkeley scored on average 250 to 340 points lower (out of a possible 1,600) on the SAT test than Asians and whites. While other campuses practiced less egregious preferential treatment, virtually all UC schools gave some edge to non-Asian minority students seeking admission.

But MALDEF found nothing

It is true that the new, race-neutral admissions criteria at UC graduate schools have produced a drop-off in black and Hispanic enrollment for next fall. Only 14 black applicants were offered admission to the UC Berkeley law school, compared with 75 last year. But those figures say more about the university's past reliance on racial preferences to boost minority enrollment than they do about current discrimination.

If the Department of Education really wanted to do something to help black and

discriminatory in those practices. Instead, the group and five others that filed complaints with the Office for Civil Rights at the U.S. Department of Education claim it's the new, race-neutral criteria that creates a "chilly climate" for minority students seeking admission. It's the wrong position for a group that fashions itself a civil rights organization.

There was a time when civil rights groups argued that the best way to rid our society of racism was to treat all persons equally without regard to the color of their skin. During the civil rights struggles of the 1950s and '60s, blacks weren't asking for special treatment but for equal treatment.

The days when civil rights groups believed non-discrimination meant equal treatment are long gone, though.

Hispanic college students, it would investigate why so few minority students do well enough in school or on exams to compete with whites and Asians. And maybe all those smart MALDEF lawyers could set up tutoring classes to help teach writing, logic and reasoning skills so prospective black and Hispanic law students could improve their entrance exam scores. Then again, it's a lot easier to whine about how "culturally biased" the tests are than it is to help someone pass them. ■

68. San Diego Union-Tribune

July 24, 1997 Category: Commentary

School days will include Earth view from space

By Neil Morgan

Going back to middle-school classes in September won't be hard for some sky-minded pupils in San Diego and across 17 states. Their teacher by computer will be the physicist-astronaut Sally Ride, based in a mission control room at UCSD's SERF Building. For her it is "the next best thing" to returning to space.

Soon after fall classes begin, her pupils will be controlling their own camera aboard STS 86, a space shuttle to Mir. They are part of NASA's KidSat (Kids Satellite Program), developed by Ride as a faculty member at UCSD.

Linked by schoolroom computers, they'll share a control center that's a lot like Mission Control in Houston. Students will take turns as flight directors, commanding other student controllers at their computers.

Through web pages they'll receive data that Ride calls "basically the same" as Mission Control receives. Their software will allow them to compute when the shuttle will pass over any point on earth, and to take photographs from space.

One Sunday last January pupils at Olive Peirce Middle School in Ramona were in their classroom until after midnight. They were tracking the space shuttle Atlantis and instructing their on-board camera as the shuttle moved

toward its rendezvous with the Russian space station Mir.

What makes the program work in teaching, Ride believes, is a bundle of almost unanticipated factors.

"We expected it to be a good way to use technology like the Internet in the classroom without simply teaching kids randomly to search the Web," she says. "This has content. It's a highly focused program."

San Diego teachers have told Ride one surprising result is that pupils learn to work well in small groups. Each has a role in passing its information to the next group.

"Kids learn if they don't do it right the whole class is not going to succeed in taking that picture from space," Ride says. She learned that as an astronaut.

Teachers talk about improving pupils' communication skills. They find ways to excite young people about specific learning projects. They don't just take a picture of South Africa, but study the history of South Africa. Not just a picture of the Amazon basin, but rain forests. Not just Indonesia, but the volcanic craters they see in their pictures.

The program operates on a three-year, \$3 million grant and is staffed by an enthusiastic group of Ride's undergraduate students.

"They develop the software," she says,

"and all the communications. Then in the summer they go off to work for Irwin Jacobs at Qualcomm."

NASA has "really latched on to this," Ride says. "We've demonstrated over the past 18 months, through two space shuttle flights, that it works in the classroom. NASA wants to expand it to hundreds of middle schools."

The program is unique, and so is the control center at UCSD.

"Everybody is welcome," she says. "We're getting very good at tours."

Ride and her colleagues choose diverse schools, including one in inner-city Baltimore and another in East Palo Alto "that's as opposite to Menlo Park as you can get."

