

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME: 4-AUG-1998 13:35:31.00

SUBJECT: Clips

TO: Scott R. Palmer (CN=Scott R. Palmer/OU=PIR/O=EOP [PIR])
READ:UNKNOWN

TO: Sonyia Matthews (CN=Sonya Matthews/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TO: shireman_r@a1.eop.gov (shireman_r@a1.eop.gov [UNKNOWN]) (OPD)
READ:UNKNOWN

TO: peay_j@a1.eop.gov (peay_j@a1.eop.gov [UNKNOWN]) (OMB)
READ:UNKNOWN

TO: martin_t@a1.eop.gov (martin_t@a1.eop.gov [UNKNOWN]) (OPD)
READ:UNKNOWN

TO: schnur_J@a1.eop.gov (schnur_J@a1.eop.gov [UNKNOWN]) (OPD)
READ:UNKNOWN

TO: cohen_m@a1.eop.gov (cohen_m@a1.eop.gov [UNKNOWN]) (OPD)
READ:UNKNOWN

TEXT:
Good afternoon,

Here are today's education clips.

Carlin Hertz
Education Department public affairs
401-1576

- 08041998.win - 08041998.w51===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D83]MAIL405846919.226 to ASCII,
The following is a HEX DUMP:

===== END ATTACHMENT 1 =====

===== ATTACHMENT 2 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
WPC

2xBZ!

Online clips cover page

\$9XXN\ PXPBody type%6/\$Nine-point Times New Roman~F%t*?^r/fK/~E'#:\ PP#Headli
ne~,6/\$Headline (23 pt)(?^L/~F,t*?^r/fK/~E@6
#\ PP# #u\ PP#26quTabs-stories6/\$Tab setting for storiesL/~F0t*?^r/fK/~EdSub
head/~46/\$14-pt headline=(?^L/~F4t*?^r/fK/~E44#\ PP# #[\ PP# Publication6/\$N
ame of publication -- extra large, bold/fK/~E@
1#W\ PP# 1. #W\ PP#INTERNATLq6/\$EDITORIAL heading^j=(?^qt*?^r/fK/~E '#u\ PP
INTERNATIONAL #:\ P P#yq 'ddy

#u\ P
P#2
" npAddress11:/f\$/Identifies OPA, day and dateQ:\$/~ ?^1\$,L/\$1'
'#i2PP#

#i2PP#Address2
Address of OPA and Norm's name/~"#XxP}7XP#
#XxP}7XP#Head -- ToFC
Headline -- Table of Contents/~ ` ` ` 20 XN\ PXP(hH
Z6T

imes New Roman RegularX:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times Ne
w Roman Regularu\ PP(hH
Z6Times New Roman Regular[\ PP(hH
Z6Times New Roman
Regular[\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regula
rW\ PP(hH
Z6Times New Roman Regularu\ PP(hH
Z6Times New Roman Regular:\ P
P(hH
Z6Times New Roman Regularu\ P
P(hH
Z6Times New Roman RegularA\ PP(hH
Z6Times New Roman RegularXN\ P XP(hH

Z6Times New Roman RegularX\ P
P(hH
Z6Times New Roman RegularXN\ PXP(hH
Z6

Times New Roman RegularXi2PP,
AZ"Arial Regulari2PP,
AZ"Arial Regulari2PP,
AZ"Arial RegularXN\ PXP(hH
Z6Times New Roman RegularXi2PP,
AZ"Arial RegularXN\ PXP(hH
Z6Times New Roman RegularXi2PP,
AZ"Arial RegularXN\ PXP(hH
Z6Times New Roman RegularXi2PP,
AZ"Arial RegularXN\ PXP(hH
Z6Times New Roman RegularXi2PP,
AZ"Arial RegularXN\ PXP(hH
Z6Times New Roman RegularXi2PP,

AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularX:\ PP(hH
 Z6Times New R
 oman Regular&G\ P&P(hH
 Z6Times New Roman Regular&*0 x7),h Z2CG Times (W1) Re
 gular&G\ P &P(hH
 Z6Times New Roman Regular&:\ P!P(hH
 Z6Times New Roman Regu
 larW\ P"P(hH
 Z6Times New Roman Regular:\ P#P(hH
 Z6Times New Roman Regular\
 P\$P(hH
 Z6Times New Roman Regular:\ P%P(hH
 Z6Times New Roman RegularW\ P&P(
 hH
 Z6Times New Roman Regular:\ P'P(hH
 Z6Times New Roman Regular\ P(P(hH
 Z6
 Times New Roman Regular:\ P)P(hH
 Z6Times New Roman Regular[\ P*P(hH
 Z6Times
 New Roman Regular:\ P+P(hH
 Z6Times New Roman RegularW\ P,P(hH
 Z6Times New
 Roman Regular:\ P-P(hH
 Z6Times New Roman Regular\ P.P(hH
 Z6Times New Roman
 Regular:\ P/P(hH
 Z6Times New Roman RegularW\ P0P(hH
 Z6Times New Roman Regul
 ar:\ P1P(hH
 Z6Times New Roman Regular\ P2P(hH
 Z6Times New Roman Regular:\
 P3P(hH
 Z6Times New Roman RegularW\ P4P(hH
 Z6Times New Roman Regular:\ P5P(h
 H
 Z6Times New Roman Regular\ P6P(hH
 Z6Times New Roman Regular:\ P7P(hH
 Z6T
 imes New Roman RegularW\ P8P(hH
 Z6Times New Roman Regular:\ P9P(hH
 Z6Times
 New Roman Regular\ P:P(hH
 Z6Times New Roman Regular:\ P;P(hH
 Z6Times New Ro
 man RegularW\ P<P(hH
 Z6Times New Roman Regular:\ P=P(hH
 Z6Times New Roman R
 egular\ P>P(hH
 Z6Times New Roman Regular:\ P?P(hH
 Z6Times New Roman Regular
 W\ P@P(hH
 Z6Times New Roman Regular:\ PAP(hH

Z6Times New Roman Regular\	PB
P(hH	
Z6Times New Roman Regular:\	PCP(hH
Z6Times New Roman Regular[\	PDP(hH
Z6Times New Roman Regular:\	PEP(hH
Z6Times New Roman RegularW\	PFP(hH
Z6Ti	
mes New Roman Regular:\	PGP(hH
Z6Times New Roman Regular\	PHP(hH
Z6Times Ne	
w Roman Regular:\	PIP(hH
Z6Times New Roman Regular[\	PJP(hH
Z6Times New Rom	
an Regular:\	PKP(hH
Z6Times New Roman RegularW\	PLP(hH
Z6Times New Roman Re	
gular:\	PMP(hH
Z6Times New Roman Regular\	PNP(hH
Z6Times New Roman Regular:	
\	POP(hH
Z6Times New Roman RegularW\	PPP(hH
Z6Times New Roman Regular:\	PQ
P(hH	
Z6Times New Roman Regular\	PRP(hH
Z6Times New Roman Regular:\	PSP(hH
Z6Times New Roman RegularW\	PTP(hH
Z6Times New Roman Regular:\	PUP(hH
Z6Tim	
es New Roman Regular\	PVP(hH
Z6Times New Roman Regular:\	PWP(hH
Z6Times New	
Roman RegularW\	PXP(hH
Z6Times New Roman Regular:\	PYP(hH
Z6Times New Roma	
n Regular\	PZP(hH
Z6Times New Roman Regular:\	P[P(hH
Z6Times New Roman Regu	
larW\	P\P(hH
Z6Times New Roman Regular:\	PJP(hH
Z6Times New Roman Regular\	
P^P(hH	
Z6Times New Roman Regular:\	P_P(hH
Z6Times New Roman RegularW\	P^P(
hH	
Z6Times New Roman Regular:\	PaP(hH
Z6Times New Roman Regular\	PbP(hH
Z6	
Times New Roman Regular:\	PcP(hH
Z6Times New Roman RegularW\	PdP(hH
Z6Times	
New Roman Regular:\	PeP(hH
Z6Times New Roman Regular\	PfP(hH
Z6Times New R	

oman Regular:\ PgP(hH
Z6Times New Roman RegularW\ PhP(hH
Z6Times New Roman
Regular:\ PiP(hH
Z6Times New Roman Regular\ PjP(hH
Z6Times New Roman Regula
r:\ PkP(hH
Z6Times New Roman RegularW\ PiP(hH
Z6Times New Roman Regular:\
PmP(hH
Z6Times New Roman Regular\ PnP(hH
Z6Times New Roman Regular:\ PoP(hH

Z6Times New Roman RegularW\ PpP(hH
Z6Times New Roman Regular:\ PqP(hH
Z6T
imes New Roman Regular\ PrP(hH
Z6Times New Roman Regular:\ PsP(hH
Z6Times N
ew Roman RegularW\ PtP(hH
Z6Times New Roman Regular:\ PuP(hH
Z6Times New Ro
man Regular\ PvP(hH
Z6Times New Roman Regular:\ PwP(hH
Z6Times New Roman Re
gularW\ PxP(hH
Z6Times New Roman Regular:\ PyP(hH
Z6Times New Roman Regular
\ PzP(hH
Z6Times New Roman Regular:\ P{P(hH
Z6Times New Roman RegularW\ P|
P(hH
Z6Times New Roman Regular:\ P}P(hH
Z6Times New Roman Regular\ P~P(hH

Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times
New Roman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Rom
an Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regu
lar:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ P
P(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z
6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times N

ew Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roma
n Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regula
rW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(
hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6T
imes New Roman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New
Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman
Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:
\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(h
H
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Tim
es New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New
Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Re
gularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regular\
PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times
New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Ro
man Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regu
lar:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\
PP(hH

Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z
 6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times
 New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roma
 n RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regul
 ar\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP
 (hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6T
 imes New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times Ne
 w Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman
 Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular
 :\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(h
 H
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Ti
 mes New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New
 Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman R
 egular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Time
 s New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Ro
 man Regular:\ PP(hH

Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Reg
 ular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\
 PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH

 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times
 New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Rom
 an Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regul
 arW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP
 (hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6
 Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times Ne
 w Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman
 Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular
 :\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(
 hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Ti
 mes New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New
 Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman R
 egularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH

Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Time
s New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New R
oman Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Reg
ular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\
PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH

Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ P P(hH
Z6Time
s New Roman Regular\ P
P(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ P P(hH

Z6Times New Roman Regular:\ P
P(hH
Z6Times New Roman Regular\ PP(hH
Z6Times
New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Ro
man Regular:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regu
lar:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\
PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z
6Times New Roman RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times
New Roman Regular\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roma
n RegularW\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman Regul
ar\ PP(hH
Z6Times New Roman Regular:\ PP(hH
Z6Times New Roman RegularW\ P
P(hH

Z6Times New Roman Regular:\ P!P(hH
 Z6Times New Roman Regular\ P"P(hH
 Z6Times New Roman Regular:\ P#P(hH
 Z6Times New Roman RegularW\ P\$P(hH
 Z6Tim
 es New Roman Regular:\ P%P(hH
 Z6Times New Roman Regular\ P&P(hH
 Z6Times New
 Roman Regular:\ P'P(hH
 Z6Times New Roman RegularW\ P(P(hH
 Z6Times New Roma
 n Regular:\ P)P(hH
 Z6Times New Roman Regular\ P*P(hH
 Z6Times New Roman Regu
 lar:\ P+P(hH
 Z6Times New Roman RegularW\ P,P(hH
 Z6Times New Roman Regular:\
 P-P(hH
 Z6Times New Roman Regular\ P.P(hH
 Z6Times New Roman Regular:\ P/P(
 hH
 Z6Times New Roman RegularW\ P0P(hH
 Z6Times New Roman Regular:\ P1P(hH
 Z
 6Times New Roman Regular\ P2P(hH
 Z6Times New Roman Regular:\ P3P(hH
 Z6Times
 New Roman Regular\ P4P(hH
 Z6Times New Roman Regular:\ P5P(hH
 Z6Times New
 Roman RegularW\ P6P(hH
 Z6Times New Roman Regular:\ P7P(hH
 Z6Times New Roman
 Regular\ P8P(hH
 Z6Times New Roman Regular:\ P9P(hH
 Z6Times New Roman Regul
 ar\ P:P(hH
 Z6Times New Roman Regular:\ P;P(hH
 Z6Times New Roman RegularW\
 P<P(hH
 Z6Times New Roman Regular:\ P=P(hH
 Z6Times New Roman Regular\ P>P(h
 H
 Z6Times New Roman Regular:\ P?P(hH
 Z6Times New Roman RegularW\ P@P(hH
 Z6
 Times New Roman Regular:\ PAP(hH
 Z6Times New Roman Regular\ PBP(hH
 Z6Times
 New Roman Regular\ PCP(hH
 Z6Times New Roman RegularW\ PDP(hH
 Z6Times New R
 oman Regular:\ PEP(hH

Z6Times New Roman Regular\	PF	P(hH
Z6Times New Roman R		
egular:\	PG	P(hH
Z6Times New Roman RegularW\	PH	P(hH
Z6Times New Roman Regula		
r:\	PI	P(hH
Z6Times New Roman Regular\	PJ	P(hH
Z6Times New Roman Regular:\	P	
KP(hH		
Z6Times New Roman RegularW\	PL	P(hH
Z6Times New Roman Regular:\	PM	P(hH
Z6Times New Roman Regular\	PN	P(hH
Z6Times New Roman Regular:\	PO	P(hH
Z6Ti		
mes New Roman RegularW\	PP	P(hH
Z6Times New Roman Regular:\	PQ	P(hH
Z6Times N		
ew Roman Regular\	PR	P(hH
Z6Times New Roman Regular:\	PS	P(hH
Z6Times New Rom		
an RegularW\	PT	P(hH
Z6Times New Roman Regular:\	PU	P(hH
Z6Times New Roman Re		
gular\	PV	P(hH
Z6Times New Roman Regular:\	PW	P(hH
Z6Times New Roman RegularW		
\	PX	P(hH
Z6Times New Roman Regular:\	PY	P(hH
Z6Times New Roman Regular\	PZ	
(hH		
Z6Times New Roman Regular:\	P[P	P(hH
Z6Times New Roman RegularW\	P\	P(hH
Z6Times New Roman Regular:\	PJ	P(hH
Z6Times New Roman Regular\	P^	P(hH
Z6Time		
s New Roman Regular:\	P_P	P(hH
Z6Times New Roman RegularW\	P^	P(hH
Z6Times New		
Roman Regular:\	Pa	P(hH
Z6Times New Roman Regular\	Pb	P(hH
Z6Times New Roman		
Regular:\	Pc	P(hH
Z6Times New Roman RegularW\	Pd	P(hH
Z6Times New Roman Regu		
lar:\	Pe	P(hH
Z6Times New Roman Regular\	Pf	P(hH
Z6Times New Roman Regular:\		
PgP(hH		
Z6Times New Roman Regularu\	Ph	P(hH
Z6Times New Roman Regular:\	Pi	P(
hH		
Z6Times New Roman Regular:\	Pj	P(hH

Z6Times New Roman Regular\	PB
P(hH	
Z6Times New Roman Regular:\	PCP(hH
Z6Times New Roman Regular[\	PDP(hH
Z6Times New Roman Regular:\	PEP(hH
Z6Times New Roman RegularW\	PFP(hH
Z6Ti	
mes New Roman Regular:\	PGP(hH
Z6Times New Roman Regular\	PHP(hH
Z6Times Ne	
w Roman Regular:\	PIP(hH
Z6Times New Roman Regular[\	PJP(hH
Z6Times New Rom	
an Regular:\	PKP(hH
Z6Times New Roman RegularW\	PLP(hH
Z6Times New Roman Re	
gular:\	PMP(hH
Z6Times New Roman Regular\	PNP(hH
Z6Times New Roman Regular:	
\	POP(hH
Z6Times New Roman RegularW\	PPP(hH
Z6Times New Roman Regular:\	PQ
P(hH	
Z6Times New Roman Regular\	PRP(hH
Z6Times New Roman Regular:\	PSP(hH
Z6Times New Roman RegularW\	PTP(hH
Z6Times New Roman Regular:\	PUP(hH
Z6Tim	
es New Roman Regular\	PVP(hH
Z6Times New Roman Regular:\	PWP(hH
Z6Times New	
Roman RegularW\	PXP(hH
Z6Times New Roman Regular:\	PYP(hH
Z6Times New Roma	
n Regular\	PZP(hH
Z6Times New Roman Regular:\	P[P(hH
Z6Times New Roman Regu	
larW\	P\P(hH
Z6Times New Roman Regular:\	PJP(hH
Z6Times New Roman Regular\	
P^P(hH	
Z6Times New Roman Regular:\	P_P(hH
Z6Times New Roman RegularW\	P^P(
hH	
Z6Times New Roman Regular:\	PaP(hH
Z6Times New Roman Regular\	PbP(hH
Z6	
Times New Roman Regular:\	PcP(hH
Z6Times New Roman RegularW\	PdP(hH
Z6Times	
New Roman Regular:\	PeP(hH
Z6Times New Roman Regular\	PfP(hH
Z6Times New R	

Z6Times New Roman RegularW\ PkP(hH
Z
6Times New Roman Regular:\ PIP(hH
Z6Times New Roman Regular\ PmP(hH
Z6Times
New Roman Regular:\ PnP(hH
Z6Times New Roman RegularW\ PoP(hH
Z6Times New
Roman Regular:\ PpP(hH
Z6Times New Roman Regular\ PqP(hH
Z6Times New Roman
Regular:\ PrP(hH
Z6Times New Roman RegularW\ PsP(hH
Z6Times New Roman Regul
ar:\ PtP(hH
Z6Times New Roman Regular\ PuP(hH
Z6Times New Roman Regular:\
PvP(hH
Z6Times New Roman RegularW\ PwP(hH
Z6Times New Roman Regular:\ PxP(h
H
Z6Times New Roman Regular\ PyP(hH
Z6Times New Roman Regular:\ PzP(hH
Z6T
imes New Roman RegularW\ P{P(hH
Z6Times New Roman Regular:\ P|P(hH
Z6Times

New Roman Regular23|x X ` ' "(#J#A\ PP##XN\ P XP#
yxdddyy(#XXddy
#\ P

P# Daily Education News

#XN\ PXP# Address1#i2PP#Tuesday, August 4, 1998Address1
#XN\ PXP#Address1#i2PP#Address1
#XN\ PXP#Address1#i2PP#U.S. Department of EducationAddress1
#XN\ PXP#Address1#i2PP#Office of Public AffairsAddress1
#XN\ PXP#Address1#i2PP#Carlin Hertz, Editor 2024011576Address1
#XN\ PXP#Address1#i2PP#Visit our online version at intranet/news Address1
#XN\ PXP#

yxddd

Body type#:\ PP#

#&G\ P&P#This compilation of news reports contains copyrighted materials

obtai

ned through licensing agreements and is intended solely for the use

of departme

nt employees.

#*0 x7##What Follows

#&G\ P &P#

NATIONAL

1. Associated Press

Calif. School Bilingual Law Begins

2. The Washington Post
In Calif. Classrooms, A Troubled Transition
3. Los Angeles Times
With Gestures, but Not Chaos, Prop. 227 Begins
4. San Diego UnionTribune
Englishimmersion era under way as Prop. 227 reaches the classroom
5. World Today (CNN)
Bilingual Education Dropped from California Curriculum
6. World News Tonight (ABC)
A CLOSER LOOK PROP 227 LEADS TO CONFUSION IN CALIFORNIA CLASSES
7. World News Tonight (ABC)
A CLOSER LOOK MIAMI IS PROUD OF ITS BILINGUAL PROGRAM
8. All Things Considered (NPR)
California Bilingual Education
9. All Things Considered (NPR)
Colorado Bilingual Education
10. ABCNews.com
In California, Proposition 227 Begins This Week:
Back to the Big E for the 3Rs
11. Associated Press
Clinton Warns of Veto To Help Kids
12. Christian Science Monitor
The Challenge for Schools: Connecting Adults With Kids
13. Christian Science Monitor
Tackling the SAT? TestPrep Help Abounds
14. Christian Science Monitor
Summer and Basic Skills
15. Associated Press
Reno Urges Laws on Kids and Guns
16. Associated Press
MIT Requires Online Applications
17. The New York Times
Students Abroad Find A Wealth of Choices, And Even Bargains
18. The New York Times
Why Johnny's Doing Calculus: The Booming Education Industry
19. The New York Times
Easy Degrees Proliferate on the Web
20. The New York Times
Back To the Blackboard
21. The New York Times
Sonny, We Didn't Have Calculators Back Then (And I Had to Walk)
22. The New York Times
Barbarians at the Schoolhouse Door
23. The New York Times
Alumni Editors Call for Freedom
24. The New York Times
Military Fires a Warning Shot at Law Schools
25. The New York Times

- ' ' ' Where the Girls Are: Where Boys Aren't
- ' ' ' 26. The New York Times
- ' ' ' Forging a Worldview: From Crow's Nest to Ivory Tower
- ' ' ' 27. The New York Times
- ' ' ' 'So, Like, What Do I Do Now?' Some of the Alternatives
- ' ' ' 28. The New York Times
- ' ' ' After High School, A Call to arms

TRADE

- ' ' ' 29. Education Week
- ' ' ' It's About Teaching And Learning "Not Testing
- ' ' ' 30. Education Week
- ' ' ' What's Wrong With Bilingual Education? Repair It, Don't Replace It
- ' ' ' 31. Education Week
- ' ' ' What's Wrong With Bilingual Education? Is It 'Lingual,' or Is It 'Educa
- tion'?
- ' ' ' 32. Education Week
- ' ' ' More Parents Want Charters, Ed. Dept. Study Concludes
- ' ' ' 33. Education Week
- ' ' ' Predominantly Black Charters Focus of Debate in N.C.
- ' ' ' 34. Education Week
- ' ' ' N.Y. To Require Accreditation For Ed. Schools
- ' ' ' 35. Education Week
- ' ' ' Senate OKs HEA Bill That Would Streamline Teacher Ed.
- ' ' ' 36. Education Week
- ' ' ' Future Shape of ERate Program In State of Flux on Capitol Hill
- ' ' ' 37. Education Week
- ' ' ' Contractor Gets More Time To Write National Test Items ' ' ' 38. Educa
- tion Week
- ' ' ' GOP Report Underscores Two Views on Federal Role
- ' ' ' 39. Education Week
- ' ' ' House Spending Bill Takes Conservative Line
- ' ' ' 40. Education Week
- ' ' ' District Holding Some Notes in Assault Case
- ' ' ' 41. Education Week
- ' ' ' Mayor To Control Cleveland Schools After Judge Ends State Intervention
- ' ' ' 42. Education Week
- ' ' ' Mass. Reacts to More Test Data; Teacher Proposal Outlined
- ' ' ' 43. LRP Publications
- ' ' ' Senate Passes Job Training Conference Report
- ' ' ' 44. Education Week
- ' ' ' Researchers Blame Test Revisions for Falling Ill. Reading Scores
- ' ' ' 45. LRP Publications
- ' ' ' House, Senate GOP Lawmakers Offer Measure to Abolish ERate Agency
- ' ' ' 46. LRP Publications
- ' ' ' Teacher Group Launches Laptop Computer Initiative for Educators
- ' ' ' 47. Education Week
- ' ' ' Georgia, Maryland Beef Up Teacher Education Programs
- ' ' ' 48. LRP Publications
- ' ' ' Study Reveals Threat of School Shootings "Overblown"
- ' ' ' 49. Education Week
- ' ' ' Taxes, Transfer Program on the Table In St. Louis Desegregation Settlem

ent

- 50. LRP Publications
Clinton Gears Up to Veto GOP Education Agenda
- 51. Education Week
Barriers to Education Exist Long Before High School Among Latinos, Repo

rt Says

- 52. Education Week
Pirated Software Could Prove Costly To L.A. District
- 53. Education Week
Waco Gets Tough With Summer School Effort
- 54. Education Week
Despite National Defeat, NEA and AFT Work Toward Mergers in States
- 55. Education Week
Schools Gear Up As Bilingual Ed. Law Takes Effect
- 56. Education Week
Black Parents Want Focus on Academics
- 57. Education Week
Researcher at Center of Storm Over Vouchers
- 58. Education Daily
Funding Alert
- 59. Education Daily
News Briefs
- 60. Education Daily
Initiative Spurs Math, Science Teaching Via Laptops
- 61. Education Daily
Job Training Bills Would Allow Joint Voc Ed Plans
- 62. Education Daily
House Consolidated Loans Spell Trouble In Congress For ED
- 63. Education Daily
Revised IDEA Quashes School District's Help For Student
- 64. Educat

ion Daily

- Tracking Isn't A Bogeyman, Harvard Professor Says
- 65. CongressDaily
Clinton Threatens To Veto LaborHHS Bill In Current Form
- 66. Education Daily
House Again Uses D.C. Bill For Pet Education Policies

LOCAL

- 67. The Washington Post
Back to Class . . . Already?
- 68. Austin American Statesmen
Record number of Texas schools given top grade
- 69. Ft. Worth Star Telegram
Pay raises proposed for some teachers
- 70. Columbia (SC) State
Schools plan what to do in case of shootings
- 71. Milwaukee Journal Sentinel
Doyle unveils effort to avert pupil violence
- 72. Detroit Free Press
New leader says Detroit presence is a possibility
- 73. Boston Globe
Communities, school districts to see record increases in state aid
- 74. Richmond TimesDispatch

THE OLD COLLEGE TRY SCRAMBLE FOR TUITION IS EASIER THE EARLIER
YOU STAR
T SAVING

- 75. Richmond TimesDispatch
CONFUSED ABOUT HOW TO PLAN FOR TUITION?
- 76. The Pueblo (Colo) Chieftain
Magnet School Ready to Open Doors
- 77. Houston Chronicle
Public schools crumbling as tax money hard to find
- 78. The Washington Post
To a Degree, Darrell Green Has Filled the Last Hole in His Life
- 79. Chicago SunTimes
Feds probe suburb teacher pensions

INTERNATIONAL

- 80. BBC News
Bilingual ban takes effect

COMMENTARY

- 81. Daily Texan
Education debates ignore real issues
- 82. Christian Science Monitor
Getting Beyond Cramming for Exams
- 83. Los Angeles Times
Lengthening Class Time
- 84. The Wall Street Journal
ESAs Don't Divert Public School Funds
- 85. Boston Herald
Principals can help ed success
- 86. Worcester Telegram & Gazette` Are education schools lost among t
rends?
- 87. Harrisburg PatriotNews
Other needs supersede 4year university
- 88. Greensboro News & Record
SCHOOL YEAR'S FIRST CHALLENGE
- 89. The Washington Times
Keeping science education on the cutting edge
- 90. Raleigh News & Observer
Student courts must be free to punish campus crime
- 91. The Sacramento Bee
'LOOPING' KEEPS KIDS, TEACHERS TOGETHER FOR MORE THAN 1 YEAR

EDITORIAL

- 92. Investors Business Daily
Education Reform In Black And White
- 93. New York Times
Keeping the Census Fair
- 94. The Washington Times
The stakes for the economy
- 95. Los Angeles Times
The Internet and Child Safety

- ' ' ' 96. The Salt Lake Tribune
- ' ' ' Give Charter Schools a Try
- ' ' ' 97. San Diego Union Tribune
- ' ' ' Too good for the job
- ' ' ' 98. The (Boulder, Colo.) Daily Camera
- ' ' ' Media bias distorts affirmative action debate

Body type#:\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
ation" #:\ P#P# 08/03/98

Headline#\ P\$P# Calif. School Bilingual Law Begins Headline #:\ P%P#
LOS ANGELES (AP) - Thousands of kids headed back to school Monday, giving teach-
ers, students and parents their first look at
how California's new bilingual e-
ducation law will translate in the classroom.

ddVoters in June approved Proposition 227, which virtually eliminated bilingual
education classes with its decree that children in
the nation's most populous
state should be taught "overwhelmingly" in English.

ddTeacher Isabel Rodriguez was nervous and frustrated as she looked upon the faces
of her 18 first-graders starting a new session
of year-round school.

dd"They're anxious anyway because it's their first day of school, and I was unable
to console them in their language," Ms. Rodriguez
said. "So I had to use simple,
basic words in English to tell them that everything will be all right."

ddMs. Rodriguez's feelings of insecurity, confusion and even anger were shared
by many teachers in the Los Angeles Unified School
District, the nation's second
largest, as 19,700 students started new semesters at 50 schools. A year-round
schedule staggers the school
year for the district's 681,000 students to maximize
space.

ddOf those students who started school Monday, less than half are fluent in English.

ddCritics say the law is the latest strike against immigrants in California, where
voters already have stripped illegal immigrants of
health, education and welfare
benefits, and the University of California has banned affirmative action.

ddBut some say the initiative was long overdue.

dd"They should have done something about it years ago," said parent Sylvia Velazquez,
whose 9-year old daughter spoke Spanish and
then became fluent in English. "

I don't think bilingual education works very well. If they're kept in an environment
where they're
speaking Spanish all the time, it won't do anything."

ddThe law requires that children who have limited English ability be put in a one-
year immersion course. After 30 days, parents can
get a waiver to put their
child back in bilingual education under limited conditions.

ddMost school districts in California do not reopen until September. But the schools
in Los Angeles Unified began a new year-round
track Monday, forcing teachers,
students and parents to struggle early with the question of how to make the
transition as painless

as possible.

dd"It's more emotional than hectic," said Esther Castruita, principal at Theres a Hughes Elementary School, where the student population is 99 percent Latino.

"We are bidding farewell to a very dear friend, a bilingual friend that we beli eve in. It's like mourning, but now the denial phase is over."

ddInstead, they will try to make the best of it, she said, vowing that Hughes E lementary would become one of the "best Proposition 227 schools" in the Los Ang eles area. The school is located in the small working-class city of Cudahy, sou thwest of downtown Los Angeles.

ddIn Lucia Espinoza's combination second- and third-grade class at Hughes, her 13 students sat cross-legged at her feet as she read a story to them about a bo y who did not like school and walked to class slowly.

dd"Who can show me how you walk slowly?" Ms. Espinoza asked. A boy raised his h and and shuffled across the rug in front of his classmates.

ddThe children did not actually say the word "slowly," but appeared to grasp it s meaning.

ddAn immersion class was active and noisy as children learned English through w ords and pictures on the walls, role-playing, puppetry and hearing lessons read aloud.

dd"Children are very, very resilient," said Victor Chavira, a fourth-grade teac her at Hughes. "They will adapt. But how well they adapt remains to be seen. It 's a gray area."n

Publication#W\ P&P# 2. The Washington Post"Publication" #:\ P'P# 08/04/98; Ed ition: FINAL; Section: A Section; Page A03

Headline#\ P(P# In Calif. Classrooms, A Troubled TransitionHeadline #:\ P)P#S ubhead#[\ P*P# Students, Teachers Struggle to Adjust On First Day of English- Only

EducationSubhead#:\ P+P#

By William Booth

Washington Post Staff Writer

The sweeping social experiment known as bilingual education officially ended t oday in the state where it began. Confusion reigned in many California school d

istricts and defiance in others as teachers struggled to switch from Korean, Ar menian and Spanish to all-English, all the time, often without the help of text books or lesson plans.

ddIn Oakland and San Francisco, where schools do not open for another few weeks , officials were still holding out against implementation of Proposition 227, t

he voter initiative that passed with overwhelming support on June 2. The initia tive, sponsored

by Silicon Valley software entrepreneur Ron Unz, replaced bilin

gual education with a year of English language immersion. Exceptin charter scho

ols, students are then to be pushed into mainstream all-English classes.
ddThe end of bilingual education in California, the largest state in the union and the one with the largest immigrant population, is being closely watched by other states also facing influxes of immigrant children. Reflecting resentment over the spreading challenge, a bill curtailing funding for bilingual education has been introduced in Congress. But in the meantime, the change began today in Los Angeles.

ddIn Maria Elena Crabb's first day with her new second-grade class at Alexandria Avenue Elementary School here, students who previously were taught almost exclusively in Spanish found their teacher introducing herself this morning in English. As the children, in their new blue and white uniforms, sat squirming on the floor at her feet, Mrs. Crabb began reading from the storybook about little Madeline:

dd"In an old house in Paris that was covered with vines, lived 12 little girls in two straight lines."
ddSome of the children understood almost every word (vine was a tough one), and waved their hands in the air to answer questions.

But others seemed lost and withdrawn. "You see those faces?" asked Crabb later. "Total blanks."

ddIn Los Angeles, where a new semester started today at 50 year-round schools, the district is replacing bilingual education with two alternatives. In the first, students are taught exclusively in English. Under the second, students, such as Crabb's second-graders, are also taught mostly in English, but their teachers are allowed to occasionally explain concepts and words in Spanish.

ddHow much Spanish?

dd"Nobody knows," said Alexandria Principal Carol Labrow. "As they've explained it to us, before we had a full cup of Spanish.

Now we have a quarter cup. It is a precious resource and I'm telling my teachers not to waste it."

ddBut Labrow promised that no students would be punished for speaking their primary languages. "I'm not going to have a bunch of kindergarteners out on the playground crying because no one will tell them what to do in Spanish," she said.

ddThe termination of bilingual education has produced bitter feelings among many of its advocates, who believe that students are well served by first learning reading, writing and core subjects such as math and science in their primary languages, and then being "transitioned" into all-English classes after several years. Many bilingual activists have charged that Proposition 227 was racist and anti-immigrant.

ddBut opponents of bilingual education describe it as a failed experiment that became bogged down, where students spent years learning Spanish and not English, the language immigrant children most need to succeed. In California, only 7 p

percent of bilingual students made that elusive "transition" each year.

San Francisco Superintendent Waldemar Rojas has said he plans to continue offering bilingual education, as the school district is still under a federal court order dating from the 1970s. That order, the so-called Lau decision, began the bilingual age by guaranteeing lessons in a language the student can understand. Rojas said the decision to continue bilingual education is not an act of defiance, but adherence to a court order.

In Orange County south of here, school officials took advantage of a loophole and have delayed ending bilingual education, but only for several months. One panicky official in Santa Ana compared ending bilingual education to stopping a speeding train.

Over the last 20 years, California educators created an elaborate bureaucracy for teaching students whose primary language is not English. Foreign-language textbook sales boomed. Bilingual teachers were coveted and given an extra \$5,000 a year. About 1.4 million students in California are not proficient in English, and at least half of them have been in some kind of bilingual program. But with the passage of Proposition 227, schools had only 60 days to come up with a new way to teach.

The 9th U.S. Circuit Court of Appeals on Friday refused to grant an injunction to block implementation of the initiative statewide. An appeal is pending.

In another ruling, U.S. District Judge Lourdes Gillespie Baird turned down another challenge by the Mexican American Legal Defense and Education Fund to block the end of bilingual education in Los Angeles. MALDEF attorneys had argued that the Los Angeles district is unprepared for such a massive upheaval. But Baird said that the teachers were quite capable of teaching English.

"You're not giving the teachers the credit they're due," Baird said.

But in Los Angeles, half of the district's 680,000 students are not fluent in English. And at Alexandria Elementary School, the teachers today did their best without textbooks or detailed teaching plans.