The mix includes a school in rural eastern Washington and another in Mississippi. Participating San Diego schools include Gompers Secondary, Lewis Middle, El Cajon Valley High, Bell Junior, Challenger Middle and Valley Junior at Carlsbad.

Many schools don't yet have the technology to participate, but Ride finds that changing rapidly.

Does KidSat give pupils a more lasting interest in science and technology?

"That's a question that NASA is really interested in," Ride says. "Some day we'll know the answer."■

69. The Christian Science Monitor

July 24, 1997 Category: Commentary

Letters

Most US Math Instruction Lacks Depth

With regard to "Rebel Parents See 'New-New Math' As a Big Minus" (July 2): I want to emphasize that we should not be trying to "go back" to a system of rote instruction of basic algorithms that has been, and still is, ineffective for a majority of students. The position of our children in a global economy requires that they attain understanding of an ever-expanding range of mathematical

concepts, skills, and problem-solving.

Following are some issues addressed in the **Third International Math and Science Study (TIMSS)** with regard to mathematics education:

1) Without a national curriculum in place, US curricula are driven by National Council of Teachers of Mathematics (NCTM) standards, state frameworks, district and school

standards, textbooks, and standardized tests. Teachers attempt to answer to these diverse demands, but pay even more attention to parents. No cohesive vision guides educators.

2) Textbook publishers attempt to incorporate every new movement and set of standards in order to be marketable to different states with different expectations. But they rarely drop

anything. The continually augmented curriculum presented by most textbooks is absolutely impossible to teach in one year, yet teachers attempt it!

3) "Spiraling" means a topic is presented briefly in one year with the idea that it will be deepened the next. So many topics are introduced in this way that none are treated with the depth and in the length of time it would take for them to be fully understood.

When the topic reappears in future grades, it is not deepened, but taught again from the beginning, again with no time to be treated fully. Topics stay in our curriculum far longer than in countries more successful in mathematics. By eighth grade, US students are expected to

cover around 35 topics; in other countries, only six or eight. Topics considered by most to be the "basics" stay in our curriculum as the major component for five, six, or seven years.

4) We focus on computation as the basic skill, while other countries include algebra and geometry much earlier and more fully.

It is a fallacy that once standards are published, they are immediately in place. The TIMSS showed that although most teachers are familiar with reform documents such as the NCTM standards and believe they are incorporating them, US math classrooms are remarkably uniform in the delivery of low-level math lessons - practically unchanged over

decades, despite one call to action after another.

In the few classrooms where teachers have created an active climate of thinking, reasoning, understanding, and basic skills for all students - and where their efforts to implement to NCTM standards have been supported by time, training, and collaboration with peers over three to five years or more - parents and students are pleased with the results. In those settings, more students succeed, and even standardized test scores bear out the effectiveness of the programs.

Tamara Evans
Healdsburg, Calif. ■

EDITORIAL

70. The Dallas Morning News

July 24, 1997 Category: Editorial

Drugs online

Cyberspace information should concern parents

Ever wonder how to set up your own methamphetamine lab? How about guidelines on the best way to shoot heroin? Or the most effective means for beating drug tests at school or work?

All this helpful information is available at your friendly, neighborhood web site, according to the Partnership for a Drug-Free America.

Cyberspace has become fertile ground for people of all ages seeking tips about taking drugs, the Partnership reports. While parents may have done a good job shielding their children from pornography on the Internet, this probably is an area they haven't

"Kids are exploring all kinds of new worlds through this medium," said Richard D. Bonnette, president of the Partnership for a Drug-Free America. "An opportunity to discover and learn is what the Internet is all about. But there

considered yet.

Some of the web sites even provide drug-related cartoons to attract visitors. The High Times web site features "Pot-Eye," a takeoff on Popeye, which depicts the hero of the strip smoking spinach rather than eating it. A stoned character styled after Wimpy asks, "Spare change for Dead tickets, Dude?"

The Clinton administration has taken a hands-off approach to the burgeoning industry emerging on the Internet. Recent rulings by the Supreme Court also have supported the right to free speech in cyberspace.

And rightly so. Stringent regulation of are too many parents who are unaware of the inappropriate information that's available to children."

The Partnership will soon be releasing a full report on the kinds of drug-related information available at web sites.

the Internet could stifle an important economic engine for America before it fully evolves.

But the free flow of information in cyberspace certainly doesn't mean there has to be unlimited access at homes with children. Parents and Internet providers already have developed fairly effective blocking devices to keep young people away from adult material.

The same tools may be applicable to information about illicit drugs. And if not, most computer users have ways to find out which web sites have been visited.

Families should use the report to set household restrictions. Like parents of yesteryear, parents in the '90s will have to make it clear there are bad "neighborhoods" on the net that their children should avoid. ■

71. Detroit News

July 24, 1997 Category: Editorial

U-M: Race Counts

The University of Michigan quietly decided a few weeks ago to stop

maintaining statistics correlating the race of its applicants with their admission test

scores. The decision came close on the heels of a Detroit News analysis of the

university's 1995 admissions records showing that minorities were being admitted to the school with lower scores than others.

A university spokesperson maintains that an impending switch in computer software makes it difficult for the admissions department to keep such information any more. But some fear that the move is simply a ploy by the university to prevent public and legal scrutiny of its racially-based admissions process.

The News' story confirmed earlier findings by philosophy professor Carl Cohen demonstrating that the university places undue emphasis on race in its admission decisions. Professor Cohen examined Michigan's 1994 admissions data - obtained under a Freedom of Information Act (FOIA) request - and found that while all minority candidates with a Scholastic Achievement Test (SAT) score between 1200-1290 were accepted, non-minorities with the same score had only a 12 percent rate of acceptance.

Meanwhile, The News' analysis

revealed that while African Americans, Hispanics and native Americans with a B average and a 1000-1090 SAT score had a 93.4 percent chance of being admitted, Asians and Caucasians with similar scores had only a 19.4 percent chance.

But about two weeks ago when The News submitted another FOIA request for Michigan's 1996 admission records, university officials responded that the admissions department "no longer creates this document." Lisa Baker, a university spokeswoman, claims that the new computer system is so straining the university's resources that for the next three years maintaining such documents would simply "not be a priority."

But shouldn't a more sophisticated computer system allow the university to maintain such records with greater ease? Moreover, the university says it will continue to track the racial composition of its student body. In principle, therefore, it will have all the raw data necessary to correlate race with scores, as it has been doing.

The News story demonstrated that minority status automatically confers the

same weight in the university's evaluation process for applicants as that given to students with a relatively high 1320 SAT score. The Fifth Circuit U.S. Court of Appeals in the recent Hopwood case declared similar race-based criteria employed by the law school of the University of Texas at Austin to be unconstitutional. Four Michigan legislators recently threatened a class-action lawsuit against Michigan on behalf of qualified non-minority applicants denied admission.

President Lee Bollinger named the strengthening of the university's reputation for academic excellence as his number one priority when he took office earlier this year. Brushing sensitive information under the rug isn't likely to help him deliver on that promise.

Unless it reflects fundamental changes in the university's admissions procedures, this move may only reinforce suspicions that the university is trying to hide its practice of judging different students by different standards. ■

72. The Washington Post

07/24/97; Edition: FINAL; Section: Editorial; Page A20 Category: Editorial

Low Scores, Higher Expectations

HAD THE reading portion of the recently administered Stanford Achievement Test been used this year as a benchmark for promotion, 33 percent of District third-graders would not have passed to the fourth grade. The preliminary reading results for eighth-graders were hardly better — 29 percent failed to make the grade. Math scores were equally dismal. Nearly three out of four eighth-graders and one in three third-graders scored below national TD It also means, however, that school leaders — and parents — will have to step up to the most critical challenge facing the troubled system: to significantly improve academic performance. As far as the Emergency Transitional Education Board of Trustees

standards. The results confirmed the D.C. financial control board's bleak assessment that the school system has failed to teach "even the basics of education." At issue is where the schools go from here.