Maria Elena Crabb said the problem is not so much teaching her students English, but teaching them other subjects. In math, for example, she must first teach them the numbers in English, and then introduce concepts such as addition and subtraction, borrowing and carrying, all in English.

"I think the smart kids will succeed, like anything else in life," Crabb said. "The ones who are slower? They might not get it."

On the first day of class, as the children sounded off their assigned numbers and spaces in line, several could not utter the magic words in English. Crabb was not disheartened. She coaxed the numbers out of them, and when they spoke in Spanish, she simply

repeated their words in English. Over and over and over again.

ART PH.,TODD BIGELOW FOR TWP CAPTION: Above, Maria Elena Crabb's students show up for their first day of second grade at Alexandria Avenue

Elementary School in Los Angeles. Crabb, left, used to teach in Spanish and English but now must immerse her students in English. One student, Yolanda Alvarado, right, was among many students who needed help understanding what Crabb was saying.

Publication#W\ P,P# 3. Los Angeles Times"Publication" #:\ P-P#* 08/04/98; Edition: Orange County Edition; Section: Metro Desk; Page A-1

Headline#\ P.P# With Gestures, but Not Chaos, Prop. 227 BeginsHeadline #:\ P/P#

By TINA NGUYEN;
BETTINA BOXALL

The post-bilingual age began in Los Angeles schools Monday with uncertainty, improvisation and a good many hand gestures"but seemingly none of the chaos predicted by apprehensive educators.

And in Orange County, two of the school systems with the largest enrollments of immigrant children continued to offer primary-language instruction. Officials of the Santa Ana Unified and Anaheim City school districts said they will continue to do so

until administrators craft solid plans for English-immersion programs.

That allowed Santa Ana first-grade teacher Victoria Boyd to read aloud a Spanish translation of the popular children's book "The Very Hungry Caterpillar" to

her pupils at Benjamin Franklin Elementary School.

Throughout the story, the youngsters sat perfectly still, listening intently and answering questions eagerly. But when Boyd moved to another story, this one in English, eyelids drooped, little bodies fidgeted and attention faded.

Switching to an "overwhelmingly" English program will be tough, said Boyd, who has taught bilingual classes for 14 years.

"I don't want the students to feel like their primary language is being shoved out of the door," she said. "At the same time, I think we can abide by the law and meet the needs of the children."

Many students in Los Angeles, however, seemed to be struggling Monday.

There were glazed looks of incomprehension and worry in some classrooms as teachers and students at 47 year-round elementary schools started a new semester,

making them among the first in the state to return to class under Proposition 227, the June initiative that essentially eliminated bilingual education in California's public schools.

But the morning went surprisingly smoothly at eight schools visited by Times reporters. There was no flood of requests for waivers to dodge the English-immersion instruction that is now the state mandate. There was no defiant flouting

of the initiative.

ddInstead, teachers, parents and students all seemed in a mood to try to do what they were now expected to do, however difficult"or even distasteful"it might be for them. And many of the youngsters had little difficulty following their teachers' English.

ddAt Van Nuys Elementary, one could hear only a sprinkling of Spanish among the students who returned Monday, as the language all but disappeared from many classrooms. Youngsters who once spent their days reading and writing Spanish were instead reciting the alphabet and greeting one another in English.

ddInstructors who had spent years teaching in Spanish reminded themselves to speak English, even as some said they preferred the bilingual approach.

ddThe majority of Van Nuys classes offered virtually no help in Spanish except for bilingual aides who gave occasional tips to students. Teachers tried hard to

make their lessons clear by using gestures"one pointed to the floor when she asked the class to sit down. The teachers spoke slowly and clearly and frequently repeated words for the benefit of their students.

ddWhen second-grade teacher Beth Shwarz told her pupils to write their names at the bottom of their personal journals, she repeated the last two words of her instructions in slow motion: "T-H-E B-O-T-T-O-M."

ddAt one point, she emphasized, "Please, if you have questions, ask me," adding in Spanish, "Por favor, si tienen preguntas, preguntenme." No Textbooks or Lesson Plans

ddWhile they improvised their way through the first morning, many teachers wondered how they would fare in the coming days without a formal lesson plan for teaching English"it won't be ready for three more weeks"or the necessary English-language textbooks, which won't even be ordered for another month.

dd"I said to my family that I can get through the first day and probably the next few days," said first-grade teacher Rosario Martin at Christopher Dena Elementary in East Los Angeles. "My greatest concern is the curriculum. As we see it right now there's no real curriculum."

ddThat is exactly why officials at Santa Ana Unified and Anaheim City have used a technicality to delay implementation of English-only programs. To do so, they changed the date when their official school year starts.

ddProposition 227 was to take effect for all schools that begin after Aug. 2. But in those two districts, last Friday's teacher training day was used to mark the start of the school calendar.

ddThe two districts, both on year-round schedules, thus are exempt from implementing English-immersion programs until their next batch of students starts classes. For Santa Ana Unified, that will be Sept. 10; and for Anaheim City, November

er.

ddCritics called the move an attempt to skirt the new law.

dd"If a district as large as Los Angeles Unified can make an attempt to implement 227, then it is inexcusable that Santa Ana is lagging," said Sheri Annis, spokeswoman for the Prop. 227 initiative.

ddBut teachers say their students' needs have to be a primary concern.

ddWith more than 312,000 students classified as having limited English skills, nearly a quarter of the 1.4 million such students statewide, the Los Angeles Unified School District will play a pivotal role in determining whether Proposition 227's mandate for

English instruction succeeds or fails.

ddThe district has developed four instruction options that parents of limited-English students can choose from: Immerse the pupils in English; instruct them almost

entirely in English with classroom aides and fellow students offering native-language help (known as Model A); teach them almost entirely in English with a certified bilingual education teacher in class to help (known as Model B);

or apply for a waiver to place the child in a traditional bilingual program.

ddParents will not have to pick a method for another month.

ddSanta Ana Unified officials said they plan to offer similar options. Their intensive English-immersion program will allow teachers to spend 80% of the time

teaching in English and the rest of the class in the students' primary language. Also available will be a

dual-immersion program that teaches students of various language backgrounds both Spanish and English.

ddAdministrators from both Santa Ana Unified and Anaheim City said they intend to comply fully with the new law by their

respective deadlines. However, the extra time they created by changing their official start day will help them develop a well-planned program, they said.

dd"Rather than spend our time lamenting that [Prop. 227] is here, we need to make good plans to make the program successful,"

Franklin Elementary Principal Robert McDonald said.

ddBackers of Proposition 227 let its first day of enforcement pass with little fanfare, though businessman Ron K. Unz, the oft-quoted sponsor of the initiative,

announced a program to help monitor its implementation. The "English for the Children Project," will take calls from whistle-blowers on a toll-free number.

ddUnz said the calls would be logged to help determine which schools or districts should be targeted with lawsuits for noncompliance. Few Requests for Waivers

ddThe post-bilingual era began in Los Angeles and a few other districts scattered around the state despite the best efforts of opponents, who went to court to block implementation of the initiative and in some cases have vowed to defy it

. As late as Friday, two federal courts ruling in separate lawsuits filed by civil rights groups gave the initiative a green light. Officials of the Mexican American Legal Defense and Educational Fund, which vehemently fought Proposition 227, said last month that they would urge as many parents as possible to apply for waivers to thwart the initiative. It is too soon to tell if such waiver requests will come pouring in, but there was no great demand Monday. Only a handful of parents asked about them at back-to-school meetings with administrators at San Pedro Street Elementary. Some parents at the sessions did express fear, though, that their children would somehow forget how to speak Spanish. A few wanted assurances that some Spanish would be used in the classroom.

At Monte Vista Elementary in Highland Park, Sabina Cortez was concerned that she would not be able to help her child on homework that was only in English. Like several other parents, she was leaning toward putting her child in the Model B program, with limited Spanish support.

But Veronica Estrada, who said she speaks Spanish perfectly, was firm about choosing the all-English model. "I don't speak Spanish at home," she stressed.

Her older daughters are now in high school and are taking Spanish as a second language. That suits her, she said.

Predictions of upheaval in classrooms failed to materialize on Monday precisely because of the role that English played under the school district's old bilingual programs, teachers said.

"I think the public's perception was that no English was being taught in bilingual programs but that's not so," said Heather Hagen-Smith, as her first-graders at Canoga Park Elementary School sang songs about shoes and buses in English to build their vocabulary.

Still, other teachers expressed concerns about whether students with limited English abilities will be able to adequately develop learning skills in English "and whether they will get the help they need at home.

"It's a big concern. I can't tell how it's going to go," said Canoga Park kindergarten teacher Christina Cuevas. "The kids have to be taught in English, regardless of what I think."

ddn

Publication#W\ P0P# 4. San Diego UnionTribune"Publication" #:\ P1P#August 4, 1998

Headline#\ P2P# English-immersion era under way as Prop. 227 reaches the classroomHeadline #:\ P3P#
By Chris Moran and Anna Cearley

STAFF WRITERS

dd VISTA " Iris Huerta speaks some English, but her first day of second grade at Olive Elementary School promised to test how much.

dd When asked if she would understand her teacher, the 7-year-old just shrugged

dd With gestures as the lingua franca, two North County school districts yesterday kicked off a new school year " and a new era in teaching California's limited-English speakers.

dd The passage of Proposition 227 in June means Iris's teachers will speak overwhelmingly in English. In Vista Unified School District, that means at least 70 percent of the time.

dd The voter-approved proposition ended most bilingual education in the state's public schools. Instead, limited-English-speaking students receive a one-year

crash course in English backed up by bits of their first language.

dd Because the measure took effect over the weekend, year-round schools in Vista and Escondido, which started a new school year yesterday, became the first in the county to try to live under it.

dd Most local schools won't be affected until classes resume this fall. The measure will impact 1.4 million students with limited English skills statewide.

dd The Vista school board is expected Thursday to adopt a plan giving parents one of three classroom options for their limited-English-speaking kids: 70 percent English, English only or bilingual education (parents could seek waivers to keep their children in bilingual programs).

dd There's no choice for the first 30 days. Limited-English speakers get the 70 percent option. Then parents are allowed to move their children to other classes.

dd Icel Posos, a 14-year-old eighth-grader at Washington Middle School in Vista, said she already notices the difference. She gave terse answers to questions

during a break, and said this year is more difficult "because it's more English."

dd Asked if that meant she'd learn her second language more quickly, she replied, "Maybe."

dd She and her friend Daisy Morales, a 13-year-old seventh-grader, responded quickly to teacher Tim Wright's questions, particularly when he asked for translations to Spanish.

dd But when they needed to ask something of Wright, more often they relied on Spanish.

dd When Wright began assigning seats, Daisy blurted out, "Yo quiero sentarme alla, (I want to sit there)," pointing to a vacant seat next to a boy.

dd Wright responded, "I get to make that decision."

dd Daisy, hoping to appease him with English, said "Please!"

dd At Felicita School in the Escondido Union elementary district, teacher Tatiana Dearing went over class rules, and the

consequences of breaking them, with her second-graders. It was all done in English, slowly and with hand motions

dd "If you need to get a drink of water, then you push in your chair and go to get a drink," she said, pointing to the faucet in the back of the room. "But t

here's only one person at the fountain at a time."

dd She passed out crayons and rulers, and reminded the students not to break them or use them as weapons. The students started to fill out a work sheet, find

ing classmates who "like to read" or "walk to school." A picture accompanied each phrase, so they could

figure it out. A few asked Dearing in Spanish what

the words meant, and she explained to them in English until they understood.

dd No one had to ask her what the word "recess" meant. The class let out a cheer.

dd Marcela Torres, 6, admitted that "not everything" was making sense in English.

h. Israel Martinez, 7, made a similar assessment,

and said he wants to learn

English.

dd At Olive Elementary in Vista, Denise Childs reached her 30 percent allotment

of Spanish by 11:25 a.m., and switched to English

for her first-graders' geography and penmanship.

dd Childs told the students in English to take out pencils and paper.

dd Felisha, a native English speaker, complied. But Sheila to her left and Liss

ette to her right (the school forbade the use of last

names) merely continued

to look at the teacher.

dd It wasn't until Childs showed them by drawing her hand out of a desk and onto

its surface that the Spanish speakers followed

the directions.

dd Vista Superintendent Dave Cowles said the new law did not cause any unusual

disruptions, though it drew plenty of media

attention to the 25,000-student district.

dd "I think this will be a significant change. I hope that this makes for a quick

transition to (the) English language," he said.

dd That would please Maria Rojero. Her 6-year-old daughter, Karina, started an

English immersion program last year.

dd "I don't understand much English," Rojero said in Spanish, "but I don't want

my children to be like me."

dd "I don't understand much English," Rojero said in Spanish, "but I don't want

my children to be like me."

Publication#W\ P4P# 5. World Today (CNN)"Publication" #:\ P5P#August 4, 1998

Headline#\ P6P# Bilingual Education Dropped from California

CurriculumHeadline

#:\ P7P#

JIM MORET, CNN ANCHOR: As thousands of children in Los Angeles head back to school

this week, a new state law is making

the return more stressful than usual for

some of them. It requires children whose first language is Spanish to be taught

only in English.

ddCNN's Anne McDermott reports.
dd(BEGIN VIDEOTAPE)
ddANNE MCDERMOTT, CNN CORRESPONDENT (voice-over): You're about to see something a little amazing.
ddPATRICIA YURICH, 1ST GRADE TEACHER: The first word I want you to write on your paper is "cat."
ddUNIDENTIFIED CHILD: Easy.
ddMCDERMOTT: And it was easy, even though some experts predicted these Spanish-speaking kids might fail at English immersion classes. English immersion: in California schools, that's what's replacing bilingual education, which some believe became less and less "bi" as time went on and more and more Spanish.
ddIn June, voters passed California Proposition 227, which dropped bilingual education in favor of English immersion. Now some critics of 227 saw it as something of a racist slap at Spanish-speaking school children. But supporters pointed out that nearly half of Los Angeles school children speak limited English and argued something had to be done. And they got support from a somewhat surprising quarter. They got support from some Spanish-speaking parents.
ddAlice Callahan, who runs a day care center for poor families, says many of them believe no English means no way out.
ddALICE CALLAHAN, PROPOSITION 227 SUPPORTER: The families that come to Las Familias work in the garment district sweat shops. They sell tamales on corners. They clean offices downtown. It's not a future they want for their children.
ddMCDERMOTT: What does this woman want for her child?
ddUNIDENTIFIED FEMALE (through translator): I want her to learn to speak English, but at the same time, that she doesn't stop speaking Spanish. MCDERMOTT: The principal at Los Angeles' Alexandria Avenue Elementary School says she's not completely sold on English immersion yet, but admits she's discovering the children know more English than she thought they did.
ddYURICH: What does "plant" mean?
ddMCDERMOTT: And Ms. Yurich's first graders are learning even more.
dd(on camera): Do you think people underestimated the kids?
ddYURICH: I kind of think so. I do. Because at an early age like this, they're very adaptable, and they're so eager to learn.
ddWhere did it go?
ddMCDERMOTT: Eager to learn.
ddAnne McDermott, CNN, Los Angeles.n

Publication#W\ P8P# 6. World News Tonight (ABC)"Publication" #:\ P9P# 08/03/98Section: NEWS;

Headline#\ P:P# A CLOSER LOOK PROP 227 LEADS TO CONFUSION IN CALIFORNIA CLASS

ESHeadline #:\ P;P#

By JUDY MULLER

CHARLES GIBSON

CHARLES GIBSON: Tonight, "A Closer Look" at one of the most hotly debated issues

es in America " bilingual education. Some
argue against it, saying that if chil
dren raised in non-English-speaking families are going to succeed in America, t
hey need to know
and learn in English. Others argue that children can learn an
d flourish in a bilingual environment.

ddIn California today, it is the first day of classes in what's supposed to be
a new era in education. Proposition 227 goes into effect
" the measure passed

by California voters in June that seeks to end bilingual education once and for
all. But will it really do that?

ABC's Judy Muller reports on the California
confusion.

ddSTUDENTS: I pledge allegiance to the flag...

ddJUDY MULLER, ABC News: (voice-over) These children are among the first in Ca
lifornia to get a taste of Proposition 227.

In the words of the law, "nearly a
ll" instruction must now be in English.

ddCATHERINE KENNEY, Teacher: Can everybody say bathtub?

ddSTUDENTS: Bathtub.

ddJUDY MULLER: (voice-over) But what does "nearly all" mean exactly?

ddCATHERINE KENNEY: Our understanding at the meetings that we've had is that we
can have a very broad interpretation of that.

It could be 51 percent, you kno
w, really kind of pushing it.

ddRON UNZ, Chairman, Proposition 227: I think it would be 90 percent or a lot m
ore than that. Nearly all means nearly all.

ddCATHERINE KENNEY: Buenos dias, ninos.

ddJUDY MULLER: (voice-over) Previously, children were instructed in their nati
ve language and gradually transitioned into
English. Now, they are immediately

placed in an English immersion class. But there is a legal loophole. After 3
0 days, parents can

sign a waiver requesting their child be moved to a bilingua
l program. At Walnut Park Elementary in East L.A., the faculty's
confusion is
typical.

ddFACULTY MEMBER: If they do sign the waiver and they do choose for that biling
ual program, will it look just like what we
have now? Or will it be something
different?

ddGROUP LEADER: It will still be the same kind of program that we're running ri
ght now. Yeah.

ddJUDY MULLER: (voice-over) Backers of Prop 227 worry that too many waivers fr
om parents will result in bilingual education
as it used to be in schools from

San Diego to San Francisco. Educators say the 30-day waiver creates a scheduli
ng nightmare,

because teachers and classes may have to be reshuffled after the
first month of school.

ddCORA WATKINS, Assistant Principal: It's kind of like being a semi with a flat
tire. We're rolling down the road. We started

July 1. We're expected to cha
nge the tire en route.

ddJUDY MULLER: (voice-over) Like many schools, Walnut Park may be stuck with brand new bilingual textbooks ordered before the initiative was passed.

dd(on camera) So how much are you out in terms of money?

ddCORA WATKINS: Over \$100,000, was the initial order, English and Spanish.

ddJUDY MULLER: Will they take them back?

ddCORA WATKINS: Extremely doubtful.

ddJUDY MULLER: Many educators opposed Prop 227, arguing that a one-size-fits-all ballot initiative does not make for sound educational policy. Now that they must comply with the law, a lot of them are wondering who will police it?

ddKEN URBINA, Principal: That's a very good question. We know it will be policed because we know the proponents of Proposition 227 are going to be on top of this all the time.

ddJUDY MULLER: (voice-over) Prop 227 has a provision allowing parents to sue any teacher who fails to follow the law.

ddRON UNZ: And we think that will put a lot of pressure on school officials to implement the law as they really should anyway.

ddJUDY MULLER: (voice-over) How the children react to these changes remains to be seen. Clearly, the voters hope the transition to English...

ddSTUDENTS WAITING FOR SWING: Once, doce, trece, catorce...

ddJUDY MULLER: (voice-over) ...will be swift.

ddLITTLE GIRL NEAR SWING: Get off it.

ddJUDY MULLER: (voice-over) Judy Muller, ABC News, Los Angeles.

ddn

Publication#W\ P<P# 7. World News Tonight (ABC)"Publication" #:\ P=P# 08/03/98
Section: NEWS;

Headline#\ P>P# A CLOSER LOOK MIAMI IS PROUD OF ITS
BILINGUAL PROGRAMHeadline

#:\ P?P#

By REBECCA CHASE

CHARLES GIBSON

CHARLES GIBSON: Actually, there's a national movement to cut back bilingual education. A bill before Congress would set a limit of three years on the length

of time a student could be enrolled in a bilingual program.

ddBut we also go tonight to Florida, where ABC's Rebecca Chase reports from Miami. In Miami, they're not trying to end bilingual education, they're proud of it.

ddREBECCA CHASE, ABC News: (voice-over) For three hours a day, children at Coral Way Elementary learn in English.

dd1st STUDENT: Something that makes hair shorter.

ddREBECCA CHASE: (voice-over) Then for two hours, lessons are in Spanish.

dd(Students speaking Spanish)

ddREBECCA CHASE: (voice-over) About a third of the students here enter school unable to speak English fluently. But by fourth grade, most are fluent in English...

dd2nd STUDENT: It's like a cup that keeps - that makes things hot.

ddREBECCA CHASE: (voice-over) ...and in Spanish.

ddJORGE VACA, 4th GRADER: I think you can learn both languages perfectly at the same time. At least that's what I did.

ddREBECCA CHASE: (voice-over) In this model program, bilingual instruction is not considered remedial education, but essential for everyone " even English-speaking children.

ddEYDA CALZADILLA, Teacher: When they're going to out there in the real world, this is what they are going to deal with. They are not going to deal with someone that speaks English 24 hours a day, every day.

ddREBECCA CHASE: (on camera) In Miami, the "real world" is bilingual. Fifty percent of the population here is Hispanic. Being able to speak both English and Spanish is increasingly an economic necessity.

dd(voice-over) Business here is conducted in two languages. Television, radio, newspapers, even the yellow pages are delivered in both languages. Trade with Latin America is worth billions. Business and civic leaders are among the strongest supporters of bilingual education.

ddMayor ALEX PENELAS, Miami-Dade County, Florida: Our economic future depends, to a great extent, on our ability to compete in this international marketplace, and that's why it's so important for us in this community to have biliterate people.

ddREBECCA CHASE: (voice-over) That's why earlier this year, the school board voted to spend more than \$2 million to expand bilingual education. Here, the goal is to prepare all students for a future where one language will not be enough. Rebecca Chase, ABC News, Miami.

ddCHARLES GIBSON: When we come back, risking the future. Teens and gambling " results from an alarming new study.

n

Publication#W\ P@P# 8. All Things Considered (NPR)"Publication" #:\ PAP# 08/03/98Section: News; Domestic;

Headline#\ PBP# California Bilingual Education

Headline #:\ PCP#Subhead#\ PDP# California's new bilingual education regulations officially take affect today.

A newly-passed voter initiative, Proposition

227, puts strict limits on the

length of time that children in the state's

schools may receive assistance in

their native language. Although most schools

won't begin classes until

September, year round schools will have to implement

the new law today.

Subhead#\ PEP# By Linda Wertheimer

Washington

DC; Mandalit delBarco, Los Angeles, CA

LINDA WERTHEIMER, HOST: In California, thousands of children began their school

year today under the state's stringent new

regulation for bilingual education

n.

ddIn June, California voters passed a ballot initiative that limits bilingual instruction to one year. This morning, NPR's Mandalit DelBarco visited a year-round elementary school in Los Angeles as the changeover began.

ddMANDALIT DELBARCO, NPR REPORTER: On the playground at Alexandria Elementary, the kids are doing what they always do during recess: play ball games, giggle, and talk to each other in Spanish. Eighty-five percent of the students here come from

Spanish-speaking homes. But on this first day of school, their classes were conducted in English only.

ddCHILDREN SPEAKING IN UNISON: One, two, three, four, five, six...

ddDELBARCO: Most of the Central American first-graders in Serraya Vasquez's (phonetic) class can already count in English. But now, when they talk to her in Spanish, the former bilingual teacher responds in English.

ddSERRAYA VASQUEZ, BILINGUAL TEACHER: English. Try "try it."

ddSTUDENT: Twenty.

ddVASQUEZ: Twenty. There you go. How 'bout "what if we..."

ddDELBARCO: ... Now that Proposition 227 is the law, Vasquez can no longer use Spanish as the primary language of instruction for teaching concepts.

ddVASQUEZ: To be honest, yeah. Yeah. It's been hard. Yeah. They don't really quite follow the (unintelligible) in English, you know. You have to kind of, like, repeat things a lot of times so they could get it.

ddWe'll see what happens. I'll take it day by day.

ddDELBARCO: In the past few weeks, teachers and school board members in Los Angeles have been hurriedly preparing for the change. After 30 years of instructing students in their native languages, sometimes their entire school career, bilingual instruction will be limited to one school year.

ddMany had predicted chaos. They said there wasn't enough time to write new curriculum, no time to order all-English textbooks.

ddCarol Labrow (phonetic) is the principal of Alexandria Elementary.

ddCAROL LABROW, PRINCIPAL, ALEXANDRIA ELEMENTARY: Well, I don't think there's anything to panic from our standpoint. School has opened; school is operating just fine for these boys and girls.

ddThe questions will arise as we get further into it. We will need a lot more support; because there's a lot of difference between maintaining a very superficial kind of level in English and between getting into some depth and whether they're going to learn the content at the grade level, or whether this will simply be a year of English only for them.

ddAll of those questions have yet to be answered.

ddDELBARCO: The Los Angeles School District is the largest in California that conducted bilingual classes. Some teachers say it's too soon to know exactly how the new policy will affect students. But already, school is a bit confusing for six-year-old Aileen

(ph).

ddTEACHER: Entiendes (ph), or no?

ddSIX-YEAR-OLD AILEEN: No.

ddTEACHER: No, entiendes (ph).

ddDELBARCO: Aileen says she doesn't understand what her teacher is saying. But she hopes that someday she will.

ddThe Oakland, San Francisco, and Hayward (ph) school districts have filed suit challenging Proposition 227. And individual parents can seek special permits to allow their children to continue in bilingual classes.

ddMandalit delBarco, NPR News, Los Angeles.

ddThis is a rush transcript. This copy may not be in its final form and may be updated.

n

Publication#W\ PFP# 9. All Things Considered (NPR)"Publication" #:\ PGP# 08/03/98Section: News; Domestic;

Headline#\ PHP# Colorado Bilingual Education Headline #:\ PIP#Subhead#[\ PJP# In Denver, the debate over bilingual education has taken a radically di

fferent tack than in California. After complaints by parents, the federal government may take the city to court for failing to provide adequate bilingual education.

The city program runs for 3 years, but parents want up to 7 years'

i

nstruction in kids' native languages.

Subhead#:\ PKP# By Robert Siegel

Washington

DC; Aaron Schacter, Denver, CO

ROBERT SIEGEL, HOST: Even as Prop 227 goes into effect in California, the federal office for civil rights is accusing school officials in Denver of violating the human rights of some students by giving them insufficient bilingual education.

ddAs Colorado Public Radio's Aaron Schacter reports, this is the first time the federal government has threatened to sue a school district because its bilingual

education program is not adequate.

ddAARON SCHACTER, NPR REPORTER: In this Biology I class at West High School in Denver, ninth and tenth graders sit perched atop metal stools surrounded by sinks and gas burners " a typical high school science class. Except in this class the students

are instructed in Spanish.

ddSOUND OF TEACHER INSTRUCTING AMERICAN STUDENTS IN SPANISH

ddSCHACTER: This is an example of how school officials in Denver believe bilingual education should be taught. It's part of a three- step approach. Content

is given in a native language, most often Spanish.

ddWhen a student is ready, he moves on to transitional level courses called sheltered English with classes taught mostly in English.

And, as language skills

get better, the child is mainstreamed. School officials expect the process to

take three years.

ddAlfonzo Hackas (ph) is assistant principal at West High School.

ddALFONZO HACKAS, ASSISTANT PRINCIPAL, WEST HIGH SCHOOL: The Denver public schools finally is making an effort " always has been, but finally has found an understanding of what needs to be done so that our students can be successful in their second language.

ddI believe here at West High School we do have the ideal program.

ddPAM MARTINEZ (PH), PADRES UNITOS (PH) CO-CHAIRMAN: Denver's failing on every front.

ddSCHACTER: Pam Martinez, who co-chairs the advocacy group, Padres Unidos " Parents United " calls Denver public school officials and people like Hackas delusional.

ddMARTINEZ: Denver has never ever implemented bilingual education or anything " any form " of teaching non-English speaking students in an effective and serious manner. SCHACTER: Martinez is especially dubious of the district's plan to move

kids out of bilingual education within three years. She claims it takes about five to seven years for students to become truly proficient in English.

ddThe current flap began about four years ago when Padres Unidos presented the federal office of civil rights with more than 20 pages of alleged violations by the Denver public schools. The Othen did its own investigation, finding even more infractions.

ddAmong them: they charged that Denver had no way of identifying which kids should be in bilingual education, or when a child was ready to get out. Again, Pam Martinez.

ddMARTINEZ: Kids get put in there who maybe shouldn't be. And kids get stuck in there. And kids get exited who are not ready for mainstream. Our studies show how when that happens, they can't succeed in the classroom. They drop out. And we call that being pushed out.

ddSCHACTER: And Martinez says not a thing has changed since the suit was filed. Denver school officials acknowledge the problems. Denver school board member

Rita Montaro (ph) says as late as two years ago, students were taught by unqualified teachers equipped with meager supplies.

ddRITA MONTARO (PH), DENVER SCHOOL BOARD MEMBER: Absolutely, this district has not served the children in the way that they should have. Has the district done something to rectify it? Absolutely. And all you have to do is take the plan and look at it.

ddSCHACTER: But in the last two years, Montaro says, Denver has spent more than a hundred thousand dollars on books and supplies. And she says qualified bil

ingual education teachers have been hired.

ddMONTARO: You have teachers who are trained to be able to recognize problems and issues that a kid of another language may have because teachers otherwise didn't know how to recognize those problems, don't have any background in bilingual education, or the issues that are associated with a child of another language.

ddSCHACTER: Schools in the mile-high city aren't the only ones the Office for Civil Rights claims is flouting federal law. Dozens of school districts are investigated every year. The difference, though, is that Denver is the only district refusing to accept the federal government's mandate, making it the only one facing the possibility of a lawsuit or having federal funds revoked.

ddTeachers and principals say the game of chicken going on between Denver and the feds is overshadowing the real problem: taking kids who don't speak English and helping them to succeed.

ddLU LIN YANG (PH), DENVER PUBLIC SCHOOL BILINGUAL INSTRUCTOR: OK, everybody: Rarely.

ddSTUDENTS (in unison): Rarely.

ddLU LIN YANG: Rarely.

ddSTUDENTS (in unison): Rarely.

ddLU LIN YANG: OK. Different.

ddSTUDENTS (in unison): Different.

ddLU LIN YANG: What else did you guys have problems with? Currently.

ddSTUDENTS (in unison): Currently.

ddLU LIN YANG: Straight.

ddSTUDENTS (in unison): Straight.

ddLU LIN YANG: Thin.

ddSTUDENTS (in unison): Thin.

ddLU LIN YANG: Not tin. Thin.

ddSTUDENTS (in unison): Thin.

ddLU LIN YANG: Thin.

ddSTUDENTS (in unison): Thin.

ddLU LIN YANG: Through your tongue. Thin.

ddSTUDENTS (in unison): Thin.

ddLU LIN YANG: OK. That's better. OK, you have to remember...

ddSCHACTER: In Lu Lin Yang's (ph) English classroom at West High School, the kids all have workbooks, the walls are covered with posters of Hispanic achievers, movie stars, authors and performers, encouraging students to read and learn English.

ddNearly all the students in this class have been in the United States for less than four months. Most come from Mexico or South America.

ddSome of the students are barely literate in their first languages. Lin Yang says her class points to the difficulties of teaching bilingual education.

ddLIN YANG: You're not going to have the highly educated professional people moving to the states. You're going to have lower-class, the people that can't make it in their own country that are very poor. They're going to come whichever way they can

to the United States to make a better life. And then they bring their family.

ddSCHACTER: While people like Lin Yang scramble to teach kids from other countries, the city, federal government, and parents are squabbling over what a bilingual program should look like and how long kids should be in it. ddNo one appears to know the answer; but in Denver, both school officials and the federal office for civil rights claim to have the right idea. The Department of Justice is reviewing the case and is expected to decide later this year if it will take Denver public schools to court.

ddFor NPR News, I'm Aaron Schacter in Denver.

dd
ddn

Publication#W\ PLP# 10. ABCNews.com"Publication" #:\ PMP#August 3, 1998

Headline#\ PNP# In California, Proposition 227 Begins This Week: Back to the B

ig E for the 3RsHeadline #:\ POP#

By Rebecca Leung

ABCNEWS.com

ddAug. 3 " A California initiative banning bilingual education formally takes effect this week, and teachers are struggling to answer an increasingly imperative question: How will Proposition 227 be applied in classrooms?

ddSome teachers are definitely pulling their hair out, says Dale Martin, a spokeswoman for the California Teachers Association.

They're lost, agrees Jim Sweehey, superintendent of the Sacramento City Unified School District.

I can't remember anything like this.

ddProposition 227, sponsored by software millionaire Ron Unz, eliminates bilingual education instruction with its decree that all children should be taught overwhelmingly in English.

ddThe measure, which was approved in June by 61 percent of the voters, will require as many as 1.4 million students with limited English-speaking ability to be placed in a one-year English-immersion course without instruction in their native tongues.

ddConsiderable Disruption Civil rights groups tried Friday to block implementation with a lawsuit charging that the plan was put together too hastily and lacked adequate teacher training and a fully developed curriculum. But a federal judge denied them an injunction that would have prevented the English-only measure from taking effect today. Meanwhile in Los Angeles, a district judge refused

to block the nation's second-largest school district from proceeding with a new teaching plan aimed at complying with Proposition 227. The ruling clears the way for the Los Angeles Unified School District to educate its 312,000 students with limited English proficiency without the benefit of teaching them in their n

ative languages. There's no question it will cause a considerable amount of disruption, said U.S. District Judge Lourdes Baird. But as far as the magnitude of the change, the methodology is basically going to be the same.

From Compliance to Defiance School districts such as Sacramento plan to follow the new rules, although some administrators believe a year would have been a more realistic timetable. But other districts are fighting the change.

The Oakland, Hayward and Berkeley school districts took their challenge to state court to force the state Board of Education to grant them exemptions under the propositions waiver clause. Oakland officials argue that they are bound to provide primary language instruction under an agreement with the Office of Civil Rights.

San Francisco officials sent parents a letter declaring that "under a 1970s federal consent decree" the district will continue to offer a variety of programs for English-language learners as well as English immersion. And two Orange County districts have asked state Schools Superintendent Delaine Eastin to spare their dual immersion programs by using her authority to waive most education laws for alternative and magnet schools.

These programs would allow both English and Spanish speakers to learn some core subjects in their non-native language. The request, still pending, has given rise to speculation that other programs could be exempted this way.

But supporters of Proposition 227 say they will be forced to seek legal recourse if districts try to circumvent the law.

We may have to end up taking a lot of these districts to court, Unz said. He cited a provision in Proposition 227 that allows parents to sue if teachers or other officials willfully and repeatedly refuse to comply with the new law.

But, although teachers know that the passage of the measure will mean big changes in their classrooms, they're still not sure how much. Nobody knows, and that's the scary part, said bilingual teacher Mary Rose Ortega, a 21-year veteran of the Los Angeles School District. It's all in the air, what's going to happen.

The Associated Press contributed to this report.

Publication#W\ PPP# 11. Associated Press"Publication" #:\ PQP# 08/03/98
 Headline#\ PRP# Clinton Warns of Veto To Help KidsHeadline #:\ PSP#
 By SONYA ROSS Associated Press
 CHEVERLY, Md. (AP) - Accusing Congress of trying to put young Americans' futures "in the back seat," President Clinton said Monday he will veto any federal budget that lacks money for a summer jobs program and the education proposals that he wants.