The test results should come as no surprise. Both reading and math scores have been significantly lower or declining on other standardized achievement tests, particularly among children attending schools in the city's poorest wards. The Stanford Test is set and Chief Executive Julius Becton are concerned, that is the acid test.

Safe and tidy school buildings, nutritious meals, ample textbooks and supplies, and good management are essential ingredients to the school system's turnaround. But most of all,

apart from the other examinations, however, by the way in which the results will be used in the future. When the test is administered again next spring, students classified below basic levels — that is, showing little mastery of fundamental skills in reading or math for their grades — will not be promoted. That will help curb the practice of "social promotions" in which students performing below grade levels are advanced to the next level anyway. children in the District need — like their peers in comparable school districts — to master the basic skills that will help them do well once they graduate. Without demonstrable success on that critical test, the emergency school takeover will have failed. ■

73. Columbus Dispatch

July 23, 1997 Category: Editorial

School funding

Earmark 85 percent of income tax? No way

Members of the General Assembly, striving to reach agreement on a school-funding plan to take to the voters in November, should flatly reject the proposal to earmark for schools 85 percent of the General Revenue Fund's income-tax revenues. It's bad management to tie education so extensively to a particular revenue source. That 85 percent is expected to generate about \$4.8 billion in fiscal year 1998 and \$5.3 billion in fiscal year 1999. Total state support of primary and secondary schools for the current fiscal year that began July 1 is budgeted at \$4.9 billion. Such heavy earmarking would be an unwarranted gamble on the future. Long-term demographic trends could render the committed revenues either too little or too much. Earmarking revenue from an existing source is essentially a paper shuffle. It does not necessarily mean an increase in funding for the designated program, as Ohioans should

remember from experience with the earmarking of state lottery profits for education. Some politicians love earmarking, because it creates an illusion of concern and meaningful action. In other words, it helps with the sales pitch. In the event massive earmarking leaves other parts of the state budget short of revenue, where will cuts be made? Budget directors at every level of government will confirm that massive earmarking would tie their hands, robbing them of vital flexibility. The Aug. 6 deadline for placing proposals on the November ballot is fast approaching. Senate Democrats finally went public Monday with their proposed package. It includes some trade-offs among business taxes and imposes a 3.5 percent sales tax on certain services now exempt from the state sales tax. Gov. George V. Voinovich's proposal, with a 1 cent sales tax increase for education as its centerpiece, is reasonable and should be

adopted. It, too, earmarks revenue, providing about \$1.1 billion a year, just one-sixth of the total the sales tax would bring in. At that level, the earmarking would not likely be a budget-making problem. The governor's proposal is balanced and appeals to broad segments of the economy. It should be preserved and passed, not picked to pieces. The proposed penny increase would generate about \$1.1 billion a year — a reasonable response to the Ohio Supreme Court's ruling that, as of 1991, the state was failing its constitutional duty to provide a thorough and efficient system of education. The court's 4-3 decision drew warranted criticism, but members of the General Assembly are obligated to comply in a responsible manner. Lawmakers are elected to deal with big issues such as this. That means making tough decisions. It's time to deliver. ■

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

July 24, 1997 Category: Editorial

Parlez-vous anything?

As the world shrinks, knowing another language, or two or three, becomes increasingly important. As the United States plunges into a diversity that counts Hispanics as our fastest-growing minority, a second language becomes increasingly important, as anyone in Florida or California will vouch.

But we begin teaching our children their French or Spanish just as it becomes difficult for them to learn. Why? Probably because we always have. We now know young children learn languages most easily. Brain research

Fewer than 10 S.C. districts are offering language instruction before middle school, even though the state Department of Education encourages them to do so. What stands in most

tells us that the window for learning another language easily and well closes around the ages of 10 or 11. After that, we have the intellectual capacity, but it's a struggle, and we end up sounding like Ah-noid.

So when do we begin teaching foreign languages? At 11, when kids start middle school. Doesn't make much sense, does it?

Some states are acknowledging this isn't the way to prepare children for the global economy. Arizona, Arkansas, Louisiana, North Carolina and Oklahoma districts' way is paying for teachers, or other priorities, like catching up with technology needs. However, we're also watching school districts, and our Legislature, focus on paring away at

require some foreign language instruction in elementary school. Massachusetts and Maine are encouraging districts to start foreign languages as early as kindergarten.