The president looked out at a roomful of summer workers at Prince George's Ho

spital Center and said that he, like them, had worked during his breaks from school in jobs funded by the federal government - and today he is in the White House.

"I hope when the history books are written it will look like a pretty good investment that was made in a young man from a modest family in a small town a long time ago," Clinton said. "You, too, will do great things. And in part, it will be because your country has believed in you and invested in you."

House Appropriations spokeswoman Elizabeth Morra called the veto threat "unfortunate," and said Republicans were simply "prioritizing spending" and trying to

stay within the balanced budget agreements

White House spokesman Barry Toiv said the president is "looking forward to a pretty good fight" with Congress over spending on education and job training, even if it leads to a veto.

"He's hoping that the Congress will see the light early rather than late," Toiv said. "They have deliberately passed a bill that they know is unacceptable.

So they're the ones creating this issue."

Clinton also sent a letter to House Speaker Newt Gingrich, R-Ga., urging that the House approve a campaign reform bill proposed by Reps. Christopher Shays, R-Conn., and Martin Meehan, D-Mass.

"It would show the American people that it is possible to make bipartisan progress on this most difficult of political reform issues," Clinton wrote. "A par-

tisan minority continues to resist change. The members of the House have a chance to change that pattern."

The young workers Clinton met Monday were taking part in the federal summer jobs effort through the Summer Academic Enhancement and Career Exploration Program run by the Private Industry Council. A spending bill the House may consider this week

would eliminate the \$871 million jobs program and provide less than what the president wants for Head Start, tutoring efforts and some other school programs.

Head Start is an early childhood education program for the poor.

"The House Republican plan puts politics ahead of people and puts your future in the back seat. That is wrong," Clinton said. "If a bill like the one that is

proposed by the House Republicans passes, I will veto it."

House leaders have said they are working to provide funds for such programs in a way they believe to be most effective. House

Education Committee Chairman B

ill Goodling, R-Pa., has promised to propose legislation that would consolidate 31 education

programs and send \$800 million directly to public schools.

Morra, the house Appropriations spokeswoman, called Clinton's veto threat "unfortunate," saying GOP lawmakers tried hard to

set spending priorities within the

boundaries of the balanced budget agreement. She said they felt it better to

ensure a \$1.2 billion increase in funding to the National Institutes of Health for medical research efforts, which Clinton also has advocated.

dd"He spent \$9 billion more ... assuming we'd have tobacco legislation and user fees that never materialized," Morra said. "Both Republicans and Democrats wanted that increase for NIH. It was really about prioritizing spending."

ddThe summer jobs program provides work for up to 530,000 youths in communities around the country. The Clinton administration argued that without it, three out of four young people now enrolled in the program would be unemployed during the summer.

ddHe said the program reminded him of two summers during his college years, when he had jobs in his hometown helping to maintain a national park and working as a counselor at a camp for disadvantaged youth.

ddTerence Newton, a 15-year-old who is working this summer as a patient escort at the hospital, said he now understands the demands of work, from adhering to dress codes to taking his duties seriously.

dd"There are many things I could be doing on days like this, things that would lead to nothing good," Terence said. "I had another choice. I didn't have to sit around acting silly all the time like so many of my friends. I had people who were pushing me to go further."

ddAmong those pushers was Clinton. He suggested that next summer Terence should be given a job with Prince George's County Executive Wayne Curry, Maryland Lt. Gov. Kathleen Kennedy Townsend - or even at the White House.

Publication#W\ PTP# 12. Christian Science Monitor"Publication" #:\ PUP#August 4, 1998

Headline#\ PVP# The Challenge for Schools: Connecting Adults With Kids Headline #:\ PWP#

Gail Russell Chaddock, Staff writer of The Christian Science Monitor

ddRESTON, VA. "The students heading back to school this month will be among the most tested, measured, and analyzed in the history of American education. They could also be the most alone."

ddAs a result, many kids are making dangerous choices involving illegal drugs, alcohol, sex, and violence - and their parents rarely have a clue what is going on.

ddThat is the conclusion of Patricia Hersch, whose recent book, "A Tribe Apart" (Ballantine), takes a close look at the daily lives of eight teens in the picture-book suburb of Reston, Va. "Kids have been growing up without a substantial adult presence in their lives for years, and we're only beginning to see the consequences," she

says.

The book is not another exercise in parent-bashing. Nor does it plunk all the blame on the schools. But both parents and educators will find much to ponder in the stark and riveting accounts these kids give of their lives. In the end, caring teachers and parents make a difference.

We meet Jessica Jones (not her real name) at 13. Her parents are loving and attentive, but friends' parents offer access to empty bedrooms, drugs, car keys, and liquor. A friend's rape prompts her to rethink sneaking around and boozy nights. Brandon, a Boy Scout, resents coming home to an empty house and worrying over money after his father's job loss. He turns to pushing drugs and tagging underpasses as a graffiti artist. Charles's parents are successful black professionals, but their achievements can't shield him either from racist slurs or the trash-talking "ghetto boys" at his high school. Joan attempts suicide, and Jonathan succeeds.

It's a tough world these kids describe, and more threatening than its tree-lined streets would suggest. The message that comes through speaks to what is becoming the heart of the education debate in the United States: how to reconnect with children.

"I am troubled by the fact that so many young people in America are growing up disconnected. They are growing up almost alone," said Education Secretary Richard Riley at the Safe and Drug Free Schools Conference in Washington last June.

One of the most extensive surveys ever done on drug use, sexuality, violence, and suicide concludes that young people who feel connected to their parents and schools are less likely to engage in high-risk behavior, he added.

A rise in high-risk behavior

For now, many trends are headed in the wrong direction. High-risk behavior for kids is up in the 1990s, and it's moving into ever-younger grades, according to a study released by the National Center for Education Statistics last month.

The percentage of students reporting illicit drug use, for example, increased substantially between 1992 and 1996 - up to 26

percent for 12th-graders, 23 pe

cent for 10th-graders, and 15 percent for 8th-graders. More than 1 in 3 10th-graders reported that

they had been threatened or injured at school during the p

revious year, according to a recent survey by the Washington-based National Edu

cation Goals Panel. Adding to a sense of urgency in this debate are recent schoolyard killings in Springfield, Ore.,

Edinboro, Pa., Jonesboro, Ark., West Paducah, Ky., and Pearl, Miss.

As schools gear up to reopen this month, many districts are adding metal detectors, more police, safety audits, and early-warning

guides for teachers to ensure safer schools. But the cornerstone of this effort must be reestablishing ties with students, educators say.

dd"We must commit ourselves to one very basic idea: that every child in America in a school has a positive and caring relationship with at least one adult. That is simply has to be the new standard we set for our nation's schools and communities," says Education Secretary Riley.

ddA work-at-home mother, Ms. Hersch says she began to develop ideas for "A Tribe Apart" when she realized that she was one of the few adults in the neighborhood when kids came home from school. "I ended up driving kids everywhere, and I began listening to what they talked about in the car," she says.

ddOne conversation particularly moved her: "I once asked a 15-year-old girl what she did after school, and she said, 'I go home. I have a snack, talk on the telephone to my friends, do some chores.... I guess you could say sometimes it's really lonely.' "

ddShe began research for the book by spending a year observing classes every day at a local middle school. She contacted the parents of 60 kids for permission to talk to their children. ("I worried about how easily some parents granted permission - some didn't even want to meet me," she says.) Eventually, she narrowed the focus to eight, and spent three years talking to them.

dd"Many parents start to think that it's OK to leave a good kid at home for a while at about age 10, as long as you say 'Don't go out of the house after school until we get home.' But nobody has considered what it means to have eight years of huge blocks of time without meaningful adult interaction," says Hersch, who raised three sons in Reston. "Things are worse now for my younger son than for my older sons: The vacuum surrounding kids has gotten deeper and more extensive," she adds.

ddHer study does not claim to be scientific. The children's accounts are not tested for accuracy, and the parents and teachers who come under the severest criticism are not afforded equal time.

ddIn Reston, Stuart Gibson is urging colleagues on the Fairfax County School Board to take the Hersch book and these issues seriously. "The message of this book is counterintuitive: We always thought that when our kids got older, they needed less attention, less care. But as kids have more choices, parents need to exercise more responsibility that they make good choices," he says.

ddThere are practical steps schools can take to close down that window of isolation, such as a later start to the school day so that stretches from 2:20 p.m. until parents return from work isn't such a looming block of time, he says.

ddMaking time to listen

ddIn Alexandria, Va., Riley and Attorney General Janet Reno met recently with students about safety at T.C. Williams High School.

Students spoke of the need to listen. "I have lots of friends who get into trouble in school, and I ask them, 'What did your parents say?' and they tell me that they were too busy or didn't care," says Mohamed El-Hassan, whose family moved from Sudan five years ago.

"Some parents work two or three jobs, and they really don't have any choice," he adds. "But I can talk to my dad about anything, even though he works two jobs."

Many credited the school's crisis coordinator, Barbara Finney, with helping them. "If kids see that you don't have time for them, they move on or just put you in the category of all the other adults who didn't have time for them," she says in an interview.

Publication#W\ PXP# 13. Christian Science Monitor"Publication" #:\ PYP#August 4, 1998

Headline#\ PZP# Tackling the SAT? Test-Prep Help Abounds Headline #:\ P[P# WASHINGTON " For high school students, it's an academic challenge dreaded more than reading the English epic poem Beowulf: The SAT and ACT college-entrance tests.

But put away the pencils and grab a computer mouse. Test-preparation programs on the Internet and CD-ROMs that slide into home computers are flooding the market.

With colorful graphics, cartoon figures, personalized practice tests, and test-taking strategies, the computerized products - as well as commercial prep classes and private tutors - appeal to many of the more than 3 million test takers tackling the Scholastic Assessment Test and American College Testing program exam each year.

Students preparing for the tests can find free help on the World Wide Web. They can buy prep books, mostly priced between \$10 and \$30. There are CD-ROM disks for personal computers, selling for around \$20 to \$50. Coaching classes cost from \$60 for a high school English teacher doing test-prep on the side to more than \$500 or \$600 for classes from national commercial companies. Some parents spend thousands of dollars for private sessions, including some offered at well-to-do vacation spots like Martha's Vineyard, off the Massachusetts coast.

Educators caution that not all students need to invest in test-prep software or classes. They advise students to check out free materials and determine whether their preliminary college-entrance test score will be adequate to obtain admission from the college they've chosen.

To get a preview of the ACT, Paul Silva, a senior at Ponderosa High School in

Parker, Colo., loads a CD-ROM, sold by Kaplan Educational Centers, into his computer. "You put in the CD. It's like you're driving a car and you have a road map to the ACT. After you take the pretest, it tells you what areas you need to work on," he says.

Bob Schaeffer of the National Center for Fair and Open Testing in Cambridge, Mass., advises students who prepare on their computers to sharpen a No. 2 pencil, sit down at a desk, and take a practice exam, methodically coloring in the tiny ovals, or bubbles, on the answer sheet. "A very common mistake is mis-bubbling - skipping a question, but not skipping a line on the answer sheet," Schaeffer says.

"You can't get that practice with a mouse."

Publication#W\ P\ P# 14. Christian Science Monitor"Publication" #: \ PJP#August 4, 1998

Headline# \ P^P# Summer and Basic Skills Headline #: \ P_P#

Amelia Newcomb,
Staff writer
of The Christian Science Monitor

BOSTON " Here's an easy quiz: When do children achieve more academically, during the summer or the school year?

Most everyone knows the answer. It's one of the reasons parents may indulge in a mental tug-of-war between wanting offspring to experience that American ideal - the content-free summer - and taking a second look at summer-school classes. Exchange the September routine for more TV and little in the way of reading, after all, and the most common warm-weather lesson becomes one in how to backpedal.

Now, you could argue that a little nose-to-the-grindstone after Labor Day will get students back on track. But there's more at stake. Summer is not only when skills may slide, but also when gaps in academic growth widen between children of different social and economic backgrounds - sometimes creating long-term barriers to success in school.

The research is sobering. A recent study looked at the difference in reading comprehension skills between high-poverty and middle-class students at the end of elementary school. More-advantaged kids moved steadily ahead over the years, while high-poverty children barely budged. The problem, the study stated, lay almost completely at the feet of differing summer experiences.

Two other studies found that while high-poverty first-graders moved ahead more quickly than their peers in reading, their progress slowed more than that of their peers over the following summer - and did not pick up again in second grade.

Most kids lose some academic skills over the summer. But those from more prosperous homes often get camp, summer classes,

or most important, many informal learning, playing, and reading opportunities to keep them on track. A number of urban systems are requiring more summer classes for students who have fallen behind - a move that is often popular with inner-city parents and the kids themselves, in part because it keeps them safe and with other children.

But experts say that some informal (and free) efforts can make a difference as well.

Janine Bempechat, assistant professor in human development and psychology at the Harvard Graduate School of Education in Cambridge, Mass., makes a key point

: If adults show interest, kids typically will as well. If you both liked the movie "Contact," for

example, read the book (by Carl Sagan) aloud. Try to find someone, or a university, who has a telescope you can check out. Do the shopping

together, making a game out of reading labels and sorting items. Borrow library passes to museums.

The United States Department of Education also is chipping in to help. Its "Summer Challenge in

Read*Write*Now!" program encourages children to read 20 minutes and write 10 minutes each day. Partners meet with children

once or twice a week. The department provides activity books, including "summer home recipes" in reading, math, and history

(Contact 1-800-USA LEARN or www.ed.gov). The department also has materials for preschool kids.

No question - kids deserve a summer break. But that doesn't mean some fun that slips in a few learning tips is a bad idea.

Publication#W\ P\ P# 15. Associated Press "Publication" #: \ PaP# 08/03/98
Headline# \ PbP# Reno Urges Laws on Kids and Guns Headline #: \ PcP#
By LAURIE ASSEO Associated Press

TORONTO (AP) - Attorney General Janet Reno told the largest U.S. lawyers' organization Monday that more must be done to keep guns away from children and help

end a national "culture of violence."

"There can be very few people in the United States who disagree with the proposition that no one should possess a gun unless

they know how to safely and law

fully use it, and evidence a willingness and capacity to do so," Reno told the American Bar

Association's policy-making House of Delegates.

"States must enact and enforce laws requiring gun owners to store their weapons securely so that children cannot get access to them," she added.

Pointing to the recent fatal shootings inside the U.S. Capitol and killings at a number of schools around the country, the attorney

general said gun-related

violence is a major threat to Americans' safety. While Toronto had only 100 gun killings from 1992 through

1996, Chicago - a similar-sized U.S. city - had 3,063 gun homicides during that same period.

ddEvery day in the United States, about 100 people die from gun-related injuries, she said.

dd"Thus, reducing the number of injuries and deaths influenced by others must clearly continue to be a national priority," the attorney general said.

ddShe called for federal, state and local efforts to enforce gun laws and carry out prevention programs.

dd"We need to teach these young people that guns kill and maim for life ... that guns really do kill," Reno said. "The bottom line is that lawyers can change our country's attitude about guns ... We can end the culture of violence in this nation."

ddOn July 21, the Senate rejected a bill to require all handguns sold in the United States include safety locks designed to prevent accidents.

ddThe ABA's House of Delegates passed a resolution Monday seeking stronger efforts to deal with school gun violence, including firearms education, mediation to head off disputes and stronger laws to keep guns away from young people.

Publication#W\ PdP# 16. Associated Press"Publication" #:\ PeP# 08/03/98
 Headline#\ PfP# MIT Requires Online ApplicationsHeadline #:\ PgP#
 By ROBIN ESTRIN Associated Press

CAMBRIDGE, Mass. (AP) - Students aspiring to attend one of the country's most prestigious business schools can say farewell to one well-known ritual: the frantic, down-to-the-wire trip to mail an application by the deadline.

ddBeginning this month, MIT's Sloan School of Management will accept applications only via computer - apparently becoming the nation's first graduate or undergraduate school to adopt such a policy.

ddPlenty of the nation's 3,400 colleges and universities have been experimenting with electronic applications, using them as an admission option for the computer-savvy. But the class that will enter Massachusetts Institute of Technology's graduate business school in September 1999 is charting new territory.

dd"I don't know of anybody who's gone 100 percent that way," said Mark Milroy, chief officer of programs and services with the National Association for College Admission Counseling.

ddBy wiping out paper applications, MIT says it will save thousands of dollars in processing, printing and postage costs - plus hundreds of hours of staff time.

ddUsing a new Internet site started by the folks who sponsor the Graduate Management Admission Test - the standardized exam for business school admission - applicants can fill out the required Sloan School forms, pay the application fees and arrange to have their GMAT scores sent to the university in one electronic package.

ddThe only items that can't be electronically mailed - at least, not yet - are college transcripts and outside recommendations.

ddAbout two dozen other business schools, including Harvard, Columbia, Dartmouth, Northwestern, the University of Texas, Tulane, Michigan State and the University of California-Davis, will accept electronic applications through the Graduate Advantage Web site, which went online Aug. 1.

ddParticipating institutions pay \$5,500 a year for the administrative Web site software. Students pay a \$12 processing fee for each application.

ddOnly MIT is so far telling its future MBAs to forget about applying if they can't go online. But exemptions will be considered in the first year of the new plan.

ddExperts said it's unlikely many undergraduate schools will require only online applications anytime soon. After all, it's elitist to assume that every applicant has computer access, said Timothy J. McDonough, a spokesman for the American Council on Education, which represents 1,800 colleges and universities nationwide.

ddAnd Sloan is making no changes in the back end of the process: Officials there still plan to send acceptance and rejection letters the old-fashioned way.

Publication#W\ PhP# 17. The New York Times"Publication" #:\ PiP# 08/02/98Section: Education Life Supplement; Section 4A; Page 12, Column 1

Headline#\ PjP# Students Abroad Find A Wealth of Choices, And Even BargainsHeadline #:\ PkP#
By Robert D. Hershey Jr.

A generation ago, American collegians going abroad were typically well-bred women with rich or indulgent parents, students whose commitment to mastering the pluperfect sometimes wavered before the myriad enticements of Paris or Madrid.

ddWhile distractions remain, foreign study these days is a far different proposition. No longer confined largely to language courses, study abroad offers a vast array of places and subjects from which to choose.

ddAnd students have no need for investment-banker lineage. In fact, they may save money by spending a semester or two abroad " perhaps as much as 50 percent off the cost of a private American college, which can range from \$20,000 to more than \$30,000 a year.

dd"I don't know any country that has colleges as expensive as here," said Paulo Sotero Marques, a Brazilian journalist who lives in Washington and has three college-age children.

ddNissa Petersen spent the 1997-1998 academic year studying sociology at University College in Cork, Ireland. The cost, including housing and one-way air fare but not meals, came to \$15,200 " not inexpensive but significantly less than t

he \$20,000 or so she would have paid to Salem College in Winston-Salem, N.C., where she was enrolled back home.

dd"I was pleasantly surprised," said Virginia Petersen, Nissa's mother. "I thought it would end up costing more." For her part, Nissa Petersen said the savings gave her the sense "that I wasn't gallivanting around at my parents' expense."

ddHeidi Janes, 18, of Chevy Chase, Md., who spent her freshman year at Reed College in Portland, Ore., heads off this month to Capital Normal University in China. She needed to stretch her resources, since her parents had set aside a specified amount for her education. She looked to China for a bargain year expected to cost \$7,500, including room and board, far less than the \$28,000 she would have paid to stay in Portland. "She believed she had to do something like this to be able to graduate from Reed," Heidi's mother, Elizabeth, said.

ddAdding to the possible savings is the fact that students can sometimes apply their financial aid to foreign studies. While state aid and grants and scholarships from the home college cannot always be applied, Federal aid like Stafford loans and Pell grants can; in fact, it's a requirement.

ddBut no matter how much less a foreign program appears to cost, students need to check whether they still have to pay their school at home the full domestic tuition. Among the increasing number that do are Wesleyan and Columbia Universities, Swarthmore College, the University of Pennsylvania and, beginning in the 2000-2001 academic year, Smith College.

ddSome institutions are "shutting the doors," said William Hoffa, a foreign-study consultant in Amherst, Mass. "The new compact is, 'You owe us eight semesters worth of tuition, regardless.'"

ddStudents do tend to remain enrolled in a college or university at home while studying abroad, and American schools generally grant full credit for their foreign study. But because methods of evaluation vary widely by country, grades are normally disregarded in calculating grade-point averages.

ddMore than 80 percent of students enrolling in foreign-study programs do so through their own schools or other American colleges. They can also apply on their own directly to foreign universities, taking a route that is becoming somewhat more popular, largely because it is the least expensive option. But undergraduates don't always have this choice. Some colleges will not let their students go independently and still have the work blessed with home-school credit.

ddWith hundreds of foreign-study programs, finding the right one often involves one of the two dominant placement bureaus that have made a business of linking American students with appropriate courses in foreign institutions. One is the Institute for Study

Abroad at Butler University in Indianapolis; the other is Beaver College in Glenside, Pa., a suburb of Philadelphia. The broker, who takes care of all arrangements and continuing supervision, is paid a fee that varies by place and situation and is built into the total cost quoted.

Students seeking the widest options may want to consult one or more of the standard references published by the Institute of International Education in New York (Web site: www.iie.org). These include "Academic Year Abroad" (\$44.95), "Vacation Study Abroad" (\$39.95) and "Financial Resources for International Study" (\$39.95). A free pamphlet called "Basic Facts on Study Abroad" is also available. All can be ordered by writing to I.I.E. Books, P.O. Box 371, Annapolis Junction, Md. 20701; by calling (800) 445-0443, or by connecting to the institute's on-line catalogue (www.iiebooks.org). Another useful reference is "Peterson's Study Abroad" (\$29.95), from Peterson's, P.O. Box 2123, Princeton, N.J. 08543; (800) 338-3282 (www.petersons.com).

Of course, students study abroad for reasons that transcend finances: to expand their cultural horizons, and their resume. The following choices meet those criteria, but also are regarded as good value.

Britain and Ireland

Studying in foreign countries is not a guaranteed bargain. London and other major cities in Western Europe can be expensive. But Britain is still the most popular choice for Americans, attracting more than 25 percent of those going abroad, and it offers a wealth of programs.

Beaver College, which places the most American students in Britain, deals with 28 universities there, including University College London, known for its economics department (\$19,900 for the full year, including housing but not meals). City University in London offers a popular program in which students attend classes two days a week and intern three days a week in places like the London Zoo and Parliament (\$18,000 a year, including housing but not meals).

Beaver also places students in Ireland. University College Galway exerts the strongest pull on Americans, especially those of Irish descent, because of the sizable Irish-speaking community and its idyllic, west-country bayside location. (The cost is \$8,700 for the fall semester, \$15,200 for a full year, including lodging and one-way air fare but not meals.) Other highly regarded places are University College in Cork, which specializes in Irish studies and music, and the Institute of Public Administration, where students work as unpaid aides to members of Parliament.

Beaver College Center for Education Abroad, 450 South Easton Road, Glenside, Pa. 19038; (888) 232-8379 (www).

beaver.edu/cea/).

ddRutgers University has a junior-year program for study at one of 10 English and Scottish universities that students are assigned to after they are accepted into the program. Students from other colleges and universities get secondary consideration. Costs range from \$14,280 a year for New Jersey residents to attend the Universities of Bristol and Sussex to a high of \$21,370 for students from

other states who attend University College London. The prices do not include room, board or air fare.

ddThe other universities are those of Exeter, Manchester, Reading, York, Glasgow and St. Andrews and City University in London.

ddRutgers Study Abroad Office, 102 College Ave., New Brunswick, N.J. 08903; (732) 932-7787

(www.rutgers.edu/academics/study/uabroad/sao.html).

ddGermany

ddGermany has some of the biggest potential bargains because all its institutions of higher education are government-financed. Under an increasingly rare policy, as more countries end or sharply limit subsidies for noncitizens, foreigners are not charged tuition.

ddAs might be expected, however, this policy has led to an emphasis on one-for-one exchanges between American and German students, making arrangements more difficult. A good source of information on scholarships, visas and other foreign-study matters

is the New York office of the German Academic Exchange Service, 950 Third Ave., New York 10022; (212) 758-3223 (www.daad.org).

ddOne seasoned American operator, the Institute for the International Education of Students in Chicago, has setup its own programs instead of brokering students.

ts. One is in Berlin (\$9,000 a semester, \$16,200 for a full year, including lodging but not meals), and two are in Freiburg. One Freiburg program, on the European Union, costs \$8,400 for the semester, including lodging but not meals.

ddInstitute for the International Education of Students, 223 West Ohio St., Chicago, Ill. 60610; (800) 995-2300 (www.iesabroad.org).

ddThe University of Maryland University College runs sizable German programs, mostly for the military, but it also offers one in Schwabisch Gmünd for civilian

students planning careers in international business. This English-language curriculum costs \$11,000 a year

for Marylanders and \$16,000 for nonresidents, including room and board.

ddU.M.U.C. International Programs, University Boulevard at Adelphi Road, College Park, Md. 20742; (301) 985-7442 (www.umuc.edu/internat/germany.html).

ddItaly

ddFlorence, not Rome, is the most popular Italian destination for American students, with Georgetown University, Smith College and Sarah Lawrence College offering

programs of some renown. But the program that educators usually mention first is run by

Syracuse University, which for more than 30 years has been a sizeable presence with its own campus in this arts capital, a virtual museum without walls. Art history and architecture are the chief subjects of study for the American contingent " 200 strong last semester.

This program is unlikely to be a money-saver, though, because Syracuse charges the same amount, about \$13,000 a semester, that students pay at its campus in

New York State. The price includes housing, some meals and one-way air fare. Students who join the

program from higher-priced universities might find Florence cheaper than, say, Yale or Princeton, but even as a financial wash, the

sunny seat of the Medici is hard to resist.

Division of International Programs Abroad, Syracuse University, 119 Euclid Ave., Syracuse, N.Y. 13244; (800) 235-3472 (sumweb.syr.edu/dipa).

Fairfield University, a Jesuit institution in Connecticut, offers two monthlong summer programs and one-semester and full-year

programs. Cris Bowers, Florence

Program Assistant, Fairfield University, Dolan House, Fairfield, Conn. 06430; (203) 254-4220

(www.fairfield.edu/sce/index.htm).

New York University has begun offering a year in Florence for freshmen. New York University Study Abroad Admissions, 7 East

12th St., Room 608, New York 100

03; (212) 998-4433 (www.nyu.edu/studyabroad/undergraduate/florence.html).

Central and South America

The University of Costa Rica attracts students interested in the rain forest and other environmental subjects; a brochure mentions

the country's 800 varieties

of butterflies. The university has become such a magnet for foreigners that some students have complained

about a lack of connection to the local populace.

The University of Kansas sponsors a highly regarded program that costs only \$5,300 a semester, \$4,300 for those enrolled at the

Kansas school. This price covers

everything but transportation and includes intense Spanish-language study.

Office of Study Abroad, University of Kansas, 108W Lippincott, Lawrence, Kan. 66045; (785) 864-3742 (www.ukans.edu/osa/).

The University of Illinois leads an American consortium that expects to place 70 students in one or more of three top institutions

in Buenos Aires this fall

. The three are the University of Buenos Aires, still a center of political ferment but not as strike-prone as

it used to be; the Catholic University of Salvador,

and Torcuato Di Tella University, which has rigorous economics and business

programs.

"This isn't a fun-in-the-sun type of program," said Joan Solaun, foreign-study director at the University of Illinois, noting that the

program requires two weeks of orientation at an Andes retreat. Tuition, room and board come to \$7,985 a semester.

Study Abroad, University of Illinois, 115 International Studies Building, 910 South Fifth St., Champaign, Ill. 61820; (217)

333-6322 (www.uiuc.edu/providers

/ips/sao/).

The Middle East

Israel offers many choices for foreign students. Its five principal universities have formed a consortium to coordinate efforts, but each maintains individual

admissions requirements and sets its own price, although costs for each are around \$10,000 a year for

tuition and housing. The Hebrew University of Jerusalem

and Tel Aviv University are the most popular choices of American students.

B

ar-Ilan University, in a Tel Aviv suburb, concentrates on Jewish heritage; Ben-Gurion University of the Negev in Beersheba offers

a desert experience, and the

University of Haifa exploits its location in a cosmopolitan port city and center for high technology.

The Hebrew University of Jerusalem, Office of Academic Affairs, 11 East 69th St., New York 10021; (800) 404-8622

(www2.huji.ac.il/www/usfos/top.html). Tel Aviv

University, Office of Academic Affairs, 360 Lexington Ave., New York 10017;

(800) 665-9828. Bar-Ilan University, Office of Academic Affairs, 91 Fifth Ave.

, Suite 200, New York 10003; (888) 248-9327.

Ben-Gurion University, Center for

International Student Programs, 342 Madison Ave., Suite 1224, New York 10173; (

800) 962-2248

(www.bgu.ac.il/osp/). University of Haifa, Overseas Student Programs,

352 Seventh Ave., New York 10001; (800) 334-0755

(www.haifa.ac.il).

An intriguing new Arab-studies program is being offered this fall in Sana, capital of newly unified Yemen in the southwestern

corner of the Arabian peninsula

, along ancient trade routes for spices and luxury goods. The 10-week program consists of Arabic

and two other courses: one on the country's 5,000-year history,

the other on its current political science. Study of Arabic is

recommended

before starting the program, but it is not required. Registration is through Portland

State University in Oregon, which

has more than 30 years of experience in

the Middle East. The Yemeni program costs \$5,500, which covers tuition, lodging and at

least one meal a day.

Study Abroad, Portland State University, P.O. Box 751, Portland, Ore. 97207;

(503) 725-8246 (www.oaa.pdx.edu/International

/InternationalEd/studyabroad).

Australia

Sydney, host to the Olympic Games in 2000, is becoming a highly popular destination for American students. In size and breadth

of curricula, institutions like the University of Sydney and the University of New South Wales are similar to state-financed universities in the United States. The cost is \$11,500 to \$12,000 a semester, including housing and air fare, but not meals. The first semester runs from February to June and the second from July to November. A student must take a full course load to qualify for a student visa, and a guidebook cautions that foreign students are sometimes "surprised at the workload required of them."

Butler is the main broker for Australian study. But students can save money by enrolling directly at, say, the University of Sydney, paying about \$6,675 a semester for tuition, room and meals.

Institute for Study Abroad, Butler University, 4600 Sunset Ave., Indianapolis, Ind. 46208; (800) 858-0229, (www.butler.edu/www/isa). Study Abroad Adviser, University of Sydney, NSW Australia 2006; 61-2-9351-5841 (www.usyd.edu.au/su/io).

ART Drawings

Publication#W\ PIP# 18. The New York Times"Publication" #:\ PmP# 08/02/98Section: Education Life Supplement; Section 4A; Page 28, Column 1

Headline#\ PnP# Why Johnny's Doing Calculus: The Booming Education IndustryHeadline #:\ PoP#
By Jim Yardley

In late May four teachers and administrators, sitting solemnly behind a table at the office of a top Manhattan public school, delivered the bad news to Elizabeth and Antonio Trindade. Their son, Lorenzo, could not keep up. He needed to be placed in special education classes at a smaller school.

Ms. Trindade listened with disbelief. The future she had imagined for her child "a competitive high school, maybe an Ivy League university" was disintegrating.

In the not-too-distant past, this sort of conference might have occurred in Lorenzo's eighth year of school, or even as early as the fourth grade. But Lorenzo was 6 years old. He was failing kindergarten.

"They could kill my son," Ms. Trindade said of the school officials.

So she responded as if Lorenzo had been diagnosed with a fatal disease: she went looking for a second opinion. After that meeting, she arranged appointments with a child psychologist and a pediatrician. And then she took Lorenzo to a Huntington Learning Center, one of the for-profit tutorial and educational centers that are becoming increasingly common in cities and suburbs.

In doing this, Ms. Trindade joined thousands of other parents across the country who are plunging into the vast world of "supplemental education," of which chains like Huntington, Sylvan and Score! make up only a part. In the past fi

ve years, an enormous educational industry has taken off to meet the needs and demands of parents who are either frustrated with schools, or fearful that their children will fall behind in an increasingly competitive world. The amount of products and services "how-to books, software titles, learning centers, private tutoring programs" is stunning. Since 1991, Sylvan, one of the first chains of storefront learning centers, has grown from 466 to 700 outlets across the country, with more than 124,000 students registered last year. Huntington is also expanding, from 112 centers in 1995 to a planned 200 by the end of this year.

"The message we get from parents is not so much that they're frustrated with schools, but that they're frustrated with their child's performance," said Ray Huntington, who with his wife, Eileen, founded the first Huntington Learning Center in Oradell, N.J., in 1977. "Originally, we were the last choice. Today, we are increasingly the first choice."

There is so much educational software that stores cannot come close to stocking it all. About three new titles arrive on the market every day, all aspiring to become the next "Rabbit Reader" or "Jumpstart." Last year, sales of educational software topped \$511 million.

The hottest sellers are for children in preschool through third grade, and the target group seems to be getting only younger: the new "Jumpstart Baby" is for babies 9 to 18 months old.

"I say there will soon be electrodes they will hook up to a woman's stomach that will be educational," said Ann Stephens, president of PC Data, which tracks software sales. "What's next? 'Jumpstart Fetus'?"

Probably not. But parental anxiety over education and future success certainly helps explain some books, like "Career Coaching Your Kids, for Ages 6 to 26."

The volume of materials hasn't necessarily made for more clarity: Different books and tutoring programs often espouse contradictory advice, like using the phonics or whole-language approaches "or neither" to help children learn to read.

Some child development experts note, meanwhile, that many "new approaches" on the market are merely repackaged old maxims like drills and memorization.

What also concerns many development experts is the notion that young children can be cleanly assessed and categorized. However good their intentions, they say, parents and schools must be careful not to place unrealistic expectations on young children, and they caution that learning is not a one-size-fits-all commodity.

"There's a magic bullet for everything now," said Gail Furman, a Manhattan

child psychologist who works with several private schools. "If you're depressed, you take Prozac. If you're impotent, you take Viagra. If you have a learning problem, you get tutored, get tested and you think it will all get better. But that's not always true."

Young children, Dr. Furman noted, develop differently. Some may excel in early grades; others may take longer to bloom. One child with early reading or handwriting problems may be incredibly creative; another who achieves early may simply be more mature and better organized. The second child may be identified early as a high achiever " and then end up struggling later as school subjects become more complex.

"You then make these kids 'labeled' and 'identified,' and what happens is they become more and more defensive and self-conscious about learning," Dr. Furman said.

In Manhattan, though, the intense competition for admittance into top elementary schools, public and private, often hinges on early assessments. Private tutors charge up to \$150 an hour on the Upper East Side to help students meet, or get ahead of, their workloads.

In her own practice, Dr. Furman says she sees many examples of children who she believes are inappropriately labeled as slow learners by schools. She is now counseling a 6-year-old girl in kindergarten whose parents want her to attend an elite elementary school. In one sample of her work, the child has written, 'Ples Do Not Tush, Thik you.' She scored well on I.Q. tests, but has not yet grasped spelling and reading. "This child has been identified as a youngster with severe learning problems," Dr. Furman said.

"Her parents have been advised to get outside tutoring and counseling, and that she may not be a candidate for the school."

Parents wait up to a year to take their children to Dr. Mel Levine, director of the Center for Development and Learning at the University of North Carolina School of Medicine in Chapel Hill. The author of several highly regarded books on child development, Dr. Levine agrees with Dr. Furman that early assessments can lead to premature conclusions, except where a child has severe problems.

But, he said, parents are right to be concerned if a fourth grader is still struggling to read, or if a sixth grader resists writing or doing homework. Such a child could have subtle motor problems, memory problems or difficulty in organizing ideas, he said.

Because he considers learning disorders to be an "epidemic," Dr. Levine created private learning centers with providing strong remedial tutoring in basic skill subjects like reading and math. But he said parents should not believe these programs are reinventing

the educational wheel.

dd"A lot of these programs portray themselves as being on the cutting edge, but they're doing things that are very traditional," he said, adding that much of what is offered is old-fashioned repetitive drilling.

ddA conflict of interest can exist, Dr. Levine said, when centers that offer tutoring also sell child-assessment services. "You come in, and you get assessed, and they say, 'Well, we just happen to have exactly what you need,'" he said. "It would be better to separate assessment and treatment."

ddVickie Glazar, a Sylvan spokeswoman, noted that Sylvan uses the respected California Achievement Test to make its assessments;

Huntington uses a combination of tests, including parts of the California test.

ddBut another potential area for conflicts of interest can come from "co-branding." In one example, Sylvan and the software company

Virtual Knowledge have a relationship in which children who take Virtual Knowledge's "Children's Skills Test" assessment software are nudged toward Sylvan for help.

ddThough Dr. Levine has not seen that test, he cautioned parents about placing too much weight on findings from any generalized, at-home computer assessments.

In many ways, this assessment is a descendant of the old at-home I.Q. tests. Designed to be "fun" and not intimidating to children, the at-home assessment software is based on the Iowa Skills Test and the California Achievement Test, according to company officials.

ddParadoxically, many assessment specialists "like child psychologists, developmental pediatricians and educational diagnosticians" are struggling to stay in business, because relatively few parents can afford the hundreds of dollars needed to pay for a comprehensive evaluation, and insurance usually does not cover it.

ddSuch specialized assessment can include a battery of medical and diagnostic tests. Lawrence Green, a retired educational therapist and diagnostician who lives near San Jose, Calif., said only specialists can properly assess complicated, underlying learning weaknesses that often go undetected in quick diagnostic assessments.

dd"The parent is faced with all these options and they have limited resources," said Mr. Green, whose book, "Finding Help When Your Child Is Struggling in School," will be published later this summer by Golden Books. "What they know is: 'I have a child who

is bright and capable, but he is not working at a level commensurate with his ability. So what can I do?'"

ddExperts worry that lower-income children, many of whom would greatly benefit from extra help, are far less likely to get it, pushing them even further behind

d academically. Educational software begins at around \$30. And most poor families don't have home computers in any case. One session at a learning center, meanwhile, can cost \$55 to \$75 an hour, depending on the child's age and skill level, and the centers suggest three hours a week "putting the price beyond the reach of many middle-class families as well."

dd"The learning centers work, obviously, with kids who have money," said Deborah Briggs, who owns two Huntington franchises in Manhattan.

ddIn response, a small number of public school systems, using Federal grants, have contracted with Sylvan to operate tutoring centers in disadvantaged schools.

. And there are nonprofit programs sprinkled across the country. The Readnet Foundation operates programs in five upper Manhattan schools, using computers and specially designed software to provide intensive reading support and tutoring for underprivileged children. But these programs are the exceptions.

dd"If I get 100 calls a month, 60 percent of them are from parents who are really poor," Ms. Briggs said. "The first thing they ask is do we have financial aid. It's unbelievably heartbreaking." She said currently she has five lower-income students being tutored for free.

ddMs. Briggs emphasized that learning centers are not designed for students with problems like dyslexia or other learning disabilities. Instead, they best serve students who, for one reason or another, are not reaching their potential.

ddAt Huntington, incoming students undergo two to three hours of diagnostic and achievement testing to determine reading level, to measure phonetic ability, to assess ability to recall information and to pinpoint learning strengths and weaknesses. In one test, the Slosson Visual-Motor Performance Test, a child is shown 14 different shapes and asked to perform tasks; for example, to "draw a straight line inside the rectangle." Ms. Briggs said this test helps establish whether a child can process visual information properly.

ddShe said her tutors "all of them certified teachers" do not adhere to any particular educational philosophy. If they think phonics will work, fine. If it is whole-word reading, fine. The educational director, Robert Golden, says four of five students show improvement after several months.

dd"It's about going to a child's weaknesses and helping them survive with that weakness," Ms. Briggs said.

ddJust the promise of individualized attention is why so many parents turn to help outside their children's schools.

dd"It doesn't matter how good or bad the school system is," said Gary Natriello, a professor at Columbia University's Teachers College, who took his own son to Sylvan. "They're organized to produce bunches of kids. They're just not organized to really address the needs of particular kids. They're not organized to

o help a kid catch up."

ddOn the surface, chains like Sylvan and Huntington may seem as similar as McDonald's is to Burger King. Both use a ratio of one tutor per three pupils and both have similar hourly rates. But Sylvan offers an incentive plan in which students can earn points toward winning a prize, such as a skateboard; Huntington considers rewards to be the wrong message. Sylvan guarantees that a student's reading skills will jump at least one reading level after 36 hours of tutelage; Huntington doesn't make guarantees.

ddSome independent learning centers or private tutorial services offer even more individual attention. K.C. Genzamer, a Manhattan tutor who charges \$90 an hour and works with children ages 3 to 14, offers a weekend study hall at her apartment so students can drop by to work on homework.

ddLinda Nelson, a retired teacher who opened Learning Power, a tutoring center in Hartford, offers one tutor for every student. Ms. Nelson said she decided against buying a Sylvan or Huntington franchise because of what she described as their "cookie-cutter" methods.

dd"We spend a lot of time looking over report cards, calling teachers," Ms. Nelson said. Ms. Glazar, the Sylvan spokeswoman, responded that the centers offer the assurance of "consistent programs around the country."

ddIf learning centers represent a 90's variation on old-style tutoring, then so too is the other fast-growing component of the supplemental education industry "may be the educational brave new world. Titles like "Math Blaster," "Reader Rabbit" and "Where in the World Is Carmen Sandiego?" already constitute something of a canon. There seems little doubt that using educational software only enhances children's computer literacy, and many parents regard it as essential to preparing for the future.

dd"Parents are very worried in general that the world is going to turn into a computer-generated place, and that their kids have got to get started prenatally," said Mary Sue Lindley, an elementary school computer teacher at Public School 321 in Park Slope, Brooklyn.

ddDiane Shohet, an executive producer with Hasbro Interactive, which makes computer games with an educational bent, said that "edutainment" is the most recent trend for children. In edutainment, the emphasis is on visual graphics and 'fun' animated characters.

"People are doing more entertainment-form titles that happen to have some education in them," Ms. Shohet said. "Fun," of course, is part of the attraction of software; unlike rote school exercises, children embrace software learning games.

dd"There's nothing to say that just because something is fun, it isn't educational," Ms. Shohet said.

ddBut even educators involved with software worry that some products labeled as educational are merely thinly veiled video games.

Robin Hubbard, executive director of the Readnet Foundation, which has developed a reading software program in conjunction with

Teachers College, said most titles "for younger children are really just pleasant looking, not based on academic theory, generally."

dd"The software the little kids are using really has to be a close relative to the television they have been watching," she said.

"Otherwise it won't hold their interest."

ddWhat is lacking is an easy way to make sense of it all. In this, the Government offers little help. Charles Blaschke, head of

Education Turnkey System, a market research group that monitors Federal and state initiatives for software, said that the last major

study of computer-based education in schools was done in

1975. For simply weeding through the options, the Web sites of Family PC, Chi

ldren's Software Revue, Home PC and Technology & Learning offer reviews of new software.

ddSome educators say the evolution of software is already transforming the learning process for the better. Voice-sensitive computer software can interact with

students doing exercises. The not-too-distant future of virtual reality "when

a student can put on a headset

and find himself in first-century Asia Minor "tantalizes many educators.

dd"It's only the beginning," said Paul Houston, executive director of the American Association of School Administrators. "It's going

to inevitably revolutionize a lot of learning.

ddKids and families are having direct access to learning and education, he added. They don't have to go through an intermediary

like a school.

ddElizabeth Trindade is spending much of the summer looking for ways to help her son. Huntington determined that Lorenzo was,

in fact, in need of tutoring and

recommended three hours a week at \$225. Ms. Trindade could not afford it. She is a personal trainer

who runs her own business; her husband is a personal trainer for a health club.

ddAfter Huntington, Ms. Trindade took Lorenzo to a child psychologist, who raised the possibility of attention deficit disorder. She

also bought a copy of "The

World Almanac for Children," and she kept meeting with officials at Manhattan's District 2.

ddFinally, she said, she reached a compromise with them: Lorenzo will repeat kindergarten this fall rather than transfer into special

education. In her research,

she discovered that Lorenzo was one of only a few children in his class who hadn't attended preschool.

Perhaps, Ms. Trindade said, Lorenzo wasn't slow, but simply behind before he had started.

ddTo help him catch up, she has restructured her home life. She now spends time every day tutoring Lorenzo; when he makes up his bed, he has to also spell b-e

-d. She has devised counting games and learning games, partly from consulting books. He also works with different educational software titles.

ddIt's all geared toward one goal: success, from first grade on. "I didn't realize that after kindergarten," she said, "you've got to be ready."

ART Photos: Students being tutored at a Huntington Learning Center in Englewood, N.J. "Originally, we were the last choice,"

said Ray Huntington, the ch

ain's founder. "Today, we are increasingly the first choice." (Philip Greenberg for The New York Times;

Photo illustration by Terry Miura) (pg. 28); Eliza

beth Trindade is spending the summer looking for ways to help her 6-year-olds

on, Lorenzo, who had fallen behind in kindergarten. (Thomas Dallal for The New York Times) (pg. 31); K.C. Genzamer, a private

tutor, works with Eric and Jak

e Murray on educational games. (J. Emilio Flores/The New York Times) (pg. 38)n

Publication#W\ PpP# 19. The New York Times"Publication" #:\ PqP# 08/02/98Section: Education Life Supplement; Section 4A; Page 17, Column 1

Headline#\ PrP# Easy Degrees Proliferate on the WebHeadline #:\ PsP# By David Koeppl

Ira Doreen Donovan, an elementary school teacher in Miami, was 31 credits shy of a master's degree in special education when she saw an on-line advertisement

for Columbia State University. After sending \$800 as the first payment on a \$2,000 degree, Ms.

Donovan received a textbook to summarize and send back for grading.

ddBelieving this was the first step of several, she was shocked when shortly after, a certificate not only for a master's but a doctorate arrived at her home.

Along with the degrees came transcripts awarding her a 3.9 grade point average for classes never taken and credit for a completed thesis and dissertation.

TD "I called the school and told them if this degree isn't worth the paper it's printed on, I don't want to pay for it," Ms. Donovan said. "This degree

mill made me look like a fool."

ddColumbia State returned her money, but others say they have not been so lucky

ddAfter investigating 36 complaints, including one from Norway and one from Malaysia, the Louisiana Attorney General's office

has filed for a preliminary inju

nction against Columbia, charging that it violates the state's Unfair Trade Practices Act and consumer

protection laws. Last month the State of Illinois also

filed suit seeking an injunction and restitution for consumers and the state.

ddRepeated calls to Columbia's office in Metairie, La., seeking comment were not returned.

ddThe Internet has "rekindled the old-fashioned diploma mill," said Michael Lambert, the executive director of the Distance Education and Training Council, a recognized accrediting agency that has approved 65 on-line and home-study schools. "The Internet is a haven for these places."

ddSurfing the Web these days is like flipping through a virtual college catalogue. With its interactivity and accessibility, the Internet has sparked new interest in home-study programs, offering actual courses on line or just information.

ddAlthough many distance-learning schools have solid reputations and graduation requirements, hundreds of Web sites have popped up for schools charging between \$200 and \$7,000 for sheepskin that requires little or no work from students. Columbia, for instance, promises degrees within 27 days.

ddElaborate home pages make schools look credible, Mr. Lambert said. The schools can operate in the anonymity of cyberspace, sometimes listing just an E-mail address or post office box. And on line, they can reach a global audience for minimal cost.

ddEugene Sullivan, co-author with David W. Stewart and Henry Spille of "External Degrees in the Information Age," the American Council on Education's guide to correspondence programs, defines a diploma mill as an "organization that sells degrees without an academic base and without requiring sufficient academic achievement."

ddWhile perfectly legitimate schools might have an element or two of a diploma mill (say, credit for work experience), experts say there are multiple defining characteristics:

ddThe school emphasizes credit for work or life experience without appropriate mechanisms for assessing that experience in terms of college-level learning.

ddDegrees are obtained in far less time than would be required at a legitimate institution. (A bachelor's degree typically takes four years of full-time course work, a master's one to two years, a Ph.D. dissertation several years to research and write.)

ddTuition and fees are on a per-degree basis instead of per semester or course.

ddSchool brochures list faculty members who neither teach nor provide other services, and there is virtually no interaction with faculty members.

ddThe school is not accredited by an agency approved by the Department of Education, the Council for Higher Education Accreditation or other legitimate institutions.

ddAccreditation, however, is voluntary.

dd"From my experience it's not the blatantly fraudulent schools that are the r

real threat," Mr. Stewart said. "It's the academic frauds that have a little substance that are the problem."

He was referring to schools that require students to perform some academic exercises like writing a paper or taking an exam "and some students might invest considerable effort " but their degrees are unacceptable to established colleges and universities and unimpressive to prospective employers.

But experts admit that most such institutions cater to people who know exactly what they are getting into.

"Many people are well aware of what they are doing," Mr. Sullivan said. "They want a credential and they want to get it quickly.

But others are busy people or foreign students who don't know much about higher education. They see these places as programs that fit their needs."

Joe Joyal of Atlanta said he had worked as an engineer for 20 years without a degree and applied to Columbia State for a joint bachelor's/master's degree in mechanical engineering. He received both degrees in under six months after summarizing two textbooks.

He said he suspected the degree was worthless but nonetheless listed it on his resume. Later he had second thoughts and took it off. He is pursuing a degree from an accredited distance-learning program.

Columbia State claims in Internet advertising that it is accredited by the International Accrediting Association, a "fictitious school accrediting agency,"

according to the Louisiana Attorney General's complaint. The owner of Columbia, Ronald Dante, was sentenced in February in Los Angeles to five-and-a-half years in prison for operating fraudulent schools in California. He jumped bail and is

being sought by United States marshals, according to Michelle Muth, a spokeswoman for the Federal Trade Commission. Columbia continues to operate.

Perhaps the largest crackdown on schools took place from 1981 to 1991, when Operation Dipscam (for diploma scam) put 50 out of business on charges ranging from mail or wire fraud to conspiracy. "Sometimes we'd find phony accreditation or that we were

able to negotiate a degree for a lower price," said Allen Ezell, a former agent with the Federal Bureau of Investigation who oversaw Dipscam.

"Some schools sent transcripts and diplomas to students for courses never taken."

States like New York and Illinois closely regulate academic institutions, requiring that they be authorized to operate. But many don't. Mr. Ezell said investigations often start by looking into schools incorporated in the states with the weakest laws, like Hawaii, Utah and Louisiana.

Hawaii has been wrangling with a few unaccredited schools lately. Its department of consumer affairs has sued Pacific Western

and American State Universities, two distance-learning schools with offices there, for not making clear in advertisements that they are unaccredited. After agreeing to a settlement, American State decided to close. "The penalties were too substantial," the school's

lawyer, Evan R. Shirley, said, specifically citing the requirement that every ad disclose its unaccredited status. "My client never explicitly expressed wrongdoing," he added, "but a conclusion could be rationally made that there was wrongdoing."

Pacific Western's case is pending. Calls to its office and lawyers were not returned, but in answer to the complaint filed in circuit court in Honolulu, it denied allegations that it misleads consumers about its accreditation or suggests it is "somehow accredited or approved by the State of Hawaii to award academic degrees."

Another area of dispute that has caused considerable legal wrangling has been the similarity in names between accredited and unaccredited schools.

An unaccredited school called Washington University, which has an office in Bryn Mawr, Pa., but is incorporated in Hawaii and the British Virgin Islands, se

tled a suit in June filed by the more established Washington University of St. Louis. The suit charged that the unaccredited school infringed on its trademark and engaged in unfair competition.

The details of the settlement are confidential, but the consent judgment entered by the court told the school to come up with a new name, and one that separated the words "Washington" and "University" with a word of at least 10 characters.

Yil Karademir, who owns the unaccredited school, chose Washington International University. (Unaccredited schools tend to favor the word "International," as well as "America," "United" and "Pacific.")

The St. Louis school had complained that it had received inquiries from prospective students and alumni who were confused when they saw the other school's ads "not to mention being the target of protests from human-rights activists after a businessman linked to Myanmar's military dictatorship bought an honorary doctorate.

"What they do bears no resemblance to the education we provide," said Lori Fox, the associate general counsel for Washington University in St. Louis. "Are they a diploma mill? You'll have to draw your own conclusions."

Mr. Karademir said he is not running a diploma mill.

"We are a young university," he said. "We didn't even know about them when we chose the name three years ago. They're not exactly Harvard. Calling us a degree mill is hitting below the belt in order to belittle and discredit us."

Mr. Karademir said his school is made up mostly of international students who

are given academic credit for life experience, though he plans to add on-line courses in the fall. Washington International's Web site is extensive and promises to grant degrees in one year. "The academic community [sic] find our degree programs to be OUTSTANDING!" the Web site declares. "All Washington International University degrees are ATTESTED and sealed for authenticity by a Government appointed NOTARY!"

ddCosts range from \$2,850 for a Bachelor of Science in business administration to \$7,400 for a combination bachelor's and master's degree.

ddMeanwhile, the Pennsylvania Department of Education is investigating complaints about the school, according to Michelle Haskins, a department spokeswoman.

ddLast year, the Illinois Attorney General succeeded in shutting down an on-line school, Loyola State University, for violating consumer protection laws by confusing students into thinking it was Loyola University of Chicago. Patricia Kelly, division chief of consumer protection in the Attorney General's office, said that Lorie LaFata, who ran the school, created dummy transcripts with fictional class names, codes and grades. Students would receive diplomas after paying \$2,800. "We were able to see she was not offering what she promised," Ms. Kelly said.

ddIn her settlement with the Attorney General's office, which had filed suit against her, Ms. LaFata agreed to pay restitution to the state and not to conduct business on the Internet for five years, including having a Web site.

dd"The state and I came to a good understanding," said Ms. LaFata, who offered that she had been a Columbia State student. "I did have to admit to wrongdoing. It was an awful time for me. I hope to leave that behind."

ddRichard Mitchell, president of the New Orleans Better Business Bureau, advises prospective students to do their own investigating before signing up with a distance education school.

dd"Do some intelligent things like checking out a school with agencies that can give you more information," he said. "Don't just jump into a school because they have an impressive Web site. If you take time and do your homework, you can avoid a problem."

ddMr. Lambert said it was easy for unsophisticated applicants to be fooled. "In mixing dollars and dreams," he said, "it's many of the true innocents that get trampled on."

ddHow to Check School Credentials

ddSurfing the Web for a home-study school? The Department of Education suggests that the first step is to check a school's accreditation - a process in which courses are reviewed, students surveyed and campuses inspected. For a list of agencies approved

to accredit schools, write: Department of Education Accreditation and Eligibility Determination Division, 6000, Independence Ave., S.W., Washington, D.C. 20202-5244; (202) 708-7417; www.ifap.ed.gov/scb.html/agenc.htm.
The Council for Higher Education Accreditation, an organization of colleges and universities, also approves accrediting agencies.
Write: One Dupont Circle,
N.W., Suite 854, Washington, D.C. 20036-1110; (202) 955-6126; www.chea.org.
ART Photo: The home pages of two on-line schools that offer quick degrees, left. Ira Doreen Donovan's doctorate.

Publication#W\ PtP# 20. The New York Times"Publication" #:\ PuP# 08/02/98Section: Education Life Supplement; Section 4A; Page 32, Column 1

Headline#\ PvP# Back To the BlackboardHeadline #:\ PwP#
By Mikki Shaw

A recent survey suggested that education professors are out of touch with the reality of the American classroom, students' needs and the public's desires. The survey, by the research organization Public Agenda, concluded that education professors value the learning process over the right answer and creativity over grammar and spelling, and they consider discipline a low priority. Not surprisingly, such conclusions make parents growl and classroom teachers cringe. Those of us who work with new teachers struggle daily with the conflicting demands of classroom realities and academic ideals. We want our teachers to have realistic expectations and appropriate tools, but we also seek commitment to change and a recognition that the traditional ways of teaching are not the only ways. In our program at Columbia University, we encourage aspiring teachers to read widely and work in cooperative groups, and we offer alternative methods for assessing their future students' progress besides traditional testing. Still, many of our graduates find jobs in schools that emphasize traditional teaching and learning " and the transition can be difficult. I think of Ashley, for example, idealistic and enthusiastic, who was placed in a school where the teachers focused on issues of control and discipline. Ashley found the approach troubling. Yet when she took over a class and tried out other techniques, students responded only to the lack of restraints, and chaos ensued. She was left feeling that there was no choice but to assert control. Last May, prompted by questions of pedagogy and a conviction that, after five years at Teachers College, it was time to get back to kids, I accepted an invitation to spend two weeks teaching at a Yonkers high school. I had been a high school English teacher for 20 years, and later, as a teacher of teachers, I had spent three years at the Yonkers school supervising student-teachers. My intention in returning to a high school classroom was to teach, not to write. But much

of what I saw lends a firsthand glimpse into the chasm between the theory and the practice of education, a disjuncture that recurs in urban districts across the country. The high school where I taught is located among practically identical well-maintained, one-family homes. Until a decade ago, the school was well respected for academic achievement. But today, its reading and math scores are among the lowest in the state. In the mid-80's, a high-profile, bitterly fought redistricting effort triggered white flight. Today the school is 10 percent white, 40 percent

Hispanic, 45 percent black and 5 percent Asian and other. I returned to the classroom to see if I still responded to students " and the way to me, but what surprised me most was the teachers. Some were curious about me, others suspicious about my motives or aggressive in their attacks on the Ivory Tower. Day after day, what I heard was sadness, sometimes anger, and often despair when the subject turned to the lack of money or support services. Yet

what my colleagues wanted most was help in becoming more effective teachers, help working with their students.

Monday, Day 1

I had been up until 3 the night before, worrying, but class was completely antipathetic. The 27 10th graders came full of noise and energy, but settled down

quickly at the request of my host teacher, Mr. M., as the kids call him. He introduced me, distributed

our project for the next two weeks, "The Taming of the Shrew," and took a seat in the back of the room.

I asked why anyone would want to read Shakespeare today, and we wended our way into a discussion about whether human nature

" and teenagers " have changed

much in 400 years. We talked about arranged marriage, why older siblings always think they got

a bad break, and who has the upper hand in the battle of the sexes.

Mid-discussion, one child asked, "What are you doing here if they don't be paying you?"

I told him, "I came down to see what the big deal is with all the dopey Tommies you guys wear."

Fortunately, they laughed. Perhaps I wasn't so bad for a geeky-looking, middle-aged white woman.

Midnight

I'm worried. I spent four hours tonight making up questions, group projects and character maps for my new students, indicating

each character's role and relationship

to the others. I have my own project due this week for a class at Teachers College, plus another

rewrite for my dissertation proposal. Tomorrow I pick up

curriculum projects from my own Teachers College students, which will have to

be returned in a week or so.

ddWhat was I thinking?

ddTuesday, Day 2

ddMr. M. had a conference day, so there was a substitute teacher in class with me. Maybe in her mid-20's, she was certified to teach Health Ed. She seemed swe

et. She took attendance " there were five kids who had been absent yesterday " then she sat down and

chewed gum for the rest of the period. I could tell when

I got boring just by looking over at her. She would start bobbing her head or s

taring out the window.

ddI handed out the character maps. Now, all I needed was their attention! I tol

d the class that Mr. M. had told me the class was great

and so should be able t

o do the entire play in one period.

dd"Come on, we can do it."ddNothing. No open books.

dd"Well, O.K., if we can't read the whole play, maybe we can at least get an i dea of what the play is about, and then we can try and

convince Mr. M. that we

did read the whole play."

ddA few grins: they knew they'd been set up, but it wasn't such a bad idea.

ddSo we plowed through the summary and the character map " with small time-outs

for explanations about dowries, soliloquies,

asides and why the Shakespearean

casts were all men.

ddWe got to the crucial scene in which Petruchio admires what he claims is moon light in the middle of the afternoon, and forces

Kate to acquiesce to the false

observation. A few kids started going off on Kate " how she was a sellout, and worse.

ddOne boy said, "Most of the women be saying they want their rights, but when the man says the word, they be bending their heads

to it."

ddI was pleased that they were being talkative. I had feared silence. At the end of the period, they asked if we were still going to fool

Mr. M. Sure, I told

them, why not?

ddAfter class, the substitute said she had thought I was in trouble when I star

ted by asking questions. It turned out "good," though,

she said. I asked her

why she didn't consider getting certified in one of the major subjects, where t

here are more opportunities than

in Health Ed. No, she told me, that's boring s

tuff and too much work.

ddWednesday, Day 3

ddThe kids laughed when I started class by asking Mr. M. if he could please get me some coffee. ("Hey, Mr. M., she think she

Petruchio!") While he was gone,

we planned our attack. Mr. M. returned.

dd"Mr. M., what are we going to read next?"

dd" 'Taming of the Shrew.' I thought you started it yesterday."

dd"We finished it."

dd"You what?" He played it big. "You guys don't know about the " moonlight scene, do you?"

ddAmazement, laughter, all very silly.

ddWe moved on to the reading. They took turns, but some read so haltingly it would have been difficult to sustain all period. After reading a pivotal scene and discussing it, we watched the Elizabeth Taylor-Richard Burton version. They liked the movie.

ddI spent the next period in the faculty room with Mr. M. When he introduced me as "from the university," several teachers started talking about "reality,"

'as if theirs is separate from mine. It's what I'm here to see, I told them.

ddThey began to tell stories. They agreed that the central problem in this school is that students suffer few consequences for breaking rules, unless violence

is involved. This last is not a rare occurrence. In the fall and winter, there were half a dozen reported instances of fights involving teacher injury.

ddAnother typical scenario they described goes like this: There's an announcement that teachers should make boys remove their hats.

A teacher sends one student

to who refuses to do so to the office. He is back in five minutes "his hat still

on. Another five minutes,

an administrator peeks into the classroom and criticizes the teacher in front of the class for not enforcing the hat rule! I groan

.

ddThursday, Day 4

ddMr. M. has his kids in the computer room every Thursday working on vocabulary

. The kids look up 20 words, copy the definitions

into their notebooks and then

write sentences using them. Some teachers might use the time to go "on vacation," but Mr. M. circulated

throughout the entire period, troubleshooting computers and assisting with vocabulary.

ddHe has plenty of energy and enthusiasm. It's his 30th year, and he still wants to learn as well as teach. He wants interaction and feedback and stimulation

and support "something teachers don't often get, because it is so easy to become isolated in classrooms.

Many of us teach as we were taught, and as we were taught to teach. But we need to teach differently today, because kids learn

differently.

ddAnd, with the vocabulary lesson as an opportunity, I decided

to raise a point. I'm certain

that memorizing words out of context and copying dictionary definitions is not very effective. Many students, for example, write

sentences like these:

ddMy friend is glib.

ddMy friend is forbearance.

ddMy friend is finesse.

ddMr. M. listened and encouraged me to think of different approaches. My first thought was to trash the vocabulary altogether. If

these kids need to know these

words because the Curriculum God says so, why not just give them definitions and be done with it?

Then we could spend the time focusing on context. I tried to design a handout that gives definitions, indicates parts of speech, and then

asks students to put the correct words into a coherent paragraph "hardly the challenging innovation I'd fantasized about, but perhaps useful.

ddFriday, Day 5

ddI missed a fight yesterday afternoon.

ddTwo young women were involved, one of whom took her shirt off to fight. Mr. M. tried to break it up, and in the process was slugged by a boy. The girls were suspended for five days; the boy got three.

ddThe class was restless today, edgy. I wasn't a new face anymore. Perhaps they figured they'd been polite for long enough. One boy turned and started talking

to the boy behind him. I stood near them as we were reading, and he stopped.

ddBut then two girls in the back started up. When I moved toward their desks, naturally, I heard a new conversation sprout up on the side of the room. So I stopped and rolled casually over.

ddPretty soon I was playing the classroom equivalent of "Whack-a-Mole," the carnival game where little animals pop up from different holes as fast as you can

whack them down. Finally, Mr. M. bailed me out by again showing a key scene from the movie. ddAfter class, Mr. M. spent the break in the faculty room. The main topic there was a principal's letter to a teacher detailing the proper disposal

method for dead rodents. Having tried unsuccessfully to get the custodian to remove the offending mice from her classroom, the teacher had finally scooped them into a box and left it on top of the garbage can, prompting the reprimand.

ddThen Mr. M. had three classes in a row, and I stayed to observe. Each class was as much like second period "resistant, even a little hostile. Mr. M. worked the room, pushing and pulling and teasing the kids. But I noticed there were some he didn't approach or touch.

Later, he told me he fears they might really go off.

ddNow I know why Mr. M. has structured the week like this, with Thursdays in the computer room. Consciously or unconsciously, he's saving his energy for Friday.

ddYesterday I was critical of the relative ineffectiveness of the vocabulary work. Today I was in awe that he comes back every Monday.

ddThere is no lunch period for upperclassmen. The cafeteria had been the site of too many fights, so lunch was eliminated. Juniors and seniors attend school only

from 8 until 12:45 "with no lunch and no break" and then are dismissed.

ddAfter his last class, as Mr. M. and I were walking toward the lobby with a crush of students all around us, I noticed a spill "red paint or something.

ddI pointed it out, saying, Should we call the custodian? Someone spilled paint

."

ddHe looked at me strangely. It took a minute, but then I realized that it wasn't paint. It was blood. The kids didn't seem to notice.

They walked right through, trailing blood all over the hall.

ddOn my way out of the building, a boy from second period asked me, "Miss, you coming back next week?"

dd"Yeah," I tell him. "I am."

ddThe Weekend

ddI have spent a lot of time trying to figure out what I might have done differently on Friday. Why has discipline become the

Consideration That Dare Not Speak

Its Name in our universities? Keeping students engaged and expressing concern for them goes

a long way toward maintaining a good working atmosphere " but it isn't the whole answer. I decide we need to keep reminding them

of the relevance

of the material, and they need to have at least two activities each period.

Designing those kept me entertained for

four or five hours late Sunday evening.

It is taking me well over three hours each evening to prepare for a 40-minute class.

ddMonday, Day 6

ddI brought in a few props, including one of my son's books, Where's Mommy's Truck? It shows the Mommy driving a pickup to

work at a construction site and changing

her own tire on the way. I knew I had my class back when I walked over to one of the

biggest guys and got him to lift the flap to show the class "Mommy's truck."

ddI also brought in an article about Kelly Flinn, the first female B-52 bomber pilot, who was accused of adultery. We spent 10

minutes on a few "Dear Abby"

situations, like what if your brother wanted to be a nurse or a kindergarten teacher? And, should Tasha

ask out the shy boy in her class who she thinks likes her?

ddIn between we read and paraphrased the play. Some of the boys persisted in thinking that I was poisoning their minds with

propaganda, but for the most part,

they were surprisingly willing to examine their preconceived notions.

ddTuesday, Day 7

ddQuiz day. Mr. M. and I each made up our own, 10 questions each. Mr. M.'s had five on vocabulary, and five on the play, all based

on memory. What year was Shakespeare

born? What was Kate's suitor's name?

ddMine was a paragraph of fill-in sentences, each one about Shrew, and each using one of the vocabulary words. Among them:

Gremio, Hortensio and Lucentio are

eager to Kate's marriage so Bianca will be free to marry. (The word: expedite.

)

ddMr. M. was concerned that mine might be too hard, so we gave both quizzes and told them we'd count whichever grade was

higher.

ddThe results were interesting, but not very definitive. The average grade on mine was 69; on Mr. M.'s, 62. The kids who did the worst on my quiz were four girls who usually get grades in the 80's. All four study hard, memorize definitions and facts, and were probably thrown by the change in format.

ddThe kids who did the best on my quiz were students who usually do poorly. They may not study, but they're bright. When the test depended on memorizing facts and definitions, they failed; but when they could use context clues or information from discussion to figure out the answer, they did well. Angel, who rarely comes to class, got a 90.

ddWednesday, Day 8

ddToday Mr. M. and I co-taught, and we had them hooting and hollering. We read the scene where Kate and Petruchio finally meet, and I asked Mr. M. to read aloud with me. The scene is rife with double entendres, and these kids seemed to pick up on all of them.

ddJust before we started the scene, Mr. M. surprised me by inviting the class to split up, girls on one side, boys on the other, and encouraging them to root for the character of the appropriate gender. I was taken aback, but the kids loved it. Mr. M. and I were soon striding around the room:

ddPetruchio: "Myself am moved to woo thee for my wife."

ddKate: "Moved? In good time: let him that moved you hither

ddRemove you hence!"

ddTiffany and Krystal: "You go, girl!"

ddWe then showed the Taylor-Burton version of the same scene, and as it played, two boys determinedly shredded loose-leaf paper into the tiny pieces of confetti

that you find on the floor in every high school in America. When the bell rang, I walked over and told

them, "Hey, there's paper all over the floor by your desk." They both looked up and replied in concert, "I didn't do it."

ddThere was no way I could win this one. It was a perfect example of Mr. M.'s maxim: Don't grab the rope. Don't take the bait, Mikki. Don't argue.

ddI wanted to. Instead, I looked down and said, "Well, let's pick it up." I didn't wait to see their reaction; I just started picking up the confetti. After a moment, first one boy, then the other helped. It took 10 seconds. I stretched out my hand for the paper, but one of them smiled and rolled his eyes at me, and said, "No, I'll do it, Mom."

ddThursday, Day 9

ddVocabulary in the computer room. I gave out a sheet with words and definitions, parts of speech and a sentence for each as an example. Students had to say whether the word was used correctly and then write a new sentence using it. The period was tough;

they kept calling us over and asking questions. It seemed as if they weren't listening or reading the directions. But their sentences were m

uch improved.

ddThe one exception was Benjamin, whose first three sentences were terrific, clearly indicating that he knew the part of speech, that he could write a complex

sentence and that he understood the meaning of the word. But the fourth sentence was "He is grimy." The

fifth was "She is a hypochondriac." And so on. When I asked him why the difference, Benjamin, a recent transfer student, said: "

'The school I come from, no teacher ever read past my third sentence."

ddFriday, the Last Day

ddI asked the kids to write a letter with some advice for the new teachers I work with. What do they need to know to be good

teachers? The kids struggled, unsure what right answer I was looking for.

ddSome wrote things like, "You've got to like kids and then quit. Others wrote from the heart. Tyrone, whom I thought I'd really made a connection with, asked

to leave the room. The pass was out so I told him he had to wait. He insisted he had to get something from

his locker, made a face and walked out. Don't grab

the rope, Mik, I told myself again. I'll write him up later. To my amazement, he

was back in a minute " with a pen to write his letter.

ddI walked around and shook hands with each student and wished them good luck.