Just as studying music and art seems to increase brain power, so does studying other languages. Studying a second language early improves students' grades, their creativity and flexibility in thinking, their understanding of language, their attitudes about diversity and their SAT scores.

taxes, rather than building for the new world our children will encounter. We're in danger of being penny wise and pound foolish. ■

75. Hartford Courant

July 24, 1997 Category: Editorial

Missing the mark on tenure

The legislature missed the mark when it took aim at the state's teacher tenure

law in 1995.

Instead of tackling the thorny issue of

lifetime employment for teachers, lawmakers focused much of their

attention on the rookies who had yet to achieve tenure. The thinking was that, in weeding out the bad apples before they reached the 40-month threshold, only the good ones would be left. In theory, it sounded great; in practice, it has not worked out that way.

From Goshen to Westport, Bridgeport to Manchester, non-tenured teachers have been readily dismissed, even after they had received favorable, and in some cases outstanding, job evaluations.

In light of that, lawmakers decided this year to rectify what they had done two years earlier. The trouble is they did it without a public hearing. Their secrecy provoked an outcry from school administrators and board members, as well it should have. Changes in state law should not be snuck through the back

door.

Nevertheless, there's merit to the proposal that will give non-tenured teachers the right to a hearing before a school board in the event of their dismissal.

Granting an employee due process is only fair. Although critics of the change say it will make it harder for school districts to fire non-tenured teachers, that's a bit of a stretch. In fact, the new law says a school board shall rescind the decision of an administrator only after finding that the decision to terminate a teacher was arbitrary or capricious.

By setting a legal standard, the law will guard against situations where teachers who receive favorable job reviews are fired for no apparent reason.

However, legislators shouldn't

congratulate themselves for a job well done. In passing this law, they've managed to sidestep the fundamental problem: Tenure is an idea whose time has come and gone.

Teachers should have to prove their competence and worthiness like every other worker. Rather than lasting a lifetime, tenure should have to be renewed at intervals of, say, five years. That would encourage teachers to maintain their vitality, keep current of developments in their field and perform at peak levels.

If lawmakers, school officials and everyone else with a stake in public education truly want to weed out the bad apples, they'll have to do it by going after the tenure system - not the teachers who had few protections to begin with. ■

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Bad air in Boston schools

By Globe Staff

Jamaica Plain's Louis Agassiz Elementary School is teaching the city a valuable lesson about bad indoor air quality: Clean it up quickly.

The Agassiz has had a decade of air problems. For years, students have come home with aches, asthma, dizziness, and fatigue. In March 1996 Mayor Menino spoke to Agassiz parents about an air problem he had inherited and said, "We're going to solve this." And the solution is coming, but officials estimate that the needed construction work won't be finished until September 1998.

Delays resulted from bureaucratic snags in dealing with bids and contractors. These raise the question of how officials from Boston and around the

state can respond more quickly, because indoor air quality is a statewide problem. In a 1995 report, the US General Accounting Office said Massachusetts had the fifth-poorest indoor air quality in its schools. Some 30 percent of schools in the Commonwealth had bad air, and Massachusetts was one of seven states in which 70 percent of the schools reported at least one unsatisfactory environmental condition. Nationally the problem of indoor air quality is so bad that the Environmental Protection Agency distributes an "IAQ Tools for Schools Action Kit."

But even in its mildest manifestation, high concentrations of carbon dioxide, bad air makes people sleepy - a seemingly benign effect, but one that can

erode students' performance, undermine teachers, and fuel stereotypes about certain schools - whether inner-city, rural, or mostly minority. Some evidence suggests that poor indoor air quality may hurt test scores and attendance rates. Plus the problem forces another wearying battle for parents, who find themselves fighting not for fancy computers or brand-new books, but for something as basic as healthy air.

So rather than a one-shot effort, the Agassiz's cleanup - set to begin this September - should serve as a how-to guide. Its delays should become case studies in mistakes to be avoided. So when the inevitable next time rolls around, it won't take years to clear the air. ■