This seemed to take them by surprise.

ddSeveral girls hugged me; a few

ddasked if I would come back and visit. But when the bell rang, they

ddzipped out the door without a backward glance. I left the building feeling both reluctant and relieved, remembering what Mr. M.

had told me when I asked how

he kept going after 30 years.

dd"The kids," he said. "I'm there for the kids."

n

Publication#W\ PxP# 21. The New York Times"Publication" #:\ PyP# 08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Headline#\ PzP# Sonny, We Didn't Have Calculators Back Then (And I Had to Walk

)Headline #:\ P{P#

By Jame Barron

A generation ago, every engineering student, prospective physicist and budding chemist carried a slide rule. Made of ivory, wood

or (later) plastic, a slide

rule looked like a fancy ruler but used logarithms to perform mathematical functions, from simple

multiplication to trigonometry.

ddHand-held calculators came along in the 1970's, and slide rules disappeared from backpacks and briefcases. So how many

companies still make slide rules?

dd"Pretty much no one," said Gordon P. Smith, a graduate student at the University of Mississippi who has a collection of 50. The

best-known maker of slide

rules in this country was the Keuffel & Esser Company, whose slide-rule factory in Hoboken, N.J., was converted to apartments in the 1980's.

The Oughtred Society was formed in 1993 to help collectors and dealers swap information. The society, which is based in Emeryville, Calif., has 300 members and is named for William Oughtred, who invented the slide rule in the 17th century.

Mr. Smith, the son of a physics professor at the University of Florida, studied at the Georgia Institute of Technology and other hard-core engineering institutions. He set up one of the first World Wide Web sites about slide rules, using computer technology to honor an anachronism while he still used the anachronism in class.

"I was in that gray area where students no longer used slide rules but calculators weren't allowed for tests, so I managed to keep some math skills," Mr.

Smith, 27, said. "I'd show up with a two-foot slide rule for the final and make a point of sitting in the front row. People would stare at it and wonder what it was."

Then he became a teaching assistant. "I weep for the students I see now," he said. "They can't do simple multiplication or addition, and the first reaction

when you give them a problem is to reach for the calculator. They have no concept of order of magnitude or estimation."

He encourages his students not to use calculators.

The slide rule, he said, is an even harder sell. So far, no converts. JAMES BARRON

Photo: Gordon P. Smith shows off part of his treasured collection (Rollin Riggs for The New York Times)

Publication#W\ P|P# 22. The New York Times"Publication" #:\ P}P# 08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Headline#\ P~P# Barbarians at the Schoolhouse DoorHeadline #:\ PP# By David W. Chen

One father barged into the principal's office, screamed obscenities and demanded a copy of his son's summer school schedule.

Another argued with the driver

when his daughter's school bus arrived 20 minutes late, then lay down in front of the vehicle in protest.

These were the most egregious examples of the boorish behavior that prompted the Capistrano Unified District in Orange County, Calif., to do something that apparently no other district has tried before: pass a civility policy aimed at adults.

The policy stipulates that, in accordance with a rarely invoked state law, anyone who yells, uses profanity or behaves in a way that threatens the safety of students may be asked to leave school property.

"This is not meant to chill people from criticizing us," said James A. Flem

ing, the district's Superintendent. "What we're saying is, someone's got to make a point to stop the incivility."
ddBut the policy has its critics.
dd"What example does it set for school administrators to micromanage the manners and morals of their staff, pupils and parents?"
Tibor Machan, who teaches business at Chapman University in Orange, Calif., wrote in The Orange County Register. "It fosters paternalism carte blanche."
ddSince the policy went into effect in March, no one has been asked to leave, Dr. Fleming said. A few parents, however, have been warned: be civil. DAVID W. CHEN
n

Publication#W\ PP# 23. The New York Times"Publication" #:\ PP# 08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Headline#\ PP# Alumni Editors Call for FreedomHeadline #:\ PP#
By Macarena Hernandez

It's an age-old debate: what is the role of the alumni magazine?
ddTraditionally, administrators have seen them as fund-raising tools (some operate right in public relations or development offices).
ddBut editors have long had different ideas. Last month, a group of 250 editors submitted a statement of standards to the Council for the Advancement and Support of Education, an organization of alumni association administrators, seeking "the protection of academic freedom generally accepted in higher education" and the right to present a balanced portrait of their universities " "good and bad news, popular and unpopular views."
ddA council subcommittee is discussing whether to recommend the standards to member institutions. The statement grew out of discussions on the Internet between several editors about disagreements they had had with administrators over editorial content.
ddTom Bleezarde, editor of the Williams College Alumni Review and head of the drafting committee, said it strived to balance traditional freedoms of expression with concern for the institution.n

Publication#W\ PP# 24. The New York Times"Publication" #:\ PP# 08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Headline#\ PP# Military Fires a Warning Shot at Law SchoolsHeadline #:\ PP#
By David W. Chen

After getting word that several law schools were barring its recruiters from campus, the Department of Defense decided to take a closer look, and over the last few months it has notified 40 law schools that their policies most likely violate Federal law.
ddThe warning is the latest broadside against campuses that ban employers who d

iscriminate on the basis of sexual orientation. The Defense Authorization Act of 1995 cuts off Defense Department grants and contracts to educational institutions that do not give the military access to students. Now, after soul-searching over the military's "don't ask, don't tell" policy toward gay soldiers, most of the 40 law schools are either changing their policies on recruitment or reinterpreting them (say, redefining what constitutes 'on campus'), said Lieut. Col. Tom Begines, a Defense Department spokesman. The College of Law at Willamette University in Salem, Ore. "worried that it might lose as much as \$100,000" is one of the schools that will allow military recruiters on campus for the first time. "We decided to make an exception under the theory of comply now, grieve later," said Dean Robert M. Ackerman of the law school. So far, no law school has been declared ineligible for aid, said Colonel Begines, though detente has not been reached with everyone. He would not identify any schools. But New York University Law School is apparently one of the holdouts. Irene Dorzback, an assistant dean, said the school saw no reason to change. "We're not putting a monetary value on individuals' civil rights," Ms. Dorzback said, adding that the school had not even calculated how much money it might lose.

Publication#W\ PP# 25. The New York Times"Publication" #:\ PP# 08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Headline#\ PP# Where the Girls Are: Where Boys Aren'tHeadline #:\ PP# By Andrew Jacobs

In recent years, an insistent group of educators has been making the case for all-girls schools. Now it seems that parents are jumping on the bandwagon. From 1991 to 1997, enrollment at girls' schools has increased 15.4 percent, according to a study by the National Coalition of Girls' Schools. During the same period, the total population of elementary and secondary schools rose 7 percent, according to the National Center for Education Statistics. The increase is a sharp turnabout from the previous three decades, when single-sex schools lost favor to co-educational institutions. "It shows the growing realization that girls do better when they're not competing with boys in the classroom," said Meg Milne Moulton, executive director of the coalition, which represents 88 schools with 37,000 students nationwide. The coalition survey, which compared 80 of its member schools, found that enrollment had risen to 33,802 in 1997, from 29,282 in 1991. Studies have demonstrated that in co-educational settings boys get more atten

tion than girls and so perform better academically,
but critics contend that se
gregation inhibits social development and is not particularly healthy for socie
ty, either.
ddDavid Sadker, a professor of education at American University, has analyzed p
atterns of instructional favoritism in his book
"Failing With Fairness," but
he does not necessarily support the creation of more single-sex academies.
dd"We should be fixing coed schools," he said, "because the girls that get l
eft behind are the ones who will lose out." ANDREW
JACOBS
n

Publication#W\ PP# 26. The New York Times"Publication" #:\ PP# 08/02/98Section
n: Education Life Supplement; Section 4A; Page 24, Column 3

Headline#\ PP# Forging a Worldview: From Crow's Nest to Ivory TowerHeadline #:
\ PP#

By Linda Lee
Four years ago, Danny Siegle graduated from the North Carolina School of Scien
ce and Mathematics, a public boarding school in
Durham known for its tough admi
ssions standards, rigorous course work and personal attention to students.
dd"Everybody goes straight to college from the School of Science and Math," h
e said. "It's assumed you go."
ddMr. Siegle, one of five children, wanted to attend a small private college, b
ut he couldn't afford it. Instead, he found himself
headed for the University o
f North Carolina at Chapel Hill (enrollment: 23,000). He began to get cold feet
.
dd"I thought I'd fall through the cracks there," he said. "I was afraid I wo
uld get lost. Meanwhile, I didn't think I knew anything. I
knew science and mat
h, but I didn't know what made countries different."
ddSo he decided to defer enrollment for a year and see the world.
ddThere were long talks in the living room with his family. Friends balked. "P
eople said, 'Oh, you'll never go to college,'" he said.
ddHis mother, Kathleen, accepted his unconventional idea. "I think there's thi
s desire to be in a path of your own," she said, "and
some people know that s
ooner, and take these brave steps."
ddAfter graduation, Mr. Siegle first spent five weeks delivering pizza to buy a
plane ticket to Seattle, where he got a job as a cook
on a fishing boat. "The
y didn't ask me if I knew how to cook," he said. "They asked if I liked to co
ok. I knew how to boil water."
ddThe job lasted four months, 100 hours a week. "So I learned a lot about the
real world there," he said. He saved \$10,000, got off
the boat in Japan and wa
ndered through China and Tibet, Pakistan, Jordan, Israel, Greece, Albania ("on
e of my faves"), Serbia and
Hungary. He then traveled through Western Europe a
nd flew home from London in August 1995. "I entered school just like I told
ev

everyone I would," he said, adding that the trip taught him how to deal with bureaucracy, a skill he believed he needed on a large campus, and something more

"I traveled because I wanted to learn, and universities didn't offer what I wanted to experience," he said. "The same desire to learn that drove me out of the U.S. drove me back to school."

Today, at 22, Mr. Siegle has completed three years as a biology major at Chapel Hill. He has spent seven months studying in Denmark and four more teaching English in Turkey. When he graduates next spring, he wants to go back to work on a fishing boat, this time as an observer for the National Marine Fisheries Service. "We got paid about the same," he said of the observer on his last expedition. "But I was working 14 hours a day and he was sitting in a chair." L
LINDA LEE

ART Photo: (Jennifer Warburg for The New York Times)

Publication#W\ PP# 27. The New York Times"Publication" #:\ PP# 08/02/98Section: Education Life Supplement; Section 4A; Page 25, Column 3

Headline#\ PP# 'So, Like, What Do I Do Now?' Some of the AlternativesHeadline #:\ PP#

By Linda Lee

Admissions officers agree that no one should go to college until he or she can do so with enthusiasm and optimism.

But parents often divide along ideological lines (carrot vs. stick) about what a child should do instead: mothers tend toward an expansion of horizons like

internships and seminars, while fathers often want their child to learn some harsh lessons about work and responsibility.

Perhaps the best advice comes from Cornelius Bull, founder of the Center for Interim Programs, a counseling program in Cambridge, Mass. "If you don't know where you're going," he says, "any road will take you there."

Here are six options:

Military Service

An old remedy for young men at loose ends, the military now finds that 20 percent of recruits are women.

Advantages: The G.I. Bill offers up to \$15,300 (paid out at \$400 a month) for college after completion of service and between 75 percent and 95 percent tuition

assistance up to a certain amount while still serving. The experience can put some young people

on track. "I just had a young man come in who had a 1.9 average in high school," said John Chopka, dean of admissions at Malone College

in Canton, Ohio. "He'd spent the last three years in the Marines. We did admit him, conditionally. I really think this young man is going to make it."

Downside: Discipline may come as a shock; pay is low (\$856.80 a month for basic

ic training), and a two- to six-year commitment is required.

ddPostgraduate Year

ddBoarding schools like Phillips Exeter Academy in Exeter, N.H., offer programs that give students who have just graduated from high school a chance to take classes they missed or retake ones they did poorly in; to play more sports, or maybe to mature a little more.

ddAdvantages: Students can bring up their grade point average and take advanced courses that could get them into a better college.

"A postgraduate year is very much like what their freshman year will be like, but very structured," said Karyl Clemens, dean of admissions at Hartwick College in Oneonta, N.Y. "It helps them gain confidence and helps them sharpen skills. And it may motivate them."

ddDownside: Cost can reach \$25,000, about the same as a year of private college.

.

ddInternships

ddA number of companies help match students with suitable programs and can provide a leg up in the application process. For

\$1,500, Mr. Bull (below) and his C

enter for Interim Programs offers two years of counseling and a list of adventure internships, like

farming in New Zealand or helping at an orphanage in India

. Students usually receive room and board but pay transportation costs.

Time Out

t Associates in Milton, Mass., charges \$150 an hour for counseling on internships and experimental education programs.

ddAdvantages: Going to remote locations teaches self-reliance and provides immersion in other cultures. "Those students who travel and see the world learn a

lot about themselves," said Diane Anci, associate director of admissions at Mount Holyoke College in

Massachusetts. "They come back with an unbelievable ability to make connections."

ddDownside: Some children are not ready for a solo adventure.

ddResidential Internship Programs

ddDynamy, in Worcester, Mass., provides a structured living environment, counseling and three unpaid internships. The yearlong program, for applicants ages 17

to 22, begins with three weeks of canoeing and rock climbing through Outward Bound.

ddAdvantages: Provides guidance, supervision and the chance to work in a variety of challenging fields that are traditionally hard

to break into, like advertising or television.

"Some kids can pack a suitcase and take off," said David Rynick, executive director of

Dynamy. "Others need the support."

ddDownside: An expensive solution: the fee is \$10,250 and housing \$3,600.

ddGood Works

ddNonprofit groups "religious, cultural, humanitarian" can usually make use of

f a willing worker. Government programs like Americorps and private national service organizations like Americare, based in New Canaan, Conn., also welcome help.

ddAdvantages: Looks good on a college application, is beneficial to society, expands horizons. Joshua Wray, 19, of Durham, N.C., said he was "just getting by" in high school. At the end of September, he is to help manage computers in a Senegalese village as part of a nonprofit program connected to the Ecopartners Project at Cornell University. He is to get room and board but must pay his own

plane fare. "My friends said, 'Go to college first, and then do it,' " he recalled. "But if I went to college, I'd never be able to do this again."

ddDownside: Low or no wages, and some youths need more supervision.

ddA JobddMany jobs will pay handsomely for something a teen-ager already knows, from fooling around on a computer or car to mowing the lawn. And a little bit

of training " say, in bartending or truck driving " will greatly increase income.

ddAdvantages: Teen-agers have a chance to grow up and support themselves.

ddDownside: A temporary gig could become a lifelong career. But, as Larry Griffith, the director of admissions at the University

of Delaware, says, "There's

a snobbery in academia, but there are perfectly legitimate hair salon schools.

Some people have a different

path." LINDA LEE

ART Photos: (Monkmeyer; Kirsten Elstner; Evan Richman; Laura Pedrick)n

Publication#W\ PP# 28. The New York Times"Publication" #:\ PP# 08/02/98Section: Education Life Supplement; Section 4A; Page 42, Column 5

Headline#\ PP# After High School, A Call to armsHeadline #:\ PP#

By Kristina Shevory

WHEN I TOLD MY father I was looking for something interesting to do the summer after high school graduation, I was not quite prepared for his suggestion: the Army.

ddI thought he was joking. What young woman with an upper-middle-class background, graduating from one of the best high schools in Texas, would even consider the military? I had a bright future awaiting me at the University of Chicago that fall.

Obviously my father doubted my intellect.

ddBut being an astute man, he knew exactly why the Army might draw me: I was yearning for an eventful break after four years of intense study, and I loved language.

The military could send me to the Defense Language Institute in California. I could learn a

foreign language. I could learn to surf.

ddThe local recruiter assured me of the superb wave conditions around the institute. And in the summer of 1993, fresh from graduation, I left for basic training

ng in Missouri.

ddThe military intelligence unit in Austin I was assigned to was up to quota in every language but Russian. So it was Russian I learned. Now I also know how to fire a machine gun, throw grenades, move under enemy fire, jam enemy communications. I can march to John Philip Sousa.

ddMore important, during two years of active duty, the Army instilled in me a high sense of self worth and discipline, and a desire for an education. In fact,

I often find little in common with my fellow students, who are largely ambivalent about their own direction in life. I have a clear vision of my future as a Russian specialist. In August, I leave for St. Petersburg, where I will study Russian for another year.

ddI remember, at boot camp, how unsure I was about some of the more difficult tasks I was challenged to undertake " for instance, rappelling down a 30-foot wall in less than a minute. I have always been terrified of heights, and the thought of throwing myself off that wall positively filled me with terror. Somehow,

I managed to muster up the courage, and I beat everyone else's time.

ddMy father was not crazy at all. And I can surf. KRISTINA SHEVORYn
Publication#W\ PP# 29. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# It's About Teaching And Learning "Not Testing Headline #:\ PP
#

By Gerald N. Tirozzi

ddIn decades past, television and radio stations ran this public service announcement: "It's 10 o'clock. Do you know where your children are?" As we approach the new millennium, we should revisit this PSA, asking parents and educators a slightly different question: "It's 9 a.m. Do you know how your children are doing in school?"

ddAs important as it is to know where our children are after school, we must also know how they are doing in school.

ddThe declaration "all children can learn" is emblazoned on the walls of corridors and classrooms in most of our schools. Yet while a critical and optimistic

statement, the phrase is incomplete. It begs the central question: What is it that we expect all children to

learn? For answers to that, states and school districts have to clearly articulate challenging content and performance standards for

all students, especially in reading and mathematics. Educators must decide once and for all what students should know at specific grade levels and clearly

state how well they should know it. And to ensure that such challenging expectations are being met, states will have to implement rigorous assessment systems aligned with their standards.

ddYes, we know that all children can learn. We know, too, that not all children

are learning to the same high standards. That is why the voluntary national tests recommended by President Clinton and U.S. Secretary of Education Richard W. Riley will be critical to helping determine whether or not children are learning reading and math as well as their peers across the nation and around the globe.

Contrary to popular belief, a student's report card or standardized-test scores may not accurately represent how he or she is doing in school. A recent study

of students in low- vs. high-poverty schools reinforces this point. It shows that students in low-poverty schools who receive C's in math score higher on math assessments than students in high-poverty schools who receive A's in math ("

Prospects: Student Outcomes," U.S. Department of Education, 1997). In addition, significant disparity exists in many states' assessments of student performance in reading and math when compared with results from the National Assessment of Educational

Progress of a random sample of the same students. For instance, Louisiana reports that 80 percent of its students meet state standards in 8th grade

mathematics. Yet, NAEP reports that only 7 percent of Louisiana 8th graders meet the basic mathematics level.

Wisconsin reports that 85 percent of its 4th graders meet the state standards in reading. According to NAEP reports, however, only 35 percent of 4th graders in Wisconsin meet the basic reading standards.

Research tells us that if a student is unable to read independently and with comprehension by 4th grade, he likely will fall further behind as he progresses

through middle and senior high school. As a result, this student's learning potential in all other courses is seriously impaired. A child who does not master the foundations of algebra by grade 8 is less likely to take challenging coursework

such as geometry, trigonometry, and calculus in high school; thus, this child will be less likely to be prepared for more advanced math and science courses,

college-level work, and a demanding technological society.

Rigorous voluntary national assessments in reading at the 4th grade level and math at the 8th grade level will provide a national and international barometer

against which teachers, administrators, parents, and students can assess learning at critical junctions on the pathway to academic success.

Voluntary national tests in reading and math are being debated in Congress, promoting a national discourse on the issue. The reality is that much of the debate

and dialogue is missing the point. The issue is not testing, states' rights, federal intrusion, or disadvantaged communities. The real issue is teaching a

nd learning.

ddThe voluntary national tests will support learning in the classroom. They will not take valuable time away from instruction, as critics purport. Each test will take one and a half hours to administer, representing approximately one-tenth of 1 percent of the total school year. Imagine a doctor deciding not to test a child for a life-threatening disease "one for which there is a cure if diagnosed early on "because the test would take one and a half hours to administer. If one and a half hours of instructional time is really the issue, then school officials must re-examine how each and every 90-minute period of the school year is being utilized.

ddWe also have clear and critical new evidence that the voluntary national tests will not merely repeat tests that states are currently administering. Congress asked the National Academy of Sciences, in consultation with the National Governors' Association, the National Conference of State Legislatures, and the National Assessment Governing Board to study whether tests that already have been developed by commercial publishers and states may be used to measure individual student performance against NAEP standards, and whether existing tests can be compared against each other. The results are in. The national academy found that it is not possible to compare and link commercial and state achievement tests, nor is it feasible to report individual scores from those tests based on the NAEP scale. The administration and Congress agreed last fall to have these results inform congressional action on national testing. These findings clearly demonstrate that the voluntary national tests are needed to show how well students are performing compared with rigorous national standards.

ddCritics of the voluntary national tests also claim that public education is the responsibility of the states, not the federal government, and that it is states' rightful role to develop standards and assessments to support student learning. I wholeheartedly agree. The seminal question that states must address is how they define "challenging" and "rigorous." These two words should not have a variety of definitions. Would it not make sense to have a national and international benchmark against which 50 states "individually and collectively "can assess the extent to which students meet challenging learning outcomes? After all, reading is reading and math is math, regardless of where it is being taught. The voluntary national tests are tools that districts and states should be given the opportunity to use to measure whether their students are meeting challeng

ing standards.

ddUnless there is a rigorous benchmark against which states can accurately gauge what their students know and how well they know it, states will never really understand how high they have "raised the bar" for student achievement. This challenge can be met by utilizing NAEP standards, which the president is recommending as the national barometer.

ddNAEP has been used for 28 years to assess a random, stratified population of America's students on achievement in reading and math. It is recognized and accepted by educators, researchers, and evaluation experts as a rigorous, valid, and reliable assessment

of student progress. The voluntary national tests will be

developed in accordance with the content and performance standards embedded in

the NAEP 4th grade reading and 8th grade math assessments. Therefore, states, districts, schools, teachers, parents, and

students will be able to assess student

progress against other 4th graders nationally in reading, and 8th graders nationally and

internationally in mathematics. Also, states can objectively and

realistically determine how high their "achievement bars" measure up to world-class standards.

ddThe voluntary national tests are not an attempt at federal intrusion into the schools, as critics charge. First and foremost, voluntary

means voluntary. States

and local districts will determine whether or not they participate. And the federal government will not be

involved in the development and administration

of the tests. These tasks will be determined by the National Assessment Governing

Board, a group of 26 independent individuals "not federal employees" that also oversees NAEP. Furthermore, the federal

government will not collect information on individual students.

ddWithin 45 days of test administration, educators and parents will receive detailed information about students' performance on the tests, including an item-by-

item analysis that will further enhance the teaching-learning process.

ddA new form of the test will be developed by the test contractor each year. NAEP will place the "old test" on the Internet within

45 days of administration.

So students, parents, teachers, principals, and superintendents can review the test's individual questions

and answers. The availability of an item analysis of

this type can be a useful tool for states, districts, schools, and classrooms to

collectively and individually assess instructional strengths and address learning weaknesses. In turn, this becomes an even more powerful tool for teachers,

students, and parents in determining student progress.

ddMany states and districts are in the process of aligning their assessments to

their standards. The national tests will serve to supplement such efforts and validate results of student achievement. In effect, states and districts can use the voluntary testing initiative to take an additional and more comprehensive snapshot of student progress through both a national and international lens. d

dCritics of the voluntary national tests say it is unfair to expect students from lower socioeconomic school districts to do well on a rigorous test until they have all of the necessary material and personnel resources. While I respect and understand this, as a former educator with more than 37 years of experience in education at all levels, I believe we do a greater disservice to students in these communities by holding them accountable to a lower set of standards while they wait for the resources to arrive. With this waiting-period mentality, many districts and schools try to explain away poor students' performance. Securing the best resources for classrooms is important, but even more important are high expectations and a commitment to excellence for all. The ultimate irony in this continuing discourse is that, even if suddenly the resources became available, the critical issue would remain: resources to learn what?

dd

ddThe new millennium will require a highly educated citizenry and workforce. As a nation, we cannot afford to leave even one student behind. The urgency of this national imperative is captured in a closing scene of the movie "Apollo 13," when the flight commander cogently warns the crew of a damaged space capsule, "You have one hour to build a filter, and failure is not an option."

ddFailure is not an option for America's schools. But, as a nation, we have a dilemma. Simultaneously and to varying degrees, all 50 states and a majority of our 15,000 school districts are engaged in defining academic success and failure. In effect, the assessment of student progress is in the eyes of a multitude of beholders; one state or district's idea of success may be another state or district's lament over failure.

ddUntil there is a national resolve to articulate a vision of what students must know and be able to do in the core academic subjects of reading and math, parents, teachers, students, school boards, and communities will only have access to a state and local interpretation of student progress. Often, this limited view of reality hinders the potential to improve the teaching-learning process.

ddWithout question, there are examples throughout the nation's schools of high-quality assessment and challenging academic standards. But if we are committed to academic success for all students, we cannot be content with the celebration of victory gardens

when what is truly needed is a commitment to amber waves of grain. Voluntary national tests represent tools that can help us reap the harvest of equity and excellence in our schools.

ddGerald N. Tirozzi is the assistant secretary for elementary and secondary education for the U.S. Department of Education in Washington.

Publication#W\ PP# 30. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# What's Wrong With Bilingual Education? Repair It, Don't Replace It

Headline #:\ PP#

By Jerry Jesness

ddIf bilingual education has been a failure in the United States, it is not because of its bilingual nature. A number of foreign countries have done well with

bilingual or multilingual education. The Friesians of Holland receive their elementary education in both Friesian

and Flemish. That simply means that by the

end of high school they will be expected to have mastered four languages instead of three

(Flemish, English, and German) like other Netherlanders. Citizens of

Luxembourg are educated in their native language, plus French and German. Lebanese

schools prepare many students to speak, read, write, and do business in both Arabic and French. Even the

supposedly homogeneous Japanese have a form of b

ilingual education in which dialect-speaking Japanese children receive their earliest

years of education from teachers who understand their dialect.

ddThe political right has blamed the bilingual education establishment for poor academic performance by Hispanic students. The

political left has blamed preju

dice and poverty. While there may be some truth in both allegations, there are other important factors

that have not been adequately addressed. Part of the pr

oblem both with bilingual education and English-as-a-second-language instruction

in the United States lies in our unwillingness to treat English for non-speakers as an academic subject. Although truly

limited-English-proficient, or LEP, s

tudents are children in need of instruction in the English language, schools often treat them as

members of a social caste, a group of helpless individuals in

need of a warm, fuzzy environment created by caring but undemanding teachers.

The polyglot Dutch see Friesian children as students who need early instruction in two languages. In addition, their polyglot

school administrators and policy

makers understand the process of second-language learning. Monolingual American educators,

however, are likely to see immigrant children merely as a disadvantaged group that must be held to a lesser standard.

Placement in bilingual or ESL classes is not always strictly according to language ability. In some schools on the U.S.-Mexican border, bilingualism is the norm. Bilingual students are not, however, necessarily limited-English-proficient. Many are English dominant, and others are fully proficient in both languages. In some such schools, bright, well-behaved bilingual students get placed in regular education, while their slower or more troublesome peers find their ways into bilingual classes. Farther from the border, even monolingual English-speaking students with Hispanic surnames may find themselves with the LEP label. I have taught a number of students who were suddenly found to be limited-English-proficient after failing a semester or creating a major disruption in a regular education class.

Schools have benefited by artificially inflating their numbers of limited-English-proficient students. Low test scores can be explained away by pointing to a high number of LEP students, so applying the LEP label to low-performing students, even those who are English dominant, can make a school appear statistically better than it really is. In some places, LEP students can even be exempted from standardized testing. There are supposedly safeguards to prevent students from being mislabeled as limited-English-proficient, but, unfortunately, these safeguards are weakly enforced and many students are not appropriately placed. Because of this abuse of the system, bilingual classes sometimes become holding pens for poorly performing students.

American schools aren't particularly good places to learn languages. Few American students of foreign languages (other than English) actually master them, at least not in school. Immigrant children tend to pick up English eventually, but not at a speed that would impress European educators. ESL and immersion programs have not necessarily been more successful than bilingual education. There have been pockets of success for each method, but none stands head and shoulders above the others. It is unfortunate that so many educators and politicians glorify one approach while demonizing the others. In reality, all three are valid and can work if, and only if, they are well implemented.

Immersion, the solution being touted by conservative educators, will not solve all of the problems of LEP students. The American public schools of years past, when non-English-speaking children sank or swam, yielded mixed results. Although some immersed students did quite well, others, unable to speak English and forbidden to speak anything else, went mute daily from 8 a.m. to 3:30 p.m. Teachers would "modify" for these students by allowing them to mindlessly copy phr

ases from textbook to worksheet or to review for tests with "study sheets" that were in reality copies of upcoming tests with the answers filled in. They eventually absorbed enough English to communicate, but missed out on academics. Thanks to grade adjustment and social promotion, such students managed to get through school conversant in English but barely literate in any language. It was the failings of immersion education that gave rise to bilingual education.

dd Immersion works well for some students, and needs to be at least a large part of the program for all. Older students with a grasp of basic English and the willingness to pore over their homework with dictionaries and grammar books benefit from such an approach, especially if they have access to someone who can explain and clarify difficult English concepts. The greater the ratio of native speakers to nonspeakers, the more appropriate immersion becomes. One teacher cannot truly immerse 30 students.

When a tiny handful of nonspeakers is spread throughout a sea of English speakers, every activity becomes an English lesson.

However, in communities in which most people speak the child's native language, opportunities to practice English in true one-on-one conversations are few.

dd Younger students respond to immersion better than older ones, especially if a large number of native speakers surround the LEP child, but immersion of very young students can create a problem with reading. Children cannot read beyond their vocabularies, so those who are taught to read a language that they do not speak will not progress well.

dd If there is true immersion, the trade-off, more oral English but less reading, may be reasonable as long as the schools understand the situation and allow for more intensive reading instruction when the student is ready. Unfortunately, this is often not the case, and students whose reading has been delayed because of language problems may end up being labeled slow learners or learning-disabled.

A major advantage of bilingual education is that it permits students to learn to read at a developmentally appropriate age. These early literacy skills will transfer over to English.

dd Worse than sink-or-swim, however, is stay-out-of-the-water-until-you-know-you-can-swim. Bilingual education at its worst allows students only very limited contact with spoken English. I once had a beginning ESL class made up of recent immigrants mixed with students from a bilingual program like the one described above. The bilingual students had been in American schools from two to four years.

rs, but none had more than a rudimentary command of English. By Christmas, some of the recent immigrants were outperforming the ex-bilingual education students in both oral English and academics. Obviously, these students had been cheated out of both contact with and instruction in English. A good bilingual teacher realizes that a student needs thousands of hours of contact with a second language in order to become fluent. Bilingual programs that do not recognize this deserve to be eliminated.

ddIt is never a good idea for educators to stand on dogma. Bilingual education and immersion need not be mutually exclusive. If an immersion approach is to be used, schools could still provide students with access to out-of-class tutors who could give explanations in the students' native language, or we could imitate the Japanese and allow beginning students to speak to their teachers in their native languages while requiring the teachers to respond in English. One daily period of native-language reading instruction could be offered to 1st and 2nd graders even if the rest of the day is spent in total English immersion.

ddBilingual programs would do well to provide long periods of total English immersion as well as opportunities to interact with native speakers. Both bilingual and immersion programs should be held to accountability standards. Bilingual education needs to be repaired, but not necessarily replaced. Let us not replace the status quo with less effective programs.

Publication#W\ PP# 31. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# What's Wrong With Bilingual Education? Is It 'Lingual,' or Is

It 'Education'? Headline #:\ PP#

By Raul Yzaguirre

ddIf someone had only read news coverage of the Ron Unz initiative that passed resoundingly on June 2 of this year (the so-called "English for the Children" California ballot proposition which all but mandates the end of bilingual education), one would think that bilingual education was an educationally unsound concept doomed to failure. Yet just in the last few months, three well-regarded reports were released that give a resounding educationally based endorsement of bilingual education. ddThe first was "Preventing Reading Difficulties in Young Children" by the National Research Council, a respected organization with unassailable research standards that is not given to unfounded pronouncements. In the section on literacy, the NRC's carefully worded finding on bilingual education states:

dd"Schools have the responsibility to accommodate the linguistic needs of students

nts with limited proficiency in English. ... These children should be taught how to read in their native language while acquiring proficiency in spoken English, and then subsequently taught to extend their skills to reading in English."

ddAnother recently released NRC study, "Educating Language-Minority Children," conducted in conjunction with the National Institute of Medicine, found:

dd"Bilingualism, far from impeding the child's overall cognitive or linguistic development, leads to positive growth in these areas.

Programs whose goals are to promote bilingualism should do so without fear of negative consequences. English-language learners who develop their native-language proficiency do not compromise their acquisition of English."

ddEven more dramatic was the report from Jay P. Greene of the University of Texas at Austin, who did a meta-analysis of all the research done on bilingual education.

Mr. Greene is not an educator and therefore has neither a predetermined agenda nor any claims

to expertise on the subject. He is, however, an expert in

the field of ensuring statistical and methodological validity in research. Using

rigorous standards, Mr. Greene found that the research evidence was overwhelmingly in favor of bilingual education as the best way

to educate limited-English-proficient, or LEP, children.

ddThese three reports, taken together, should end any question about the effectiveness and worth of bilingual education, both as an educational strategy and as

the best way to make sure that proficiency in English is achieved. But anybody who believes that this

will end the debate is either uninformed, naive, or both.

ddAlthough I have been an observer of and a participant in this debate for years, it took me a long time to understand why there is

so much passion and so little

rational discussion on this issue. What I realized is that while I and other proponents of bilingual

education were talking about education, others were really

talking about language policy.

ddAnd while education philosophy is hardly emotion-free, language policy and practice affects us in a very personal way. It gets

at the core of the kind of society

we want or are likely to have. And since the debate on bilingual education should now be over, let

us then have a discussion on language.

dd

ddThe debate over language has at least three aspects to it: language as a problem, language as a right, and language as a resource and/or a reality. For many

years, educators saw language "or rather any language other than English as the primary or only language

spoken by children attending school "as a problem. I use the term "problem" rather than challenge deliberately. It was not simply a question of the practicality of adding English to whatever language the child brought to the class to assure a common means of communication. Rather, it was a question of instilling in immigrant children, so far as it can be done, the objective of "absolute forgetfulness of all obligations, or connections with other countries because of descent or birth," as the superintendent of schools in New York City noted in 1918.

Therefore, any language other than English was neither positive nor benign. It was a "problem" to be washed away, and led to a process which obliterated that other language because it represented a threat to the nation, or at least, to those who did not understand that language. And if the child failed to keep up with his or her peers, so be it; there were always factory and field jobs that did not require literacy but only the ability to understand the verbal commands of their bosses. At a time when universal literacy was only a dream even for native-born Americans and when there were a plentiful number of union factory jobs that allowed a hard-working person with drive and determination the opportunity to work, buy a home, and send his and her kids to college, this might have made some sense. It was the process by which millions of what we now call "white ethnics" assimilated into this society, and the process became a source of pride to them.

For others, particularly Native Americans and Hispanics whose roots in this country predated the British, the trade-off was not perceived to be so equitable. To those who had not gone through the psychological experience of crossing an ocean and leaving family and other ties behind them for greater opportunities, the idea of having to give up something so personal and so defining as language and culture for a society that did not accept them even when they did speak English, the trade-off was fraudulent and demeaning. Thus, intellectuals, activists, and other leaders from these groups and others reacted by raising the issue of language rights.

There are many ethnic Americans who lament that their ancestors were put through this pressure cooker that passed for a melting pot and that deprived them of their heritage. More vocal and more prominent, however, are Americans, particularly some white ethnic Americans, who are incensed with the idea of language as a "right," particularly if the notion is that this right should be paid for by

their taxes. How many times have we heard, "My grandfather came to America not knowing a word of English and nobody helped him," or, "We were taught to learn English and nothing but English was spoken in front of us." Even some Hispanics, who had been forced to give up some of their birth language and heritage, became the staunchest supporters of this notion. Indeed, "contrarians" like the commentators Richard Rodriguez and Linda Chavez have been given far more publicity and coverage than mainstream Latino leaders for embracing this "philosophy."

Mr. Rodriguez once went so far as to argue that it is great for non-Latinos to learn and speak Spanish but not Hispanics.

It is precisely folks who equate bilingual education with an effort to preserve, or worse, demand the right to, their own language that are most rabidly against bilingual education. Language as a right, or more precisely a minority language as a right, conjures up images of a Quebec-style divisiveness and the possible Balkanization of the country.

That, of course, is precisely the issue "the tendency to draw analogies that are familiar to us, which in the case of language are overwhelmingly about problems, controversies, and feuds. Even if the analogy does not apply, too many of us believe that it does.

After talking to dozens of Canadians familiar with the Quebec separatist movement, I have yet to find one who believes that Hispanics in the United States are remotely like French-speaking Quebecers. For one thing, the Francophone separatists and the hard-line Anglo opponents of French language rights are both opposed to bilingual education. It is the "One Canada" leadership that promotes bilingualism in the name of unity. But how often do you hear about countries where people speak different languages and enjoy peace and prosperity, as is the case in Switzerland and other countries? Peace and comity do not make the evening news.

Which brings us to a third way of understanding language: language as a powerful national resource. During World War II, America profited enormously from U.S. citizens who spoke other languages well. German-Americans, Italian-Americans, and even Japanese-Americans from our own internment camps served our country honorably and gallantly and were an asset in helping American forces understand the Axis powers. Navajo Indians known as the "code talkers" were assigned to different units to facilitate communications without fear of the enemy breaking the code. In fact, it was the only code not deciphered by the Axis powers.

There exists an enormous contradiction in this country. On the one hand, the National Governors' Association unanimously agreed last year that the United States

ates should make foreign-language acquisition a priority in our schools, given the fact that we are the industrialized world's most linguistically ignorant nation. On the other hand, as a recent Washington Post headline summed it up:

"California Rejection a Big Blow to Bilingualism." I believe this contradiction exists because the debate over bilingualism has been about language policy and not about education.

Let me be clear: I believe learning English is a must for every American. If anyone doubts my word, I would ask them to visit any of the 100 or so National Council of La Raza affiliates that provide English-language training to tens of thousands of Latinos each year. But it is equally unconscionable to allow the debate over bilingual education to lead our country into wasting such a valuable natural resource as a population that already speaks a multitude of languages. It is also wrong not to use the best method available to teach LEP children English, which research shows is bilingual education.

Raul Yzaguirre is the president of the Washington-based National Council of La Raza, the nation's largest Hispanic civil rights organization. Education policy analyst Raul Gonzalez assisted in the preparation of this essay.

Publication#W\ PP# 32. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# More Parents Want Charters, Ed. Dept. Study Concludes Headline #:\ PP#

Parent demand for charter schools has grown, but the schools continue to face such obstacles as a lack of start-up funds and inadequate facilities, a report from the U.S. Department of Education says.

Nationwide, the department counted 693 charters running in 23 states and the District of Columbia in the 1997-98 school year, taking into account school closures. The school tally jumps to about 780 when counting as separate schools Arizona's multibranch

charter schools. In the 1997-98 school year, 279 new charter schools opened their doors, according to the report.

Fewer than one in 20 charter schools has closed voluntarily, merged with others, or been shut down, the report says.

While most charter schools are similar to their districts in the racial and economic backgrounds of their students, it says, about one-third are more likely to serve poor and minority students.

The report issued last month is the second installment in a four-year study of such public schools, which operate without some state and local regulations in exchange for greater accountability for student results. ("ED Study Paints Portrait of Charter

Schools," June 4, 1997.)

ddLater reports will address issues such as what impact charter schools have had on student achievement and on public education as a whole.

ddThe department late last month also released a guide for chartering entities that outlines such tasks as devising solid evaluation criteria for reviewing charter applicants, conducting background checks of applicants, and managing an appeals process.

Publication#W\ PP# 33. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Predominantly Black Charters Focus of Debate in N.C.

Headline

#:\ PP#

By Lynn Schnaiberg

ddWhen North Carolina lawmakers opened the door to charter schools in 1996, critics predicted a rush of "white flight" schools would follow.

ddIt seems precisely the opposite has happened. Of the 33 charters that are up and running, a dozen have student populations that are more than 85 percent black.

ddMany state charter school supporters say that as long as the schools produce positive academic results "and do not not intentionally block students based on their race "those figures should not be cause for alarm. ddBut North Carolina law suggests otherwise, and a debate has ensued over whether "or how "the racial-balance provision of the charter school law should be enforced. State policymakers have spent months trying to resolve the issue in a legal and political climate

that looks with growing suspicion at policies drawn on the basis of race or ethnicity.

ddWhile many states' charter laws aim to encourage racial diversity, North Carolina's is relatively prescriptive, experts say.

Neighboring South Carolina, which has one of the nation's strictest racial-balance rules for its charter schools, has confronted similar issues. ("Racial Makeup at Issue In S.C. Charter Debate," April 30, 1997.)

ddNorth Carolina law says that within a year after a charter opens, its enrollment "shall reasonably reflect" the racial and ethnic composition of the general population within the countywide district boundaries or the district's racial and ethnic composition.

ddSupporters fear the state's predominantly black charter schools may be forced to close. "It's a scary and confusing time for these schools," said Roger A. G

erber, the president of the Association of North Carolina Charter Schools.

dd'Fear of Resegregation'

ddFor now, the state's charter schools are operating against a shifting landscape.

ddIn July, the state school board voted to allow a statewide charter school adv

isory committee to determine on a school-by-school basis whether a charter school's racial imbalance is justified and what action, if any, the state should take.

ddThe Raleigh-based North Carolina Foundation for Individual Rights, a conservative nonprofit legal group, plans to file a lawsuit to block the state from enforcing the law's racial-balance provision.

ddAnd a bill is moving through the legislature that would soften the provision to require only that schools make a "good faith effort" toward achieving diversity.

ddBut both critics and supporters of the proposed change say it is unlikely to survive the legislative process.

ddWhile the state wrestles with the issue, charter schools are not sure what, if any, steps to take as the next school year approaches, said Jack Daly, the executive director of the legal group challenging the state law.

ddHe points to one such school that last year held separate enrollment lotteries for blacks and whites in order to strike racial balance. Such action amounts to an illegal racial quota system, he contends.

ddState board President Phillip J. Kirk Jr. said he opposes shutting down the charter schools and points out that there are nearly all-white or all-black traditional public schools in the state.

dd"I don't think charters were intended to resegregate the schools," he said.

ddJane P. Norwood, a state board member and a professor at Appalachian State University's school of education in Boone, said she is undecided on the issue.

dd"I have a definite fear of resegregation. I am old enough to remember 'separate but equal' in this state," she said. "But I believe in freedom of choice to a certain extent. It's a real dilemma."

ddSeeking 'Good Schools'

ddA recent U.S. Department of Education study found that most charter schools are similar to their districts' racial and ethnic breakdowns, but about a third are more likely to serve minority students.

ddClose to 49 percent of North Carolina's charter school students are black. In the state's public schools as a whole, 31 percent of students are black.

ddRoughly half a dozen of the state's charter schools are predominantly white, but many reflect their surrounding communities in the rural western areas of the state, according to Grova L. Bridgers, who oversees charter schools for the state education department.

ddExperts point to myriad reasons for the high percentage of African-Americans in charter schools, too. Many of the predominantly black charter schools are in majority-black neighborhoods in large cities like Raleigh and Durham, and some were launched by black community leaders.

dd"People aren't fleeing the public schools because of race," Mr. Gerber said.

"They're fleeing to what they think are good schools.

And they are unsatisfied

with what they've been getting in traditional public schools."

ddBalancing Goals

ddTom Williams, the director of Healthy Start Academy, said that when the school

organizers wrote their charter, they never

expected they would draw anything

but a mixed student population. But the search for an affordable building led them

to a poor and

mostly black neighborhood in Durham.

ddAlthough the organizers tried to talk the 40 white students who had signed up

last year into staying, they all withdrew, he said.

ddThe vast majority of Healthy Start students come from the neighborhood. Of the

320 pupils in grades K-3, four are white. Mr.

Williams said he hopes that more

white families will give the school a chance once they see the students' impressive

test gains.

ddBut the former New York state school administrator, who is white, said his top

priority "and his parents' priority" is a

high-quality education. True integrity

of education, he argued, comes from the upward economic mobility gained through education.

"I hear

parents say: 'My kid is reading a year above grade level. And I don't

care whether he's sitting next to a white student or not.'"

Publication#W\ PP# 34. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# N.Y. To Require Accreditation For Ed. Schools Headline #: \ P
P#

By Jessica L. Sandham

ddColleges and schools of education in New York state are taking a hard look at

teacher-exam pass rates and accreditation

requirements following the state's recent

adoption of stricter teacher education standards.

ddThe New York board of regents last month passed a set of reforms geared toward

improving the quality of the state's teaching

force. Among the changes, which

range from strengthening

professional-development standards to overhauling teacher-review processes, the

regents now will require that all public and private

higher education institutions

attain accreditation for their teacher education programs by Dec. 31, 200

4.

ddUnder the new standards, the state also retains the right to shut down, or "deregister,"

schools of education where fewer than 80

percent of graduates pass

one or more required certification exams beginning next year.

ddThe mandate comes even as the regents move to make existing certification exams

on teaching skills and liberal arts knowledge

more difficult, and as they require

all new teachers to pass a third exam that will gauge their expertise in

a specific content area or

specialty.

ddAdoption of the new standards should push universities that skimp on their teacher

education programs, sometimes to the benefit

of other disciplines, to wise up to the need to allot more resources to teacher training, said regent Saul B. Cohen, who served on the task force that initially proposed the teacher reforms.

"Right now, schools of education are cash cows for the universities," Mr. Cohen said. "If universities want their schools of education to be accredited, they're going to have to put more money into them."

Two Options

The regents' new rules allow schools two accreditation options: accreditation through a nationally recognized professional body; or accreditation by the regents themselves, which would be based on the recommendations of a professional-standards board that the state board is in the process of forming.

To date, only four of the state's 113 teacher education programs are accredited through the Washington-based National Council for Accreditation of Teacher Education, which is currently the only established professional accreditation association for schools of education. A second group, the Teacher Education Accreditation Council, also located in Washington, is planning to begin reviewing teacher training programs within two years.

Schools of education in New York have steered away from trying to obtain NCATE certification because of the direct and indirect costs of the process, said Elaine Sands, the dean of the education school at Adelphi University, a private institution in Garden City.

Despite the expense, which runs into the thousands, many of those heading education schools in New York understand that the regents' move to demand accreditation was "a long time coming," Ms. Sands said. "Schools of education need to meet a higher professional standard of excellence."

State Aid Sought

Still, some education officials expressed concern that the required accreditation and an 80 percent pass rate on teacher exams will be economically unattainable for the state's public institutions, unless they receive an infusion of new state money.

The situation appears particularly dire for the City University of New York. Only two of CUNY's 10 branches that offer teacher education attained an 80 percent pass rate on each of the required teacher certification exams in 1996-97.

School districts are depending on the teacher education programs in the New York state and New York City systems to help produce some of the hundreds of thousands of new teachers they will need to hire in the next several years, said Gregory Nash, the president of NEA-New York, the state affiliate of the National Education Association.

"If the state isn't committed to providing quality teacher education programs

in their institutions, how can private institutions be expected to do it?" Mr.

Nash said.

Like other aspects of the regents' plan that hinge on state funding, any increased aid for public institutions would require legislative approval.

Other highlights of the plan include:

A gradual phasing out of all temporary, or emergency, teacher licensures by 2003;

A requirement that all incoming teachers obtain a master's degree within the first two years of entering the classroom;

A provision that would provide every new teacher with at least one year of state-financed mentoring;

A requirement that all teachers certified after Sept. 1, 2000, complete 175 hours of professional development every five years to renew their licenses;

The creation of an incentive program designed to attract teachers to hard-to-staff schools through scholarships and a \$10,000 bonus to certified teachers who

agree to work for three years in high-need areas; and

The establishment of a teacher-review process in which teachers who are judged to be unsatisfactory will be given the opportunity to improve through a district-created teacher-improvement plan.

Publication#W\ PP# 35. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Senate OKs HEA Bill That Would Streamline Teacher

Ed. Headline

e #:\ PP#

By Julie Blair

Washington

Members of the House and Senate are set to reconcile their competing plans to ensure new teachers are well prepared for the classroom.

In voting 96-1 to renew the Higher Education Act for five years, the Senate last month accepted a proposal that would authorize \$300 million over five years

in competitive grants to improve teacher education and recruitment programs.

Specifically, it would consolidate the federal government's myriad teacher education initiatives into two grant programs. The bill calls for allocating \$150

million to states to reform their teacher preparation requirements. The other \$150 million would be used

for partnerships between universities and disadvantaged schools to upgrade the quality of teaching.

In May, the House approved its own version of the HEA reauthorization, 414-4, calling for \$18.5 million a year for teacher training. While similar to the Senate

measure in intent, the House bill would consolidate current programs into only one grant to

states. It also proposes that 70 percent of the federal funds go to local partnerships and only 30 percent to states.

The differences will be taken up by a House-Senate conference committee. When the committee will go to work has yet to be

determined.

ddLegislators in both houses are "all on the same page with wanting to do the right thing," said Amy Wilkins, a senior associate with the Education Trust, a nonprofit organization in Washington that advocates high standards and equity in education. "The real question

is: Will people be able to overcome...pride of authorship in exchange for really good policy?"

ddFocus on Teachers

ddThe newly passed Senate bill aims to raise state standards for teachers, boost their assessment scores, and create opportunities for professional development

t. It would require states that accept funding to increase the percentage of K-12 classes taught by educators

in their areas of expertise and to hire teacher candidates who integrate technology into the classroom.

dd"You can't realistically expect students' performance to improve unless you also focus on those doing the teaching," Sen. Jeff

Bingaman, D-N.M., a member of

the Labor and Human Relations Committee who lobbied for improved teacher accountability, said

in a recent interview. "The more academic instruction we have..

the better our teaching corps will be."

ddThe plan also would offer incentives to teach in needy districts by forgiving up to \$8,000 in student loans for those who did so.

dd"This is the strongest piece of the entire bill," said Penelope Earley, the senior director for the Washington-based American

Association of Colleges for Teacher Education.

"There have been a number of reports...showing a teacher shortage. We want to make

sure there are enough teachers and that they are well prepared."

ddThe Senate bill does not mention funding for the National Board for Professional Teaching Standards, which offers voluntary certification for educators who meet high standards. The House bill, however, would eliminate federal funding for the organization.

In fiscal 1998, the NBPTS received \$18.5 million from the federal government, said Sally Mernissi, vice president of the Southfield, Mich

-based board.

ddDespite the HEA proposals, however, funding could survive in a separate appropriations bill, David Bryant, a senior associate for government relations with

the National Education Association in Washington, said in an interview.

ddThe bill also sets parameters on the costs of higher education.

ddUnder both the House and Senate plans, the interest rate on federally subsidized student loans would drop to 6.8 percent from the

current 7.6 percent for students

still in school, and to 7.4 percent from the current 8.2 percent after graduation.

ddSupporters note that the decrease would save students substantial amounts of money. But opponents "including President Clinton

"say it would allow lenders to

o collect billions in federal subsidies because the government would pay the lenders to continue in the student-lending business, which banks contend is unprofitable at the lower interest rate. The Office of Management and Budget estimated the bill would provide \$2.4 billion in subsidies during the five-year timeframe to make up for the difference in interest rates.

Other provisions in the bill include increasing the maximum annual Pell Grant for needy college students. By 2003-2004, awards will be worth \$5,800.

Separately, the Department of Education last month cut interest rates for students who consolidate their direct student loans with federally guaranteed student loans by Sept. 30. A student with a \$1,000 loan who consolidates will save about \$50, said Jane

Glickman, a spokeswoman for the department.

Publication#W\ PP# 36. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Future Shape of E-Rate Program In State of Flux on Capitol Hill

l Headline #:\ PP#

By Mary Ann Zehr

Washington

The fate of the E-rate remains uncertain on Capitol Hill, where Congress is weighing a proposal that could change the program dramatically.

Sen. Conrad Burns, R-Mont., and Rep. W.J. "Billy" Tauzin, R-La., have advanced legislation that would use a third "or about

\$1.7 billion per year "of the cu

urrent 3 percent telephone excise tax to pay for "telecommunications and related services" in schools

and libraries.

Their companion bills, introduced in both the House and the Senate on July 23, propose getting rid of the E-rate and replacing

it with a five-year program o

f block grants to states. The program would be administered by the Department of Commerce's National

Telecommunications and Information Administration.

The 30,000-plus applications submitted by schools and libraries for 1998 education-rate discounts for telecommunications services

would be transferred to th

e new program, according to Ben O'Connell, a spokesman for Sen. Burns.

On the same day that the Burns-Tauzin proposal was introduced, the Senate passed the appropriations bill for the departments

of Commerce, State, and Justice

with an amendment that would require all schools and libraries to choose a system to filter out any

objectionable Internet material such as pornography before

receiving any E-rate money. Sens. John McCain, R-Ariz., and Ernest F.

Hollings

s, D-S.C., introduced the amendment.

Undue Scrutiny?

The appropriations bill also includes language overriding an earlier amendmen

t that would have prohibited schools and libraries from applying to the Commerce Department's Telecommunications and Information Infrastructure Assistance Program. The new amendment says schools and libraries would be eligible for TIIAP money in fiscal 1999, but only for purposes other than those served through the

E-rate. ("Panel Cuts Technology-Grant Program," July 8, 1998.)
ddComplaints that the E-rate is undergoing an unusual amount of examination for a new government program arose during a July 16 hearing in the Senate Commerce, Science, and Transportation Committee.

dd"I don't know of any other program that has been created in less than a year and received such scrutiny and review," said Sen. Olympia J. Snowe, R-Maine, a co-sponsor of the E-rate provision contained in the Telecommunications Act of 1996.

ddAlso during the hearing, the General Accounting Office presented its report on how the Schools and Libraries Corp., the agency administering the E-rate program, was handling its "integrity operations." Sen. McCain, the chairman of the committee, had asked

the congressional investigatory office to make sure that the SLC had adequate procedures to prevent waste, fraud, and abuse.

ddAmong other things, GAO officials said they were concerned that an independent audit of the corporation had been scheduled for completion after funds would already be committed to applicants.

ddDuring the hearing, Ira Fishman, the executive director of the SLC, committed to complying with all of the GAO's recommendations on running the program.

ddAfter repeatedly being asked by Mr. McCain to say when the SLC could start paying for E-rate applications, Mr. Fishman estimated that money would start flowing "sometime early this fall."

ddIn response to congressional pressure, the Federal Communications Commission has already dramatically scaled back the E-rate program for 1998 applications, promising to give out \$1.9 billion over 18 months instead of \$2.3 billion over a year, as was first anticipated.

ddCongressional challenges to the program were stepped up when AT&T Corp. and MCI Communications Corp. announced in May that they would put a surcharge on residential phone bills for the cost of universal service, which includes the cost of the E-rate.

ddOn July 1, AT&T put a charge of 93 cents per month for universal service on residential phone bills; the company estimates about 23 cents will go to the E-rate program. At the same time, MCI put a 5 percent charge and Sprint Corp. put a 4.5 percent charge on residential phone bills for universal service. Spokesmen for AT&T, MCI, and Sprint deny charges from E-rate advocates that their compa

nies also are lobbying Congress to kill or stall the E-rate.
ddE-rate supporters monitoring the E-rate program say they hope the SLC's commitment to comply with the GAO report will put questions about the program to bed

dd"There's absolutely no reason these discounts can't start going out to children [in schools], and anyone who is trying to say more measures need to be put in place is just trying to delay the program," Michelle Richards, the director of federal programs for the National School Boards Association, said during a recent pro-E-rate rally on the Capitol lawn.
Publication#W\ PP# 37. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Contractor Gets More Time To Write National Test

Items Headline

e #:\ PP#

By David J. Hoff

ddWashington

ddThe independent panel designing President Clinton's proposed voluntary national tests is juggling its development schedule even as Republicans in Congress are moving to stop its work.

ddThe National Assessment Governing Board announced last month that it will give its contractors extra time to write questions for pilot tests.

ddThe changes eat into the board's time to review more than 2,000 potential items for the proposed 4th grade reading and 8th grade mathematics assessments. But board members won't delay the schedule that calls for pilot testing in March and for the exams to be ready by the spring of 2001.

ddIf GOP leaders have their way, the work will never get to that point. The fiscal 1999 spending bill approved by the House

Appropriations Committee last month

included no money for ongoing work on the tests and prohibits the Department of Education

or the governing board from spending money from other accounts on the project.

ddRepublican Roadblock

ddStopping the proposed tests is a top priority for congressional Republicans.

The House early this year passed a bill demanding that the governing board "know

as NAGB "stop test development by Sept. 30.

ddThe Senate included the same language as an amendment to a bill creating tax incentives for K-12 education savings. When the test language was dropped from

that bill in a conference committee, Speaker of the House Newt Gingrich, R-Ga., and Senate Majority

Leader Trent Lott, R-Miss., promised they would put a stop

to NAGB's work on the new tests in the fiscal 1999 appropriations bill.

ddPresident Clinton eventually vetoed the tax bill. He has announced his opposition to the House appropriations bill based on its numbers alone. Last year, he

threatened several times to veto a fiscal 1998 spending bill that would have halted his testing plan, but the administration negotiated a compromise that allowed test development to continue for fiscal 1998, which ends Sept. 30.

Despite the outside debate, NAGB is working as if it will have the money and authority to proceed with its work on the tests.

The bipartisan panel of politicians, educators, and community leaders "whose primary task is overseeing the separate National Assessment of Educational Progress" altered its schedule last month after experts evaluating its work suggested changes.

In a July 15 letter to Secretary of Education Richard W. Riley, the National Research Council said NAGB's schedule did not leave enough time for the American Institutes for Research, the lead contractor for the project, to prepare the 2,600 questions needed for the pilot tests.

The nrc's experts in June reviewed 105 questions and determined that about half needed significant revisions before they could be approved for pilot-testing.

While that proportion isn't extraordinary for a test in the early stages of development, the experts for the private council created by congressional charter thought NAGB's time line was insufficient for the contractor.

Deliberation Curtailed

In response, NAGB will free up time for the contractor by cutting back on the time the board spends deliberating on the items.

Mark D. Musick, the board's chairman, said NAGB will hire experts to review potential test questions and decide how well they measure students' ability to perform on the proficiency levels of the existing national assessment, the sampling of student performance that would be the basis of the new tests.

Publication#W\ PP# 38. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# GOP Report Underscores Two Views on Federal Role Headline #:\ PP#

By Joetta L. Sack

Washington

The ingredients of the Republican recipe for federal education policy have resurfaced in recent weeks, through the release of a long-awaited report and new initiatives designed to reduce federal bureaucracy.

Unveiling their "Education at a Crossroads" report in July, Rep. Peter Hoekstra and fellow Republicans offered a formula for public schools with roots in the GOP education agenda: block grants and fewer federal rules, more parental involvement, and back-to-basics academics.

With Congress scheduled to recess this month and adjourn for good in early October, the Republicans have already begun working on related legislation, and one bill that follows their agenda "the proposed Dollars to the Classroom Act" is

ay be voted on shortly
after the August recess.

ddThe report and the Dollars to the Classroom legislation "which would merge funding for 31 federal education programs into oneblock grant "are likely to be merely symbolic works given the relatively little time left in this year's session. But, assuming that

Republicans retain control in the 106th Congress, both could lay the groundwork for next year's anticipated reauthorization of the Elementary and Secondary Education Act and its related K-12 programs.

dd"What we have learned should concern every American," Mr. Hoekstra, the Michigan Republican who chairs the House subcommittee on oversight and investigations

for education and workforce issues, said in announcing the report's findings at a July

16 news conference. "We found little evidence proving the effectiveness of federal programs."

ddSpeaker of the House Newt Gingrich of Georgia was among the GOP lawmakers at the briefing.

ddTrading Charges

ddMembers of Mr. Hoekstra's subcommittee spent more than two years traveling across the country, mainly to members' home districts, to visit schools and talk

with local officials about the effectiveness of federal initiatives. The "Crossroads" report, which

Mr. Hoekstra called "the most comprehensive review of federal education programs undertaken by Congress," was first scheduled for release

late last year. ("Value of Two GOP Education Probes Debated," March 18, 1998.)

ddUpon the report's release, House Democrats quickly blasted its conclusions, and claimed they were shut out of the planning process

for the study and the 22 hearings associated with it.

dd"It was more or less set out with an objective in mind," said Rep. Patsy Mink, D-Hawaii, the ranking Democrat on the subcommittee. "I don't think there was any effort to balance the witnesses."

dd"That's baloney," Mr. Hoekstra responded in an interview. He charged that Democrats had refused to participate in the process

and were usually given 30 to 60 days' notice of scheduled hearings.

ddThe Dollars to the Classroom Act debate, meanwhile, is also likely to spark fierce opposition from Democrats, who contend that it would unravel accountability

in federal funding. If enacted, the measure would create a federal education block grant with few rules

on how states and schools use the money. Many education groups "including the Council of Chief State School Officers "also oppose the measure.

dd"The whole idea of collecting money from taxpayers and sending it back without any establishment of needs, goals, or criteria of admission is simply not acceptable

eptable," Ms. Mink said.²

The same debate surfaced in the Senate Labor and Human Resources Committee late last month, as the panel approved a measure that would expand an experimental

program that gives states some freedom from federal regulations for education programs. The

bill, S 2213, would expand the "Ed Flex" program from the 12 states where it is allowed now to all 50 states.

More immediately, "Education at a Crossroads" highlights the gulf between the Republican take on federal policy and that of the Clinton administration.

Debating the Facts

"The contents of this report are riddled with inaccuracies, and its recommendations again fail to address the most critical needs of America's students, teachers, and schools," Secretary of Education Richard W. Riley said.

The report contains a transcript of Mr. Riley's testimony at a Washington hearing last year, in which he was unable to provide the exact number of federal education programs.

The GOP puts that total at 760, while the Education Department says federal education programs number fewer than 200.

The two sides also squabbled over the amount of federal school funding that reaches the classroom. Mr. Hoekstra maintained that it's no more than 65 to 70 cents out of every dollar, while the Clinton administration says it is more than 95 percent.

The Washington-based American Association of University Women also gave the report a thumbs-down. The AAUW released a poll of 600 Democratic, Republican, and independent women voters that showed they favored a strong federal role in education.

The "Crossroads" report "flies in the face of what the majority of women voters want," said the AAUW's executive director, Janice Weinman.

Ms. Weinman attended Mr. Hoekstra's news conference to announce the report, and the Republicans there told her that voters should first and foremost focus on the quality of federal programs rather than the quantity.

Publication#W\ PP# 39. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# House Spending Bill Takes Conservative Line Headline #:\ PP#
By Joetta L. Sack

Washington

Under the cloud of a threatened presidential veto and sharp discord among its members, the House may vote this week on a restrained education spending bill with implications well beyond dollars and cents.

The proposal, which passed the Appropriations Committee on a party-line vote July 14, would hold total funding for Department of Education programs to \$32.9 billion, up 2.5 percent from fiscal 1998's \$32.1 billion allotment.

It would let states use funding from the Goals 2000 school reform program and the Eisenhower Professional Development grants as block grants for education reform with few restrictions on spending. And, as promised by the Republican leadership, it includes language that would bar federal funding for the development or implementation of new national tests, continuing a hard-fought battle over one of President Clinton's education priorities.

Conservative Appeal In many ways, the appropriations bill is a bow to conservative Republicans, who say they have been shortchanged by their party in recent

years. Already, the package is provoking strong reactions.

In a move that was unusual so early in the budget process, Mr. Clinton told the House Appropriations Committee before its vote that, unless significant changes were made, he would veto the measure.

"The bill is fundamentally flawed," Mr. Clinton said in a statement. "It cuts \$2 billion from our request for educational investment, short-changing initiatives on education reform, on raising educational achievement for our children, and on providing focused help for students who need it most."

The GOP faults Mr. Clinton for counting on funding from a stalled tobacco settlement to support new K-12 initiatives in his budget proposal, and for not proposing budget cuts to offset his new expenditures on class-size reduction and other efforts. Last week, Appropriations Committee Chairman Robert L. Livingston, R-La., sent a strongly written letter to the White House demanding that officials there quickly send "real and do-able" funding alternatives in order for the House to consider paying for any of the administration's proposed initiatives.

The House committee's proposal would increase spending for GOP priorities such as special education state grants, which would see a 5.8 percent boost, to \$4.82 billion; and the Chapter VI block grant, which gives aid directly to schools with few strings attached, which would get a \$50 million increase, to a total of \$400 million.

The bill would also hold funding for Title I grants at the current level of \$7.5 billion and sharply cut some of Mr. Clinton's favorite initiatives. For instance, Education Department funding for school-to-work programs would drop from \$200 million to \$75 million. The school-to-work initiative also receives funds in the Department of Labor budget. Mr. Clinton had requested \$125 million in

education money for the program, which is scheduled to be phased out by fiscal 2000.

Whether the conservative Republicans who have driven the budget-writing process this year have the votes to get their bill passed

in the full House is an open question.

dd"They're going to have a hell of a time getting the moderate votes," predicted Andrew Rotherham, a legislative specialist with the American Association of School Administrators in Arlington, Va. "There's a lot in that bill that gives a lot of people reason not to like it."

ddHitting Existing Programs

ddThe Committee for Education Funding, a Washington-based coalition of education groups that lobbies for increases in federal school aid, blasted the measure as "inadequate and harmful."

ddThe bill is unusual in the amount of language it contains that would alter existing programs, such as the Goals 2000: Educate America Act.

dd"This bill probably, more than any other, defines the differences in priorities" between the two parties, Rep. David R. Obey, D-Wis., the Appropriations Committee's ranking Democrat, said shortly before the panel's vote. "This bill was never going to be easy, because of the budget constraints, but it has been made infinitely more difficult."

ddBut Republican leaders did not seem troubled. "This bill will pass. A version of this bill will be signed into law, and life will go on," Mr. Livingston said, also during the hearing.

ddRepublicans on the Appropriations Committee pointed out that the tight constraints of last year's balanced-budget agreement were agreed to by both parties, and that Republicans were working to eliminate or cut programs that they believe are ineffective or not a federal responsibility.

dd"We have to make choices," said Rep. John Edward Porter, the Illinois Republican who chairs the education appropriations subcommittee.

ddThe Senate Appropriations Committee is expected to write and vote quickly on its spending plan when Congress returns Sept.

8.n

Publication#W\ PP# 40. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# District Holding Some Notes in Assault Case Headline #:\ PP#
By Jessica Portner

ddThe Grosse Pointe, Mich., school system has refused to surrender certain notes in a rape investigation involving district students, saying state law prohibits school officials from releasing records of conversations between students and staff members.

ddEducation law experts say such a state law has rarely been used to prevent the release of student-staff communications in criminal cases.

ddAccording to the district's lawyer, Caryn Wells, the principal of the 1,274-student Grosse Pointe North High School became aware

of the alleged rapes while investigating how a lewd photograph of senior-class president Daniel Granger appeared in school's 1998 yearbook. During those inquiries, three female students accused Mr. Granger and three other male students of sexual assault. Police then investigated the accusations, and the four young men who attend school in an affluent suburb of Detroit were charged with third-degree criminal sexual conduct.

The girls were 14 at the time of the alleged incidents, which are said to have occurred in private homes last December and January.

Under Michigan law, 16 is the age of consent for sex. The four defendants were all 18 or 19 at the time. If convicted, they could face up to 15 years in prison.

Mr. Granger's lawyer, William Bufalino, said last week that his client "categorically denies having sexual intercourse [with the accusers] or not to the level these young girls imagined." Mr. Granger and the other defendants have pleaded not guilty to the charges.

Additional Records

In a preliminary hearing last month in Wayne County Circuit Court, Judge Lynne Pierce ordered the district to surrender the principal's notes about all of the students involved in the case.

The district complied but refused to provide additional notes sought by both the prosecution and the defense because they concerned other students.

Prosecutors are seeking the additional records in an attempt to corroborate the accusers' accounts and to identify any other possible victims or assailants.

Defense lawyers also are seeking the notes in an effort to bolster their cases.

"If somebody said to the school [official] that a student did such and such with so-and-so, that's evidence," said Richard Padzieski, the chief of operations in the prosecutor's office in Wayne County, Mich.

But Mark McInerney, a lawyer for the 8,500-student district, said that the school system is trying to satisfy the statute, not obstruct the prosecution. The

1961 Michigan law says that "confidential communication with teachers and administrators and behavioral records cannot be released without parents' or students' OK," he said.

Interviews with a student have the same protection as a person's discussions with a doctor or a priest and must be kept confidential, he argued.

"Society wants students to talk to a teacher without being afraid that the conversation is going to get out," he said.

In a Bind

Gwendolyn H. Gregory, an outside counsel to the National School Boards Association and an expert on education law, said she knows of no other case in which a state privacy law was invoked to block the release of notes in a criminal investigation.

ddFederal law requires school districts to keep student records confidential, with some exceptions. But Ms. Gregory said she was unaware of state laws other than Michigan's that further protect student records or private communications with school officials.

ddCases such as the one involving Grosse Pointe North High School put administrators in a bind, she said. They are stuck between violating student privacy, thus risking a parent's lawsuit if they divulge information about a child, and inhibiting an investigation that could lead to a criminal conviction.

dd"It's always a quandary," Ms. Gregory said. "You just have to work it out to maintain the confidentiality, but not so you allow the perpetrator to get away with it."

ddMr. Padzieski of the county prosecutor's office said last week that he plans to seek a subpoena at the end of the month to get the remaining records from the district.

Publication#W\ PP# 41. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Mayor To Control Cleveland Schools After Judge Ends State Intervention

Headline #:\ PP#

By Kerry A. White

ddThe passing of the torch in Cleveland is imminent: This fall, the beleaguered school district will join the list of large urban school systems "including Boston and Chicago "under mayoral control.

ddU.S. District Judge George W. White ruled last month that a federal court order that placed the district under state control will be lifted on Sept. 9.

ddMayor Michael R. White, along with an appointed nine-member school board and a superintendent of his choosing, will take over the Cleveland schools, returning the district to local control for the first time in nearly 25 years.

dd"Today is a historic day for Clevelanders," Mayor White, a Democrat, said in a prepared statement following the judge's ruling.

"After a quarter of a century

of having the educational policy for our children in the hands of the federal court and then the

subsequent state supervision, we can now move forward with a school system run by our community for our community."

ddA federal court ordered the state takeover of the 76,500-student system in 1995 after declaring the school system, which was on its last legs academically and

and \$155 million in debt, in a "state of crisis."

ddThe plan for mayoral control was approved by state lawmakers and signed into law by Gov. George V. Voinovich, a Republican, in August 1997.

ddFight Continues

ddJudge White, no relation to the mayor, who in March declared that the school system had fulfilled its legal obligation to

desegregate its schools, failed to rule last month on a request by two groups opposed to the mayor's assumption of authority. Those groups, the Cleveland chapter of the National Association for the Advancement of Colored People and the Service Employees International Union, which represents school support workers, have asked that schools remain under state control until their appeal is decided. ("Judge Ends Desegregation Case in Cleveland," April 8, 1998.)

Meanwhile, a nominating panel put together by the state is reviewing the applications of about 240 school board hopefuls "many of them prominent community leaders" and will make recommendations to the mayor by Aug. 10. The school board and the mayor's choice for chief executive officer are expected to be named by fall.

Publication#W\ PP#42. Education Week"Publication"#:\ PP#August 4, 1998

Headline#\ PP#Mass. Reacts to More Test Data; Teacher Proposal Outlined

Headline#\ PP#

By Kerry A. White

A school-by-school breakdown of scores on Massachusetts' first-ever exam for licensing new teachers is forcing some education schools to take a hard look at their curricula, even as state officials propose creating one of the nation's most intensive programs of teacher recruitment and training.

While individual test-takers' scores on the April test were issued earlier this summer, the state education department released results by school on July 23.

The 59 percent overall failure rate had already rippled through the state and made headlines nationwide, but the data on how individual colleges and universities in the state performed took many higher education officials by surprise.

Nearly 1,800 prospective teachers took the eight-hour test in April and, although interim Commissioner of Education David P. Driscoll cautioned that scores from colleges where only a small sample of students took the test "need to be interpreted carefully," he asked college leaders to make changes in their programs where they could.

"I urge the institutions of higher education to accept the data for what it is, which is a snapshot of performance on one round of testing," he said in a statement, "and now analyze it and use it to strengthen areas of need."

In addition, Mr. Driscoll, along with acting Gov. Paul Cellucci, a Republican, and top lawmakers, last week unveiled the state's "most aggressive plan yet to attract, train, and mentor top teachers."

\$20,000 Bonuses?

ddThe proposal, known as the 12-62 Plan for its intent to reach from middle school "or age 12 "to retirement, would cost a total of between \$5 million and \$10 million, state officials say, funds they say could be drawn from the state's \$1 billion surplus.

ddIt incorporates a widely publicized proposal by state Senate President Thomas F. Birmingham to grant new teachers \$20,000 signing bonuses, which would be spread over the first few years of their careers, new scholarships and loan-forgiveness programs, and a more streamlined certification process.

ddThe plan, which Mr. Driscoll drafted with input from other state leaders, also proposes a new "master teacher corps" through which the state would reimburse and reward those teachers who complete the National Board for Professional Teaching Standards requirements and an additional content test.

ddIn order to be enacted, different parts of the plan would require the approval of either the state board of education "which could take up the proposals next month "or the legislature, which has recessed until January.

ddA Confirmation

ddOn the school-by-school analysis of teacher-test scores, one of the institutions with the poorest showing was Northeastern University in Boston. Only three "or 17.6 percent "of the school's 17 teacher-candidates passed both the exam's reading and writing subtests.

ddThe university's president, Richard M. Freeland, said the scores represented one in a series of "wake-up calls."

dd"The scores confirmed what we've known for some time: that the education programs here and elsewhere are not as strenuous as they need to be," he said in an interview last week. "Well before the testing results were released, we revamped our master's program, raised freshman admission standards, and reworked our undergraduate curriculum....The test makes the case that we should redouble our efforts."

ddMany other schools didn't fare much better than Northeastern: Only 22.2 percent of Springfield College's 63 candidates passed both the reading and writing portions of the Communications and Literacy Skills Test; 26.8 of Westfield State College's 84 candidates passed; 30 percent of Massachusetts College of Liberal Arts' 20 candidates passed; 32.9 percent of Bridgewater State College's 146 candidates passed; and 33.8 percent of Salem State College's 71 candidates passed

ddAdministrators at Springfield College said that since the scores were released they have put together a panel that will examine how students performed on each section of the test to determine how required courses can be adjusted to improve results.

dd"Springfield College has a long history of producing quality teachers," said Gretchen A. Brockmeyer, the associate provost and associate vice president for student affairs at the private college. "We'll look at testing results as they come back and will determine what sort of enhancements and changes need to be made in the curriculum."

ddResults from the second round of teacher tests, administered July 11, are forthcoming.

ddBoston University Chancellor John R. Silber, who as the state school board chairman has led the drive to raise the academic bar for students and teachers, saw his university post a 65.7 percent passing rate among its 68 teaching candidates.

ddIn a statement, Mr. Silber said that the teacher tests "were not difficult, and, therefore, the scores are even more appalling than they might at first seem."

ddHe added that although BU students scored relatively high, officials there were not happy with the results and have set a higher standard for future tests: If BU students don't manage a 90 percent pass rate within the next two years, he said, university officials will consider abolishing the education program.

ddOnly two of 56 Massachusetts institutions whose students or graduates took the spring exam had perfect scores, according to education department figures: the Harvard University graduate school of education and Wellesley College, although a total of only 13 students from those schools took the test.

ddThe next-highest passing score went to Tufts University, where 81.3 percent of the 16 candidates passed.

Publication#W\ PP# 43. LRP Publications"Publication" #:\ PP#July 31, 1998

Headline#\ PP# Senate Passes Job Training Conference Report Headline #:\ PP#

ddYouth job training programs will have a greater focus on long-term academic and occupational training, rather than short-term employment fixes, under a House-Senate conference report issued this week and passed by the Senate late last night.

ddHouse and Senate conferees finished negotiations on the legislation (H. Rpt. 105-659) that will provide more flexibility in job training and push federal dollars to local communities. The Senate approved the report yesterday in a late-night session prior to leaving town today for its August break.

ddThe House will likely follow suit later today or early next week, after which President Clinton is expected to quickly sign the bill into law.

dd"For more than three years, I have been working on a comprehensive job training reform package - - and I am convinced Senate passage comes not a moment too soon," said Sen. Mike DeWine, R-Ohio, primary sponsor of the work force legislation. "Our

economic future depends on a well-trained work force and this bill will help prepare American workers to face the challenges of the 21st century."

Rep. Bill Goodling, R-Pa., chairman of the House Committee on Education and the Workforce, echoed DeWine's sentiments, saying the Workforce Investment Act "is a huge step toward reforming this nation's employment, training and literacy programs for the 21st century."

The act consolidates more than 60 federal training programs through the establishment of three block grants to the states, including programs for disadvantaged youth employment and training.

While the legislation allows for the continuation of summer youth employment programs, it requires that all employment experiences under these programs be tied to basic academic and occupational learning opportunities. Under these programs, priority will be given to hard-to-serve disadvantaged youth, including a requirement that not less than 30 percent of local youth program funds be spent on out-of-school youth.

The legislation also authorizes youth opportunity grants, which are intended to create job and learning opportunities for children living in high poverty neighborhoods and rural communities.

Clinton praised the bill's focus on disadvantaged children, saying it would help "create jobs and opportunities for out-of-school youth in high poverty areas."

House and Senate conferees are expected to take up vocational education legislation when Congress reconvenes in September.

Publication#W\ PP# 44. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Researchers Blame Test Revisions for Falling Ill.

Reading Score

s Headline #:\ PP#

By Debra Viadero

Illinois educators have been scratching their heads over four years of mysterious declines in students' scores on the state's 10-year-old reading tests.

Now, two of the researchers who helped design the assessment say the fault for the declining scores lies with the tests themselves.

"Simply put, we think the reading scores are wrong," P. David. Pearson and Timothy Shanahan write in an article scheduled to appear this month in the Illinois Reading Council Journal.

The dip in scores on the reading portion of the Illinois Goals Assessment Program, or igap, has been a puzzle because it has come as scores on other parts of the test were rising. Also, some large districts, such as Chicago and Springfield, have seen their students'

reading scores on other standardized tests go up while their state scores were dropping.

dd"Even when we'd see small dips in scores or we were treading water, what we were seeing on the IGAP was huge Niagara Falls drops," said Thomas Kerins, who oversees testing programs for the 14,800-student Springfield district.

ddThe state tests, given to students in grades 3, 6, 8, and 10, are important because districts whose students score poorly over a period of years are placed on academic warning lists and can eventually be dissolved by the state.

ddWhat's at Stake?

ddBeginning in 1995, state education officials launched a series of studies to determine the cause for the declining scores. The studies found that, although the tests had some flaws, the achievement declines were real.

ddIn their analysis, however, Mr. Pearson and Mr. Shanahan point out that the scores headed southward only after 1993, when the state began reporting the test

results for individual students rather than for districts. ddOne of the problems with that change, they say, was that it altered some of the conditions in the way the test was scored.

ddBecause Illinois, like many other states, wants to see how students do over the long run, each year's version of the test has to be made comparable to the previous year's. To do that, test administrators give a smaller subset of students two tests "the current one and the previous year's version "and the results are compared.

ddFor most test-takers, explained Mr. Shanahan, the director of the University of Chicago's center for literacy, the stakes got higher with the switch to reporting individual test results.

dd"All of a sudden, kids' names go on the test, and Mom and Dad know how you do on the test," he said.

ddBut for the subset of students taking the older tests, the stakes stayed the same, he said. They are told, "Look, no one cares how you do," Mr. Shanahan said. If those students don't try as hard as a result, he said, then students taking the regular test have to get more questions right in order to score as high.

dd"It's like a tractor pull that gets heavier every year," he said.

ddState officials, though, said that the "equating" tests are given days after the regular tests and that students may not even be aware the results don't count.

dd"Basically, we have looked at the equating, scaling, scoring, and linking issues up one side and down the other, and we have used the best people in the country, and none of them found a problem," said Eunice Greer, the division director for standards and assessment for the Illinois state school board.

ddWhat is more, state officials said, the issue could become moot as Illinois moves next year to a new assessment "one that was

designed to yield individual results from the start.

But Springfield's Mr. Kerins disagreed. "It's certainly not a dead issue to the principals whose phone numbers I have in front of me and who want to be called the minute last March's scores are available," he said.

Publication#W\ PP# 45. LRP Publications"Publication" #:\ PP#July 31, 1998

Headline#\ PP# House, Senate GOP Lawmakers Offer Measure to Abolish E-Rate Agency
Headline #:\ PP#

The agency established by the Federal Communications Commission to govern the E-Rate program would be eliminated under a new joint House-Senate measure.

The Schools and Libraries Internet Access Act (H.R. 4324, S. 2348) - introduced last week by Rep. Billy Tauzin, R-La., and Sen. Conrad Burns, R-Mont. -

- would eradicate the Schools and Libraries Corporation and shift authority for the program from the FCC to the National Telecommunications and Information Administration.

The measure cuts the federal excise tax on consumer telephone bills from 3 percent to 1 percent. It also devotes the remaining proceeds to a "Telecommunications Technology Trust Fund" from which needs-based state grants would be awarded to fund Internet access for schools and libraries.

"It is hard to justify the continuation of the excise tax in an era of budget surpluses, and it is harder still to swallow a new tax on our monthly phone bill," said Burns, chairman of the Senate Subcommittee on Communications. "This legislation is an excellent compromise that would allow us to keep our promise of educational access to the Internet without sticking it to the American taxpayer.

At the same time, we are cutting the new bureaucracy that oversees the program and relying on current agencies."

The Burns-Tauzin measure calls for approximately \$1.7 billion to be authorized for the E-Rate program through 2003. The program is intended to provide needy schools and libraries with discounts ranging from 20 percent to 90 percent for

telecommunications services, including Internet access.

In recent weeks, Congress has shown support for the E-Rate program, but lawmakers have been highly critical of the SLC and the manner in which it has administered the program.

A recent General Accounting Office report found that, under the SLC's direction, the E-Rate application process was taking longer than expected, the effectiveness of key compliance checks is questionable, program procedures have not yet been finalized, and the program lacks clear and specific performance goals.

s and measures.n

Publication#W\ PP# 46. LRP Publications"Publication" #:\ PP#August 3, 1998

Headline#\ PP# Teacher Group Launches Laptop Computer Initiative
for Educators

Headline #:\ PP#

ddScience and math instructors figure to benefit this year from a new, private
ly funded program that gives them a chance to show
how laptop computers can be
used as tools for teaching and learning.

ddWith a grant from the Toshiba America Foundation, the National Science Teach
ers Foundation will administer the LaptopLearning Challenge, a program for edu
cators to present innovative ideas for using laptop computers to enhance scien
ce and math
education.

ddThe program will be open to all educators during the 1998-1999 school year.
The National Council of Teachers of Mathematics
also will have input on the pr
oject.

dd"We believe the future of science education will include the use of personal
, portable computers by all teachers and students,"
said John Sumansky, presid
ent of the Toshiba America Foundation. "And, while there is a great potential
for the laptop computer
leading to significant improvements in the teaching an
d learning of science, it will only be realized if we begin now to explore and

construct lessons that employ the power and flexibility of the laptop."

ddTo participate in the program, educators will submit lesson plans that have
both science and math components and are performed
using one or more laptop co
mputers. The plans should describe an investigation for students to analyze a
problem, plan and conduct
an experiment, organize results, and communicate the
ir findings.

ddTwenty plans will be selected by a panel of field experts for publication in
an NSTA-produced book and CD-ROM package.

dd"Laptops have the potential to usher in a whole new array of hands-on teachi
ng activities that can be used inside and outside the
classroom, and teachers
need to be on the forefront of this technology," said Steven Rakow, NSTA presi
dent. "We are especially
excited that we can introduce these strategies to our
new teachers in training and prepare them for the classroom of the future."n

Publication#W\ PP# 47. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Georgia, Maryland Beef Up Teacher Education
Programs Headline

#:\ PP#

By Kathleen Kennedy Manzo

ddStudents who graduate from teacher training programs in Georgia and Maryland
will soon enter the classroom buoyed by more

extensive coursework in reading and mathematics instruction.

Graduates of the 15 education programs at Georgia's state universities will also be backed by a guarantee from the university system.

Under a 10-principle plan to improve teacher preparation programs unanimously approved by the Georgia state regents last month,

elementary education candidates

will be required to complete an academic minor in both reading and math. Middle school

teacher-candidates will need minor concentrations in language arts, math, science, and social studies, while aspiring high school teachers will have

to complete additional requirements in each subject they expect to teach.

Beginning in the fall of 1999, all education majors will have to accumulate 15 to 18 credits in each subject to meet the new requirements.

"The bottom line is that our graduates must be better prepared to teach," Chancellor Stephen R. Portch of the Georgia university system said in a statement.

The system will guarantee that graduates at every level have sufficient knowledge of the subject matter they expect to teach and

that they will be able to

demonstrate effective teaching skills within their first two years in the classroom.

If they are unable to do so, the system will provide additional training. Ongoing professional development will also be offered for all classroom teachers.

Raising the Bar

The state education department, which has been working with the university system on an initiative to improve education from

pre-kindergarten through college,

endorsed the plan. But the new standards, which may lengthen the time for getting a degree, could

also create new challenges, some observers say.

"A number of our members have been struggling and don't think they were prepared enough to deal with [classroom] issues," said

Tim Callahan, a spokesman for

the Professional Association of Georgia Educators, an independent teachers' organization that

approves of the plan. "We are setting the bar a little higher,

and we may find ourselves with some shortages of educators in the pipeline. But

that will be transitional."

Meanwhile, a Maryland reading task force proposed last month that all new teachers and those seeking recertification in that state

take up to 12 semester hours

in reading instruction. The state board approved the measure in an 11 to 1 vote last month.

Most education graduates now complete just one reading course, and some new teachers enter the classroom without any background in the subject. Three new courses

urses will focus on reading, reading instruction, and instructional materials and strategies.

dd"State test results have been relatively mediocre," Ron Peiffer, the assistant state schools superintendent, said. "It is clear we need to make some changes

."

ddSome union officials and teacher-educators oppose the new policy. While higher standards are needed, they say, mandating a specific number of courses will not

guarantee teachers' improved performance in the classroom.

dd"The question is whether [requiring new courses] is the best way to make sure teachers have the skills they need to teach children

to read," said Karl K. Pe

nce, the president of the Maryland State Teachers Association, a National Education Association affiliate.

"Teacher education departments have retooled their programs, and they feel that they've permeated these skills throughout in-service

training."

Publication#W\ PP# 48. LRP Publications"Publication" #: \ PP#Aug. 3, 1998

Headline#\ PP# Study Reveals Threat of School Shootings "Overblown"

Headline #

:\ PP#

ddThe media blitz fed by the half-dozen fatal school shootings in the last six months has created the public perception that such violence is on the rise, w

hen research shows it has decreased in recent years, a new study claims.

ddThe number of fatal attacks in schools is lower than it was five years ago, the Justice Policy Institute revealed in a recent study.

The report cited a 23

.7 percent decline in violent school deaths from the 1992-93 school year through the current school year.

ddThe report - - School House Hype: School Shootings and the Real Risk Kids Face in America - - says 55 deaths resulted from school shootings in the 1992-93

academic year; 51 in 1993-94; 20 in 1994-95; 35 in 1995-96, 25 in 1996-97 and 40 in 1997-98.

ddThe liberal criminal justice research group drew data from a variety of recent sources, including the Center for Disease Control,

the U.S. Department of

Education's National Center for Education Statistics and the U.S. Department of Justice.

ddThe report argues that the media exposure and drama surrounding this year's school shootings leads the public and policy-makers to believe that such violence is becoming a trend.

nce is becoming a trend.

dd"Media coverage of these dramatic killings has created a misperception that schools are dangerous," said Vincent Schiraldi,

director of the Justice Policy

Institute. "In fact, schools are still the safest place in America for kids.

If we want to reduce the overall

number of childhood gun deaths, we should be

expanding after-school programs and restricting gun sales."

ddAs a result of the hype, the study's authors argued, lawmakers are misguided in their legislative efforts to solve a problem that does not exist. "[A]s the risk of school ... death is overblown, we are witnessing a tragic misdirection of attention and resources," the report said.

ddThe study pinned "everyday gun violence" as a more pressing issue, citing that "as many as 8 kids a day are killed by guns ... kids are killed in gun accidents 23 times the rate they are killed in schools.

dd"The best data on the very specific threat of school-associated violent death reveals that children face a one-in-a-million chance of being killed at school," the report added.

Publication#W\ PP# 49. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Taxes, Transfer Program on the Table In St. Louis Desegregation

n Settlement Headline #:\ PP# By Caroline Hendrie

ddWhen he signed a recent bill aimed at ending court-ordered school desegregation in Missouri, Gov. Mel Carnahan hailed it as "a monumental piece of legislation." The measure's final outlines, however, are scarcely set in stone.

ddConceived as a tool for extricating the state from court-ordered desegregation in St. Louis, the new law erects a framework for continuing the major elements of the city's nationally known urban-suburban transfer program once federal oversight ends.

ddSeveral key provisions, though, will not take effect unless a settlement is reached to get the state off the hook in the 26-year-old case. And other features

s of the bill can be scrapped or modified during negotiations

dd"Nobody knows what the final thing will look like," said Cleveland Hammonds, the superintendent of the 46,000-student St. Louis district. "Everything is on the table."

ddRiding on the settlement talks, among other provisions, are:

ddFunding, governance, and educational programming in the troubled St. Louis district;

ddMillions of extra dollars for districts statewide, thanks to changes in the funding formula aimed at benefiting districts with large numbers of poor students

s and steep local tax rates; and

ddThe transfer program for St. Louis and 16 nearby suburbs, which many integration advocates view as a flagship of interdistrict desegregation efforts nationally.

ddAll Eyes on St. Louis

ddThe legislation, which the Democratic governor signed in late June, sets a March 15 deadline for settlements that release the state from court-ordered desegregation spending in St. Louis and Kansas City. The state has spent about \$3 billion

lition since the mid-1980s

to remedy unconstitutional school segregation in those cities.

ddSince a federal judge has approved such a deal in Kansas City, all eyes are now on St. Louis. While some potentially deal-breaking issues divide the parties

there, many analysts believe the stage is set for an end to litigation. ("Judge Decides State Funds for

Desegregation To End in K.C.," April 2, 1997.)

dd"We think that this is a one-time, tremendous opportunity to resolve the case," said John R. Munich, the state's deputy attorney

general. William L. Taylor,

a Washington-based lawyer who represents the National Association for the Advancement of Colored

People in the case, shares that view. ddCash a Concern

ddFor St. Louis school leaders, money heads a lengthy list of obstacles to such a deal. The city currently receives \$70 million to \$75

million annually in court-

ordered desegregation payments. To help replace some of those funds once the case is settled, the law

authorizes about \$45 million in new state aid for the

city and lays out a plan for raising local taxes by about \$21 million annually

.

ddBut because of a provision that rewards districts with high local tax rates, much of the state replacement funding would become

available only if St. Louis

voters agree to the tax increase. Even in this best-case scenario, the district faces a net loss of \$25 million

to \$30 million in annual state aid under the law.

ddThe two African-American state senators who represent the city have clashed over the legislation, in part because of the tax issue.

ddAnd Sheryl H. Davenport, the president of the local affiliate of the American Federation of Teachers, said the proposed tax

increase helped persuade the union

to fight the bill.

ddObservers say the best hope for getting a yes vote is a settlement that lays out a credible plan for improving city schools. On the

other hand, a settlement

is unlikely without financial assurances for St. Louis once the court pulls out. Kenneth C. Brostron, the St.

Louis schools' general counsel, predicts the answer

lies in making any legal deal conditional on a referendum's approval.

ddTransfers at Stake

ddAmong the other obstacles to a settlement is continuation of the transfer program, the largest of its kind in the country. Some

13,000 African-American stud-

ents from St. Louis attend schools in 16 predominantly white suburbs, while 1,400 white suburban

students are bused to city magnet schools.

ddLawmakers say they intended to provide enough state money to maintain those exchanges. But some school officials question

whether the law does that. Moreover

the legislators left unaddressed exactly how money would be distributed among

g districts.

ddAnother potential impediment is the law's requirement that each participating suburb hold a referendum six years after court control ends on whether to keep taking city students. Mr. Taylor, for one, said he sees no reason why district s should have that option.

ddWilliam H. Danforth, a former chancellor of Washington University in St. Louis, has been appointed by the court to coordinate a settlement. And among those hoping he succeeds is Alpha Nickelberry, 18, who graduated from high school in the suburban Lindbergh district last spring.

dd"I hope in my heart that it continues," he said of the transfer program. "If not, you're going to have kids who are all the same going to certain schools, and they're not going to be ready to go out into the world."n

Publication#W\ PP# 50. LRP Publications"Publication" #:\ PP#August 3, 1998

Headline#\ PP# Clinton Gears Up to Veto GOP Education Agenda Headline #:\ PP#

ddPresident Clinton today vowed to veto any congressional budget that does not contain adequate funding for the administration's cornerstone education initiatives and summer job programs.

ddThe president, addressing participants of the federal summer jobs program, again denounced the Republican-supported budget proposal that would cut funding for the jobs program and inhibit expansion of Head Start, after-school programs and national testing. Clinton's statement comes in the wake of his recent criticism of funding allotted for various initiatives in the House's proposed education agenda (see D.C.Daily, July 29).

dd"The House Republican plan puts politics ahead of people and puts your future in the back seat. That is wrong," the president said to the group of federal summer employees. "And if a bill like the one that is proposed by the House Republicans passes, I will veto it."

ddClinton condemned the Republican-led Congress for cutting more than \$3 billion from the administration's proposed budget, including funding for smaller class sizes, school construction, Internet connection in schools, reading tutors and hiring 100,000 additional teachers.

dd"There are ... those in Congress who disagree with [my] agenda," the president said. "They have proposed a narrow and much more partisan plan that, in my view, is not a step into the future, but a step backward."n

Publication#W\ PP# 51. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Barriers to Education Exist Long Before High School

Among Latinos, Report Says

Headline #:\ PP#

By Lynn Schnaiberg

ddWhile much has been made of the high dropout rates among Hispanic students, a recent report suggests that Latinos face barriers to gaining a good education long before high school.

ddAnd those barriers seem to persist throughout Hispanic students' school years, says the report released late last month by the Washington-based National Council of La Raza, a leading advocacy group for Hispanics. dd "We really want to redefine the picture for Latino education and not make it a single issue: dropouts. We need to look at what comes before that," said Sonia M. Perez, a report co-author. The cumulative dropout rate for Latino youths is 30 percent, compared to 7.7 percent for whites and 12.6 percent for African-Americans. ("U.S. Report Tracks High Dropout Rate Among Hispanics," Feb. 11, 1998.)

ddHispanic children also are less likely to enroll in preschool programs such as Head Start, take rigorous academic classes, or attend a four-year college, the report says.

ddRal Yzaguirre, the president of La Raza, said in a prepared statement that the fate of Hispanic children will have a large effect on the United States as a whole. Recent figures from the U.S. Census Bureau show that there are now more Hispanic children in the United States than there are African-Americans younger than 18.

dd"Because of the size of the Latino youth population, even modest improvements in Latino educational attainment mean a boon for the United States," Mr. Yzaguirre said.

ddThe report, which largely draws on previously published data, is intended to focus attention to the dramatic achievement gap that exists between Hispanic and white children. It is also intended as a call to action among community groups, business leaders, and policymakers at the federal, state, and local levels.

Publication#W\ PP# 52. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Pirated Software Could Prove Costly To L.A. District

Headline #:\ PP#

By Julie Blair

ddAn internal audit of one school in the Los Angeles Unified School District has uncovered hundreds of pirated computer-software programs, and that could end up costing the district millions of dollars.

ddUnder a tentative agreement, the district would be required to pay \$300,000 to the Washington-based Business Software Alliance for infringement.

ddThe accord would also require the 681,500-student district to come into compliance with federal copyright law in three years, an effort officials say could cost the Los Angeles schools \$4.5 million.

ddCompliance efforts would likely mean holding seminars for staff members, purchasing licensed software, removing unlicensed software, and monitoring the schools' use of software, said Victoria M. Castro, the school board president.

ddThe audit of the West Valley Occupational Center was prompted by the BSA, a watchdog organization for seven leading software companies, following a call in 1996 to the group's pirating hot line.

ddIndustry specialists say the problems in Los Angeles can be found in educational institutions across the country and could cost schools millions in copyright-violation penalties.

ddPirating involves making unauthorized copies of licensed software, books, or music "and all are violations of federal law.

ddIn Los Angeles, the illegal copies were most likely made by well-intentioned teachers or administrators who did not realize they were doing anything wrong, said Rich Mason, the general counsel for the district.

dd"If we did [a districtwide] audit ... we would probably find some significant use of unlicensed software," Mr. Mason said.

Employees "are simply not knowing they're not supposed to do this."

ddOfficials of the nation's second-largest district plan to discuss the proposed settlement at a school board meeting Aug. 25.

ddChecking software use in the 660 district schools would not be an easy task, Ms. Castro said. Some facilities have hundreds of computers, and each year the district spends \$8 million on new software, she said.

ddThe district has a policy against pirating copyrighted materials, but, Ms. Castro said, the computer policy is "probably not as strong" as the other sections.

ddUniversal Problem

ddThe issue of pirated computer software is a universal one, said Karine Elsen, the BSA's director of marketing and public relations.

ddWhile there are no statistics on the number of schools that pirate software, an estimated one in four programs used in the United States is bootlegged, she said.

dd"Despite great strides recently ... there is still a lot of software that is copied and distributed. Unfortunately, as long as there is a resource need, the

there is a tendency for that to happen," said David Byer, the vice president for government affairs at the Software Publishers Association in Washington.

ddThe law on computer software should be clear, but the use of the Internet is murkier, said August W. Steinhilber, a Maryland lawyer who is an expert in copyright law.

ddIn most cases, the federal Fair Use Act of 1976 does not apply to software. S

ome other copyrighted products "such as books and Internet materials "can be copied for educational purposes under strict guidelines, Mr. Byer said. ddOne solution would be to purchase a districtwide license that would allow districts to duplicate some programs within specified schools, Mr. Byer said. ddMonitoring how products are used may prove the most difficult element of new technology, the experts say, and informing staff members of district policy may be the best way to prevent abuses.n Publication#W\ PP# 53. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Waco Gets Tough With Summer School Effort Headline #:\ PP# By Robert C. Johnston

ddSummer vacation has finally arrived for nearly 2,000 students in Waco, Texas, who endured six weeks of summer school under the toughest retention policy in the Lone Star State.

ddLast summer, the Waco school board declared that 1st through 8th graders who failed standardized tests would not advance to the next grade. Instead, such students would have to attend a month and a half of summer school and then be retested. The new practice was launched this summer.

ddNow, despite a lawsuit brought by a group of local parents seeking to end the effort, state officials are looking to Waco as a pilot project on scrapping so

-called social promotion. In fact, the policy in the working-class city in east-central Texas has drawn praise

from Republican Gov. George W. Bush, who has pledged to end such promotions statewide if he is re-elected this fall.

dd"Ending social promotion is one of Governor Bush's top priorities," said Debbie Head, a spokeswoman for Mr. Bush. "He agrees with Waco's goal and supports it."

ddBut raising the bar in the 16,000-student Waco district won't be cheap.

ddAfter spring tests, 20 percent of Waco's 1st through 8th graders faced retention, prompting a record summer school enrollment that carried with it a \$1 million price tag.

ddMichele Ryan, the president of the Waco Council of PTAs, believes it is money well spent. "It's a good first step," she said. "The more we expect from children, the more they're going to put forth."

ddGrade Inflation?

ddWaco's stricter policy began with a 1996 district study that found a high rate of students who passed their classes but failed the Texas Assessment of Academic Skills, a state exam given in grades 3-8 and grade 10.

ddWaco's passing rates on the 1995 TAAS were 58.7 percent in reading and 42 percent in math "more than 20 percentage points below the state average in each category.

dd"We found there was very little correlation between report card grades and TA

AS scores," district Superintendent Rosanne Stripling said. "This became the platform for pursuing a new policy."

The district has addressed the discrepancy by more closely aligning curriculum with state learning standards. And, in teacher evaluations, principals are comparing student grades with TAAS scores.

Today, the higher stakes the district has attached to the state exam are being credited with improving scores on the most recent TAAS this spring.

Waco students raised their reading and math scores 10 percentage points over last year's; the state average went up 3 percentage points. The performance of the district's black students shot up 16.6 percentage points, while the average score for black youngsters statewide rose by 6 percentage points.

To help the students who didn't reach threshold scores, the district hired 154 teachers for summer programs on 18 campuses.

Waco regularly has summer school for students who fail to meet grade and attendance marks for promotion. But this year's program is larger and more focused.

In addition to holding the size of summer classes to a maximum of 16 students, the district sought out strong reading and math teachers and raised their hourly pay from \$14 last year to \$18.

"We encouraged principals to be very selective," Ms. Stripling said. "No matter how wonderful a program is, success depends on who administers it."

In addition to a curriculum tailored to their weaknesses, the students received tips on strategy for last week's makeup tests, the results of which will be ready this month.

Students who fail again will be placed in classes this fall designed to get them up to grade level as soon as possible.

"There's a certain amount of anxiety," said Eileen Lytle, the director of the district's extended-year program. "That's why teachers are trying to work on confidence and letting students know that they can do this."

The Bait'

But the new retention strategy has riled some people.

McLennan County Commissioner Lester Gibson is leading a small group of minority parents who oppose the program. In a recent lawsuit, they say that the TAAS was not designed to determine student promotion.

Moreover, identifying students to be held back based on the exam violates TAAS confidentiality laws, the suit contends. A hearing in the case has been set for Aug. 10 in state district court.

Mr. Gibson, who has one son in a district school, supports a broader approach to ending promotions of students who are not academically ready for the next grade.

"Low performance on the TAAS is a direct reflection on the administration, but

t they're making students look like criminals and not victims," he said. "If they're basing retention on one test in one year, that's wrong." Ms. Stripling said such arguments are groundless. The policy, she added, seeks to make parents and their children more responsible for student learning. Besides, Texas already requires students to pass an exit exam, first given in the 10th grade, to graduate from high school, she said. She compared her district's use of tests to fishing: "You can have line and a hook, but if there's no bait, the fish won't grab it. This is the bait."

Publication#W\ PP# 54. Education Week"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Despite National Defeat, NEA and AFT Work Toward Mergers in States

Headline #:\ PP#

By Jeff Archer and Ann Bradley
New Orleans

A crucial vote here this summer dashed union leaders' hopes for an imminent merger, but in a shift of strategy, the two national teachers' unions are working to allow their state affiliates to unify while pulling together a process to guide future negotiations at the national level.

Delegates took opposing positions on a blueprint for merging at their respective conventions held here last month. The National Education Association rejected the plan, 57 percent to 43 percent, stopping it in its tracks. In a largely symbolic poll, 97.7

percent of the American Federation of Teachers' delegates who voted favored it.

After the votes, though, delegates from both unions adopted similar policies reaffirming their overall support for unity and calling for guidelines to permit

state-level mergers. Bob Chase, the president of the NEA, said in a recent interview that he hopes his union's

board of directors can take up the issue of guidelines for state mergers at its October meeting.

"I think it's important that we deal with it as soon as possible," he said. "

I don't think we want to place those states [looking to merge] in a difficult position."

In Minnesota's case, for instance, the two unions are "living together" and want permission to marry, Sandra Peterson, the president of the Minnesota Federation of Teachers, told delegates to the AFT's convention here. "States who are ready must have the authority to begin to merge."

Minnesota leaders had hoped to get the green light to consolidate by Sept. 1.

State affiliates in Florida, Montana, and New Mexico also are in varying stages of planning for unification.

Forging an acceptable plan for state mergers could be difficult.

"The guidelines are not going to be easily arrived at because you get at the

heart of what a national merger is all about," said NEA-New York President Gregory Nash, a member of the NEA's negotiating committee. "But I think that it can be done."

Negotiators will have to decide, for example, how to structure members' dues to pay for the services both unions offer. In the past, state mergers were barr

ed altogether, in hopes that national unity would smooth the way.

Linda Bacon, the president of the NEA-affiliated Pinellas County (Fla.) Classroom Teachers Association and a proponent of a combined national union, said sh

e fears a flurry of state unifications could "take the pressure off having a national merger."

Culture Clashes

The debate over the "principles of unity" that would have created the 3.2 million-member so-called United Organization underscored, meanwhile, the internal differences between the two unions.

Within the NEA, a group of state and local affiliates organized this spring to defeat the document. Members sent out detailed objections to the principles, made one-on-one contacts with delegates here, and orchestrated a sophisticated strategy for the two-hour merger discussion held July 4.

They set the terms of the debate by highlighting all the ways the merged union would depart from such longstanding NEA traditions as secret-ballot voting, minority-representation guarantees, term limits for officers, and independence from the AFL-CIO.

("AFL-CIO Label Is Most Ticklish Of Issues for NEA Members Defining Union's Future," June 24, 1998.)

"We in Louisiana do fear that our past beliefs are being diminished simply for the sake of change," President Mary Washington of the Louisiana Association of Educators said in a thundering defense of preserving the NEA. "This makes a mockery of our core beliefs."

In contrast, proponents shied away from the details of the merger accord and argued that unity would help the union defend public education against attacks from conservatives and advocates of vouchers for private school tuition.

In retrospect, Ms. Bacon of Pinellas County said, delegates didn't see a compelling need to change. "Maybe we bit off more than we could chew for the first vote," she said. "If we could have found a way to do interim steps, perhaps that would have been acceptable."

Philip Rumore, the president of the Buffalo (N.Y.) Teachers Federation, an NEA affiliate, who helped lead the opposition to the principles of unity, said the anti-merger campaign wouldn't have worked without the secret ballot. In the 2.4 million-member NEA, delegates vote their consciences in secret; in the 985,000-member AFT, votes are reported to constituents. The secret ballot "allows

fo

r dissent," Mr. Rumore said. "That's the strength of the NEA."

ddThe principles of unity called for a blend of the two methods for the United Organization. Individual delegates' votes would have been kept secret, but tall

ies of how local and state affiliates voted would have been recorded.

ddPoor Organization?

ddAt the AFT convention, held July 17-20, many speakers criticized the NEA delegates for repudiating the agreement reached by their top leaders and failing to

follow the wishes of the association's members, whom they asserted favor a merger.

ddSandra Feldman, the AFT president, maintained that some NEA delegations "did not come as a cohesive group, accountable to the members." She also called the sentiment in the NEA against affiliation with organized labor "old-fashioned snobbishness."

ddThe AFT has long been a member of the AFL-CIO, the giant federation of unions, and the United Organization would have kept that affiliation.

ddThere was no mistaking the internal political nature of the AFT, which has a dominant caucus that moves issues through the ranks and, in the view of supporters, gets things accomplished. Detractors view the setup as less democratic than the NEA's and stifling to opposing viewpoints.

ddDay Higuchi, the president of United Teachers Los Angeles, attended both conventions because his local is affiliated with both national unions. Many NEA delegates "didn't have a clue" about what the principles of unity meant, he told his AFT colleagues.

dd"It was shocking not so much because the promotion of the principles of unity was badly organized, as much as the perception that it didn't need to be organized," he said.

ddAFT delegates at the convention suggested organizing a caucus in support of unity, drawing heavily on members from merged local affiliates such as the UTLA and from states with good working relationships.

ddIn the other camp, Mr. Rumore has pledged to continue dogging the merger issue, including demanding budget data from both national unions to assess the financial impact of merger.

ddRank and File Input

ddAlthough guidelines for state mergers could be approved within the next year, the forecast for national unification remains hazy.

dd"I think that it's not going to happen very immediately," Ms. Feldman of the AFT said here, "because we just visited this process, and the only mandate we really have right now that would be mutual would be for state mergers to go forward."

ddIt took more than three years of talks between the unions' negotiating teams to hash out the merger principles. The NEA's merger resolution, passed the day after the unity vote, calls for future negotiations to be more strongly directed

d by members' concerns.

Specifically, it requires that NEA negotiators analyze a survey of this summer's delegates, and that they regularly consult an advisory committee to be made up of leaders from large and small state affiliates with varying views of the principles of unity.

Mr. Chase, the union's president, said he hopes an advisory panel of about 15 members can be appointed this month. Its first task will be to review a draft of the survey, to be sent to delegates this fall.

"It's going to complicate things, but it's going to do it in a helpful way," former NEA President Keith B. Geiger, a merger supporter, said of the survey. "

You've got to be constantly assessing how far your members are willing to go out on that plank."

The new process is less cumbersome than an alternative NEA delegates considered, which would have required future merger talks

to "safeguard the democratic governance, and representational structures of the NEA." It called for a constitutional convention to draft the United Organization's governing documents.

Faced with both proposals, NEA delegates voted 53 percent to 47 percent in a rare roll-call poll to consider the less restrictive merger policy, which they went on to pass by a wide margin.

Most observers agree that the two unions are destined to become one. The only question is when.

"In the long haul, it has to happen," said Bruce S. Cooper, a professor of educational administration at Fordham University in New York City.

Despite the contention that public education is under attack, Mr. Cooper doubted that many NEA delegates felt threatened enough to join forces with their old rivals in the AFT. But if school vouchers become more widespread "and Mr. Cooper is confident they will "the old rivalries will seem less significant, he suggested.

"The press to unify will probably not come from the inside, but from without," Mr. Cooper said.

Union critics hailed the rejection of the unity principles as a victory for teachers because it will preserve a measure of choice in representation. Gregory

Fossedal, the chairman of the Alexis de Tocqueville Institution in Arlington, Va., asserted that the focus on merger misses union members' real concerns.

"There is dissatisfaction with what they're paying [in dues], a lack of accountability for where it goes, and with the single-issue fight against school choice and vouchers," he said.

Truce Lives On

Both union presidents pledged that their organizations would not go back to fighting each other.

The NEA's merger resolution calls for reauthorizing the national "no-raid agreement" that had sought to end battles for

representation. Approved in 1996, the agreement expired in May. Ms. Feldman said the AFT's executive council would consider renewing the agreement in October. "We certainly do not intend to go to war," she told her delegates last month.

The unions will continue their Joint Council, a committee of 15 leaders from each organization that was formed last fall to focus on teacher quality, safety and discipline, and infrastructure needs. "The NEA and the AFT need to find more common areas to work together in," said Mark Simon, the president of the Montgomery County (Md.) Education Association, an NEA affiliate. "There were too many delegates who had never met anyone from the AFT, and they were more likely to believe a lot of the misinformation."

As part of their cooperative work, the unions will sponsor a joint conference on teacher quality next month. The NEA's resounding rejection of the merger plan could raise questions about members' support for Mr. Chase and his push to link unionism with concern for the quality of teachers and public schools. He is up for re-election next summer.

But many observers doubted that the vote reflected dwindling support for Mr. Chase or his reforms. "I think Bob Chase's leadership cachet is very high even though he was defeated on this issue," Mr. Simon said.

After the vote, the NEA president vowed that his advocacy for teacher quality would continue. "We're not going to back away from that at all," he said.

Many of the NEA affiliates at the forefront of those efforts, however, lamented what they saw as a lost opportunity in the merger vote. "Our problem is that for a while we've been sort of a lonely voice within the NEA, but often the most receptive people we've found are in the AFT," said John Grossman, the president of the Columbus (Ohio) Education Association. "And so we've been looking forward to a new day of synergy."

Publication#W\ PP# 55. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Schools Gear Up As Bilingual Ed. Law Takes Effect Headline #:
\ PP#

By Lynn Schnaiberg

Next week will be a busy one at Belvedere Elementary School in East Los Angeles.

Nearly 500 of the multitrack school's 1,300 students will return to school, and administrators will have to carry out a new state law that calls for limited-English-proficient children to be taught in English-immersion programs, rather than bilingual education.

The school must inform the parents of its 1,000 LEP students of the impending changes "and the opportunity to seek a waiver

to exempt their children from English immersion.

"This hasn't really hit our parents yet. But it will," said Wil Shandy, the assistant principal at the predominantly Hispanic school.

The law kicks in for school terms that begin after Aug. 2, and year-round schools, like Belvedere, will be among the first in

California to translate Proposition

227 into the classroom. Other schools across the state's 1,000 districts open for business later this

month, and observers say the coming school year will

be filled with trial and error.

California voters approved the controversial ballot measure on June 2. And the

state school board last month approved temporary

regulations that, for the most

part, leave to districts the task of interpreting the sometimes open-ended terms of the new law.

("Uncertainty Follows Vote on Prop. 227," June 10, 1998.)

While many administrators say they welcome the flexibility to set up programs that they believe comply with the law, they also

wonder whether such flexibility

leaves them more vulnerable to legal challenges down the road.

Court Gives Green Light

School boards looking for more time to draw up their plans were blocked last month.

A federal district judge in San Francisco rejected a petition from civil rights groups seeking to block the law's implementation.

The plaintiffs have appealed

to the U.S. Court of Appeals for the 9th Circuit.

U.S. District Judge Charles A. Legge ruled July 15 that there is no constitutional right to bilingual education and that a denial of

bilingual education on

its face does not violate federal law.

The California law calls for LEP students to be taught in "sheltered" or "structured" English-immersion classrooms where "nearly

all" instruction is in English,

but curriculum presentation is designed for students learning English as a second language. In most

cases, students will remain in such programs for no more

than one year before moving into the mainstream, according to the law.

Under

some circumstances, parents can receive waivers to enable their children to continue in bilingual education, where they are

taught at least partly in their

native languages.

Supporters of bilingual education say the approach enables students to keep up academically while learning English. Critics say

students in bilingual education

do not learn English well or quickly.

In recent years, one-third of California's 1.4 million LEP students were enrolled in bilingual education programs.

Debating Language

The state school board deliberately drew its rules with broad strokes to grant districts maximum flexibility in carrying out the new

law, said Bill Lucia, the board's executive director.

But Proposition 227 backers say the board may have overreached in the area of parent waivers, enabling districts to easily circumvent English immersion, said Sheri Annis, a spokeswoman for the "English for the Children" campaign that launched Proposition 227.

Against such an uncertain landscape, districts need to make their own best judgment about how to proceed, said Theresa Garcia, a policy analyst with the California School Boards Association.

The central question many districts are now grappling with as they devise programs is how much teachers can use students' native languages without violating the law. State officials and the law's backers have declined to elaborate on the law's requirement that programs be conducted "overwhelmingly" or "nearly all" in English.

"It's a legal and a political issue for boards to make a determination of what is 'overwhelmingly' or 'nearly all' in their community and what do they feel is adequate educationally," Ms. Garcia said. "Districts are really all over the place."

Observers say the stakes could be high because the law allows parents to sue teachers and school officials who "willfully and repeatedly" refuse to provide English instruction.

And Ms. Annis made clear last week that backers of the measure will be watching for districts that "stretch the law as far as possible and maybe break that rubber band."

Making Plans

The 681,000-student Los Angeles district, which educates 310,000 students with limited English proficiency "nearly a quarter of the state's total LEP population" plans to offer parents four options. Parents could choose to place their child in a mainstream all-English class, a bilingual class "which would require a waiver" or in one of two versions of English immersion that offer varying degrees of native-language help.

Other districts are going to the courts for guidance.

Lawyers for the state school board have determined that although the board generally has the power to waive parts of the state education code, the board could not offer districtwide exemptions from Proposition 227.

Charter schools, however, are exempt from much of the education code, including the provisions of Proposition 227, and observers point to such schools as a potential way to avoid the law's intent.

The Oakland, Berkeley, and Hayward school districts have filed a petition in a state court to try to force the state board to consider its waiver proposals.

The districts are scheduled for a hearing in Alameda Superior Court late this month.

San Francisco officials say they will add an English-immersion option while continuing bilingual programs they say are required under a 1976 federal consent

decree. The decree stems from the Lau v. Nichols case. In the landmark 1974 Supreme Court decision,

the court said the schools must offer LEP students special help to grant them equal access to the curricula.

"It is important for you to know that our decision to continue our bilingual programs is not a defiant act against Proposition 227,"

Superintendent Waldemar

Rojas said in a July 22 letter to parents and teachers.

But in Los Angeles, despite of his district's plan, Steve Zimmer said he is expecting chaos. The English-as-a-second-language

teacher at Marshall Senior High

School has organized teacher resistance to Proposition 227.

"There's no question that there will be noncompliance," he said. "Teaching is hard enough without all these restrictions."

Publication#W\ PP# 56. Education Week"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Black Parents Want Focus on Academics Headline #: \ PP#
By Ann Bradley

African-American parents, by an overwhelming margin, want the public schools to focus on achievement rather than on racial

diversity and integration, a survey

released last week says.

When asked what the bigger priority for schools should be, 80 percent of black parents chose raising academic standards and

achievement, according to the survey

by Public Agenda, a nonpartisan public-opinion research firm in New York City. Nine percent

chose achieving diversity and integration, and 11 percent said

both.

Public Agenda and the Public Education Network, a Washington-based group of nonprofit local education funds, plan to use the

findings to engage Americans in

conversations about race and education nationwide next year.

White parents in the survey, whom researchers found "very reluctant to talk about education in racial terms," expressed anxiety

about integration. More than

60 percent of those polled said they believed discipline and safety problems, lower reading scores, and

social problems would follow if large numbers of black students began attending a mostly white school.

Still, both groups of parents said that integration remained an important goal.

Eight in 10 black parents and 66 percent of white parents said it was very or somewhat important that their own child's school

be racially integrated.

Nearly half of black parents said integration was very important, compared with 28 percent of whites.

"School integration serves important "mostly social "functions," the study co

cludes, "but academic achievement is, for both groups, a separate and independent issue."

ddThe findings "challenge some commonly held assumptions about what African-American parents consider most important," said Deborah Wadsworth, the executive director of Public Agenda.

ddWhile black parents bring different experiences to the issue of public education from those of whites, she said, "their concern about quality education and academic standards and their agenda for achieving these is nearly identical."

ddWendy D. Puriefoy, the president of the Public Education Network, called the results "exciting, affirming, and hopeful."

dd"There is common ground about the need for high-quality public education, common ground on what education ought to look like, and common ground that standards and good teaching and community support are essential," she said.

dd'Lack of Passion'

ddThe study concludes that both groups of parents show "a distinctive lack of energy and passion for integration."

ddThose attitudes stem from both races' doubts that integration improves learning, the report says, and from white parents' fears that they will have to "forfeit the schools for which they searched long and hard."

dd"Time to Move On: African-American and White Parents Set an Agenda for Public Schools" presents the results of 30-minute telephone surveys of 800 black and 800 white parents conducted March 26 to April 17, as well as the findings from eight focus

groups and individual interviews with parents and 22 public educators. The margin of error for both racial groups surveyed is plus or minus 3 percentage points.

ddThe focus groups were separated by race in an attempt to make participants feel more comfortable about what they wanted to say.

Public Agenda hopes to conduct similar research with other groups of minority parents, such as Hispanics and Asian-Americans.

ddBlack parents' insistence on academic achievement reflects their fears about how their children are faring in schools, the report suggests. "In their minds, the problem is at crisis point," it says.

ddMost black parents (56 percent) estimated that fewer than half of black students attend good schools with good teachers. By contrast, 74 percent thought that white students attended good schools.

ddAnd while 48 percent of black parents thought that more than half of black students are doing well in school, 47 percent disagreed, saying that fewer than half

were achieving, the study found. ddBlack parents believe the problems facing black students are widespread, affecting even those outside inner cities and without

regard to family income.

ddIn fact, 60 percent said they would switch their children from public to private

ate schools if money were not an obstacle; only 38 percent would stay with their public schools.

ddWhite parents also saw problems with the education of African-American children, but tended to believe the problems were confined to low-income families and inner-city schools.

ddNo Test Bias Seen

ddThe survey also examines attitudes toward the issues of affirmative action in school hiring and of alleged racial bias in standardized testing.

ddAsked to choose among three ways to hire a superintendent in a mostly black district, 76 percent of black parents said the choice should be the best candidate, regardless of race. Only 4 percent would have hired a black candidate even if it meant turning away a better-qualified white candidate.

ddThree-fourths of black parents also said that a mostly black district should hire the best teachers possible, regardless of race.

dd"These findings are strong and consistent but somewhat counterintuitive," the report says, noting that 68 percent of black parents thought that there was some truth to the statement that teachers and principals, because of racial stereotypes, had lower expectations for black students.

ddThe same proportion said that too many white teachers didn't know how to deal with black students because they were from different cultures.

ddEven though they believe black students "sometimes pay a price when taught by whites," the study says, black parents "and whites concur" think that racial considerations divert schools from academics.

ddAnd although racial bias in standardized testing is a perennial issue, the study found that most African-American parents reject bias as a reason for black students' faring less well than whites on tests.

ddOnly 28 percent attributed such gaps to cultural bias. Forty-four percent of black parents believed that the tests "measure real differences in educational achievement," while 18 percent cited a failure of expectations for the gap.

dd"A lot of parents don't lay down the law with their kids," the report quotes one black parent in Cleveland as saying. "It's the quality and effort and training, starting at home."

ddIndeed, 72 percent of black parents agreed that "too many black parents neglect to push their kids to work hard in school," a statement supported by 59 percent of white parents.

ddNeal Johnson, a senior research partner with the Educational Testing Service's Washington-based office of public leadership, said the study's findings jibe with the testing company's own research, which has found that the percentage of minority adults who believe testing is biased is dropping.

ddAhead of Politicians

ddBut he cautioned that Public Agenda polled only parents, who would tend to be younger than the African-American population at large and thus less likely to have experienced testing bias in their own school years.

dd"Parents are ahead of the politicians and the talk show pundits on the issue of test fairness," Mr. Johnson said. "They know what their kids are experiencing in terms of the quality of education, and these data suggest that they're proceeding with that information."

ddBeth Dilley, the executive director of the Grand Rapids (Mich.) Public Education Fund, which is affiliated with the Public Education Network, said the findings "absolutely mirror what we hear here."

dd"Everybody wants a really good future for their kids," she said. "I think it is unfortunate that so many people make judgments about parents of color wanting less for their kids, when they're trapped in a system they can't control."

Publication#W\ PP# 57. Education Week"Publication" #:\ P P#August 4, 1998

Headline#\ P

P# Researcher at Center of Storm Over Vouchers Headline #:\ PP#

By Debra Viadero

ddCambridge, Mass.

ddSchool is out on the Harvard University campus, and the atmosphere in Paul E. Peterson's book-lined office is calm, even serene.

Footsteps echo in the corridor.

Small groups of visitors saunter across the lawn outside.

ddBut the eye of a hurricane is supposed to be calm.

dd And if any scholar is at the center of a political storm these days, it is this political science professor with the dry Minnesota wit. Wherever debate roils over statistics from school choice programs, Mr. Peterson is usually at the heart of it.

dd In Milwaukee, he engaged in a verbal slugfest over the state-funded voucher experiment with the researcher appointed to evaluate the program. In Cleveland, he was at it again last year, attacking the official evaluation of the state-financed choice program there.

dd In Dayton, Ohio, New York City, San Antonio, and the District of Columbia, architects of privately backed choice plans have engaged Mr. Peterson to evaluate their efforts.

dd And so far, wherever he has gone, he and his colleagues have come to the same conclusion: Private school choice works.

Students in such programs, his studies have found, fare better academically than students who attend public schools to which they are assigned. dd His findings have endeared him to voucher advocates hungry for the credibility that his name and his university affiliation bring.

But some opponents of such programs, as well as more independent-minded education researchers, suggest that Mr. Peterson lets his enthusiasm for vouchers creep into his work.

"There's no question that he's a passionate advocate for vouchers," said Henry M. Levin, a Stanford University professor of education and economics who sits with Mr. Peterson on a committee advising the evaluation of the Cleveland program. "And that certainly dominates his perspective on these evaluations."

'Highest Repute'

Critics have also attacked Mr. Peterson's penchant for bypassing scholarly journals to make his case in newspaper editorials, and the conservative funding sources behind some of his research.

His supporters, however, say he is being demonized.

"It's sort of painful to see Paul taking potshots from people who question his integrity and think of him as a kind of huckster, when Paul is a scholar held

in the highest repute by political scientists," said Terry M. Moe, the Stanford scholar whose 1989 book, *Politics, Markets, and America's Schools*, written with John E. Chubb, helped propel the current movement for private school choice.

Mr. Peterson's resume includes a long list of scholarly achievements, and his 1981 book about urban politics, *City Limits*, was named the best book of the year by the American Political Science Association.

The 57-year-old researcher rejects the notion that he is anything but a serious academic. If the criticism is sharp, Mr. Peterson says, it's because the sta

kes are high: "When people address important topics, they are inevitably criticized."

In Mr. Peterson's case, the important topic is vouchers, one of the most politically charged issues in education. And many researchers worry that outside pressures are interfering with scholarship.

"Even when he has limited data, he's always squeezing out whatever data he can to arrive at a predetermined answer," contended Bruce Fuller, a researcher from the University of California, Berkeley, who has written critically of voucher plans.

Personal Exchange

Mr. Peterson says he was more of a skeptic than an advocate when he first looked at statistics coming out of Milwaukee, where a pioneering voucher initiative created by the Wisconsin legislature to serve poor children was launched in 1990.

The official, state-commissioned study, conducted by John F. Witte, an education professor at the University of Wisconsin-Madison, compared students in the choice program with regular Milwaukee public school students. Though parents in

the program gave it high marks, Mr. Witte found that students using the voucher

rs to attend private schools did no better on tests than their public-sector peers did.

ddBut when Mr. Peterson looked at the study's design, he saw what he believed was a better control group: students who by the luck of the draw did not get into the private schools of their choice and, as a result, remained in public schools. Parents of those students, he surmised, would be just as motivated for their children to succeed.

ddBut when he tried to do that analysis, Mr. Witte would not immediately share the data, citing state-imposed restrictions on access, privacy considerations, and other concerns.

ddThat led to a bitter feud between the two men that endures.

dd"It obviously went well beyond an academic exchange," Mr. Witte said recently. "He and several other voucher supporters have attacked me personally and consistently misrepresented my appointment as evaluator of the Milwaukee program and my objectivity.

And I am afraid that led me to act a bit like them."

ddSupporters of Mr. Peterson say the personalized tone was out of character for him.

dd"Paul doesn't have a history of this sort of thing," Mr. Moe said, "and I don't think Witte does either."

ddWhen Mr. Peterson and Harvard colleagues Jay P. Greene and Jiangtao Du finally got a chance to analyze the data in 1995, they reached the opposite conclusion from the one they expected. They found that, after three and four years, the voucher students outperformed their public school counterparts in reading and mathematics.

ddBut those findings were questioned, too, by researchers who pointed out the high attrition rates at the private schools. Were the scores higher because the weaker students were leaving the program?

ddIn an attempt to answer such criticisms, Mr. Peterson and his colleagues later revisited the data to explore the question of whether student attrition had skewed the scores. The answer, they determined, was no.

ddWhat is more, the positive findings from Milwaukee were later echoed by a Princeton University researcher who conducted her own analysis.

ddCritiques in Cleveland

ddLast year, Mr. Peterson raised eyebrows again, this time in Cleveland, the site of the first state-funded voucher program to include religious schools.

ddHe and Mr. Greene, now an assistant professor at the University of Texas at Austin, released data showing once again that students in the private schools had

an academic edge over those in the public schools.

ddThere were a couple of catches, though. The scores came from only two of the 55 schools involved in the program, although those schools enrolled 15 percent

of all the voucher students.

ddAnd, rather than being retested a full year later, students tested in the fall were tested again in the spring "a practice some researchers found questionab

le.3 Mr. Peterson has since accounted for that difference, and still found the private school students holding a slight edge.

ddPaul T. Hill, a University of Washington professor and a Peterson supporter, says Mr. Peterson's initial work on the Cleveland program "is not a persuasive study."

ddBut Mr. Hill, who has written in support of school choice, remains a proponent of the Harvard scholar's work. "We do now have an advocacy-oriented debate, and people on the negative side are going to present their case any way they can," he said. "I think Paul is in a position where he has to do the same thing or let the negative information out there go unchallenged."

ddMr. Peterson acknowledges that the demand for information on vouchers is high. "Some data's better than no data at all," he said.

"And that was the only data available on Cleveland for people who wanted to know whether it had been working."

ddThe debate in Cleveland flared up again earlier this year with the release of the official first-year evaluation of the program. It found no academic differences between the 3rd graders in the program and their counterparts in the city's public schools.

ddMr. Peterson, part of a group of researchers advising the state evaluators, argued that those findings were suspect, noting among other criticisms that the study included scores for only 94 students.

ddKim Metcalfe, the Indiana University evaluator who conducted that study, defended the results, but Mr. Peterson, unconvinced, took his argument to newspaper editorial pages and to state policymakers.

ddThose tactics irk some researchers, who contend that such debates are better conducted in research journals or at conferences.

ddBut, said Mr. Peterson's research partner Mr. Greene, "it's important to continue to release information without going through a lengthy review process when you're addressing real political issues that occur in real time."

ddEyeing N.Y.C.

ddMr. Fuller of UC-Berkeley takes Mr. Peterson to task for financing his evaluations with grants from conservative supporters of voucher experiments, such as the Lynde and Harry Bradley Foundation and the John M. Olin Foundation.

dd"That's like the tobacco companies sponsoring studies on the effects of smoking," Mr. Fuller said.

ddMr. Peterson says his funding sources do not influence the outcomes of his studies. He admits, though, that the Milwaukee and Cleveland studies were not perfect. Yet they are better, he argues, than the state-sponsored evaluations.

ddMr. Peterson's recent research has bolstered his belief that school choice works, suggesting that "it's having a choice that makes

the difference rather than which schools students go to."

He is hoping that an evaluation under way in New York City may silence his critics for good. In that city, more than 20,000 applicants competed in a lottery last year for 1,300 privately financed, three-year scholarships to about 215 private schools.

That setup, Mr. Peterson and his colleagues believe, gives them a chance to do their long-hoped-for randomized experiment, in which enough schools and enough students will be involved to overcome the problems with the earlier research.

The first results are due out this fall.

If he is dogged in his pursuit of the definitive voucher study, Mr. Peterson says, it is because the need for drastic action is so pressing. "I've definitely come to the conclusion that big-city school systems are in trouble and that something needs to be done," he said. "Choice is an option out there that needs to be investigated openly, fully, and fairly."

Publication#W\ P P# 58. Education Daily"Publication" #:\ P
P#August 4, 1998

Headline#\ PP# Funding AlertHeadline #:\ PP#
by Staff Reports

* Systemic Initiatives Research: The National Science Foundation is seeking proposals that break new ground in education thinking and advance systemic reform activities.

Categories of interest include models of reform, teachers and curriculum implementation, leadership and governance, and partnerships.

Specific issues include successful approaches that have been used to move schools or districts from non-standards-based to standards-based science and mathematics education; how national standards and basic skills get translated into practice; and the role of district leadership in motivating and coordinating changes across classrooms and schools.

Deadline: Oct. 15. A second competition is planned in fiscal 1999.

Funds: \$4 million for awards ranging from \$200,000 to \$500,000 a year for one to three years.

Eligibility: Universities, colleges and nonprofit, non-academic organizations.

Contact: Bernice Anderson, Division of Research, Evaluation and Communication, (703)306-1650; email, banderso@nsf.gov; or Eric Hamilton, Division of Educational System Reform, (703)306-1684; e-mail, ehamilto@nsf.gov; Internet: <http://www.ehr.nsf.gov/ehr/rec/pubs/si-research.htm>.

* Educational Public Broadcasting: The Corporation for Public Broadcasting (CPB) supports television, radio and telecommunications education programming and materials. CPB funds video, radio, new media and education projects that focus

on American art, culture and drama; America's international role; children; community; economy; education; government; health; history; and societal issues.

ddAll projects also must have high educational value; extend the project's value through non-broadcast components or use of multimedia; involve partnerships and collaborations among producers, scholars, cultural and education institutions, corporations and other organizations; and reflect standards of excellence, expertise and planning.

ddDeadline: CPB will accept proposals between Oct. 1 and Nov. 30; and between March 1 and April 30, 1999.

ddFunds: About \$260 million for all programs was given in 1997. Grant sizes vary.

ddEligibility: Educators, independent producers, public television stations, public television organizations, national and regional organizations and developers of new media, such as Internet sites and CD-ROMs.

ddContact: Office of Education and Programming, Corporation for Public Broadcasting, 901 E St. NW, Washington, DC

20004-2037; (202)879-9600; Internet, <http://ready.cpb.org/grants>.

dd* Amoco Foundation: The Amoco Foundation supports elementary and secondary math and science education and gives grants to enhance new or

existing programs for students at all levels, including disadvantaged and underserved youths.

ddThe foundation's Celebrating Science program brings in third- and fifth-grade teachers for free science training at local plant

facilities. It also provides

certain schools with needed equipment such as balances, magnet and electricity labs, microscopes and

publications. Other initiatives include support of minor

ity-retention programs at alternative schools for at-risk youths.

ddDeadline: Deadlines vary by program.

ddFunds: \$19 million for 1998 and 1999. Grant sizes vary widely from \$500 to several hundred thousand dollars.

ddEligibility: Individual schools and school districts in Amoco communities nationwide.

Publication#W\ PP# 59. Education Daily"Publication" #: \ PP#August 4, 1998

Headline#\ PP# News BriefsHeadline #: \ PP#

by Staff Reports

dd* Federal Courts Reject Challenges To Prop. 227: Two federal courts on Friday refused to block a voter-approved initiative to

limit bilingual education in C

alifornia.

ddThe U.S. Ninth Circuit Court of Appeals denied, without comment, an injunction sought by civil rights groups to halt

implementation of Proposition 227. The

initiative took effect Aug. 2.

ddU.S. District Judge Lourdes Baird also ruled on Friday "for the U.S. District

Court for the Central District of California "that Prop. 227 will not harm students in the Los Angeles Unified School District. The Mexican American Legal Defense and Educational Fund and the American Civil Liberties Union had sought to block the measure on both fronts (ED, Aug. 3). Prop. 227 limits students to one year of bilingual education, with an emphasis on English immersion. "Rebecca S. Weiner

* Texas Teachers Want Fatter Paychecks: Texas could reap a \$6 billion budget surplus this year, and teachers want it to go toward raises so their salaries will meet the national average. Texas teacher unions say a uniform pay hike of \$6,000, plus incentives to lure teachers into shortage areas, would cost \$3 billion over two years "but help raise teacher quality in the state, where many teachers aren't certified to teach in their subject areas. The average Lone Star State teacher made \$32,426 in 1996-97, compared to \$38,436 nationally. Lawmakers of both parties are seriously considering the plan, but won't make any final decisions until next January when the state legislature meets. But budgeters in the state senate warn that this summer's severe drought in Texas could affect how a surplus is spent. "Jonathan Foxn

Publication#W\ PP# 60. Education Daily"Publication" #:\ PP#August 4, 1998

Headline#\ PP# Initiative Spurs Math, Science Teaching Via LaptopsHeadline #:\ PP#

by Rebekah L. Stivers

The Laptop Learning Challenge, sponsored by the National Science Teachers Association (NSTA) and the Toshiba America Foundation, aims to increase laptop computer use in teaching math and science both in and out of the classroom. K-12 educators are eligible to apply for the program, which runs during the 1998-99 school year. They must submit innovative ideas for using laptops both in classroom and informal education settings. Twenty lesson-plan winners from four grade categories "K-5, 6-9, 10-12 and K-12 informal settings "will receive Toshiba laptops and expense-paid trips to NSTA's national convention in Boston next March. At the convention, finalists will demonstrate their winning laptop lesson plans, which NSTA will publish on its Web site. A book on how to adapt the K-12 laptop lessons for pre-service teachers will be published and include a disk of lessons. NSTA's board meets next month to review and finalize program guidelines, which will be available with applications Sept. 1, according to NSTA's associate executive director Marily DeWall. The program deadline likely will be in mid-January. "We want to be as non-specific as possible with the criteria," DeWall said, "so that teachers have more

room for creativity."

ddInformal educators, such as museum and nature center instructors, also are encouraged to apply, she added.

ddNSTA will administer the program, splitting the cost with Toshiba, which awards grants to middle and high schools for projects

serving students in grades se

ven through 12.n

Publication#W\ PP# 61. Education Daily"Publication" #: \ PP#August 4, 1998

Headline#\ PP# Job Training Bills Would Allow Joint Voc Ed PlansHeadline #:\ PP#

by Gina Farrell

ddCongress has given final approval to job training legislation that would allow, but not mandate, states to submit joint plans for

vocational education, job

training and adult education.

ddThe Senate approved the conference committee report, H.R. 1385, by voice vote last Thursday. The House followed suit Friday.

President Clinton has indicated

his support for it.

ddThe legislation would merge 60 programs into three block grants to states and localities, while reducing federal involvement; puts

training providers in com

petition with each other; gives those seeking training more information about program quality; and lets

adults enroll in family literacy programs.

ddOne major sticking point for conferees was whether states would be allowed to submit combined plans for job training, voc ed

and adult ed. The final comprom

ise will allow, but not mandate, these joint, two-year plans.

ddNow that lawmakers are finished with job training reform, they are expected to take up voc ed reauthorization after returning in

September from a month-long

recess.

ddAfter the Senate followed the House's lead by separating job training from voc ed reauthorization, some were concerned it might

mean voc ed would be pushed

aside this year.

ddBut Joe Karpinski, spokesman for the Senate Labor and Human Resources Committee, said plenty of time remains. "Voc ed

shouldn't be affected at all," he said

.n

Publication#W\ PP# 62. Education Daily"Publication" #: \ PP#August 4, 1998

Headline#\ PP# House Consolidated Loans Spell Trouble In Congress

For EDHeadli

ne #:\ PP#

by Eli J. Lake

ddHouse and Senate lawmakers are raising a number of concerns with the Education Department's recent decision to lower interest

rates on loans consolidated

through its direct student loan (DSL) program.

ddHouse legislative staff contend that ED's decision has weakened its hand for