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CREATION DATE/TIME: 9-JUN-1998 15:27:02.00

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TO: Anne\_Barrett ( Anne\_Barrett@ed.gov (Anne Barrett) [ UNKNOWN ] )  
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TO: Beverly\_Blondell ( Beverly\_Blondell@ed.gov (Beverly Blondell) [ UNKNOWN ] )  
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TO: Carolyn\_Adams ( Carolyn\_Adams@ed.gov (Carolyn Adams) [ UNKNOWN ] )  
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TO: Christina\_Anzelmo ( Christina\_Anzelmo@ed.gov (Christina Anzelmo) [ UNKNOWN ] )  
READ:UNKNOWN

TO: Sonyia\_Matthews ( CN=Sonyia Matthews/OU=OPD/O=EOP [ OPD ] )  
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TO: Daniel\_Bernal ( Daniel\_Bernal@ed.gov (Daniel Bernal) [ UNKNOWN ] )  
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TO: Dennis\_Berry ( Dennis\_Berry@ed.gov (Dennis Berry) [ UNKNOWN ] )  
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TO: Eleanor\_Briscoe ( Eleanor\_Briscoe@ed.gov (Eleanor Briscoe) [ UNKNOWN ] )  
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TO: Hugh\_Berry ( Hugh\_Berry@ed.gov (Hugh Berry) [ UNKNOWN ] )  
READ:UNKNOWN

TO: Humphrey\_Barnes ( Humphrey\_Barnes@ed.gov (Humphrey Barnes) [ UNKNOWN ] )  
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TO: Jim\_Borches ( Jim\_Borches@ed.gov (Jim Borches) [ UNKNOWN ] )  
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TO: John\_Blake ( John\_Blake@ed.gov (John Blake) [ UNKNOWN ] )  
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TO: Keith\_Berger ( Keith\_Berger@ed.gov (Keith Berger) [ UNKNOWN ] )  
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TO: Nina\_Aten ( Nina\_Aten@ed.gov (Nina Aten) [ UNKNOWN ] )  
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TO: Patricia\_Adelstein ( Patricia\_Adelstein@ed.gov (Patricia Adelstein) [ UNKNOWN ] )  
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TO: Patricia\_Brennan ( Patricia\_Brennan@ed.gov (Patricia Brennan) [ UNKNOWN ] )  
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TO: peay\_j ( peay\_j@a1.eop.gov [ UNKNOWN ] )  
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TO: Regan\_Burke ( Regan\_Burke@ed.gov (Regan Burke) [ UNKNOWN ] )  
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TO: Schnur\_J ( schnur\_J@a1.eop.gov [ UNKNOWN ] )  
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TO: shireman\_r ( shireman\_r@a1.eop.gov [ UNKNOWN ] )  
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TO: Stephanie\_Babyak ( Stephanie\_Babyak@ed.gov (Stephanie Babyak) [ UNKNOWN ] )  
READ:UNKNOWN

TO: Wilma\_Bailey ( Wilma\_Bailey@ed.gov (Wilma Bailey) [ UNKNOWN ] )  
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TEXT:

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Carlin Hertz

OPA

- 06091998.win - 06091998.w51===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

WPC

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- \ P#P#June 8, 1998

Headline#\ P\$P# School Subsidy Vote Delayed Headline #:\ P%P#

WASHINGTON " The Federal Communications Commission has extended its deadline for deciding how much money to raise for a controversial program that subsidizes Internet access for schools.

The agency was to have decided by Tuesday how much long-distance telephone companies should pitch in, but on Monday put off the decision until the end of the week.

Last week, a group of Congressmen opposed to the program turned up the heat on the agency and demanded that no money be raised for the second half of the year. They charged that assessments on long-distance carriers for the program would raise consumers' phone bills.

The debate should come to a head on Wednesday at an FCC oversight hearing in the Senate Commerce Committee's communications subcommittee.

Lawmakers objected to the FCC's handling of the program after AT&T and MCI said they would pass on the 5 percent surcharge to customers. Beginning in July, both companies would use the surcharge to pay for their share of the program, as well as other longstanding subsidies that support basic phone service in low-income and rural areas.

But supporters of the program said the companies were to blame for adding surcharges at the same time the FCC had lowered by billions of dollars the charges

the companies must pay to local phone carriers for beginning and ending long-distance calls. FCC

officials also argued that about three-fourths of the new charges related to the older subsidy programs and had nothing to do with the schools and libraries fund.

The carriers, on the other hand, said they cut long-distance rates after the FCC lowered access charges. To cover increased costs from subsidy programs, they added the surcharges.

More than 30,000 schools and libraries requested US\$2 billion under the program mandated by the 1996 Telecommunications Act.

The FCC collected \$625 million in the first half of the year for schools and libraries and said that long-distance carriers could collect about \$1 billion in the second half.

On Monday, House Speaker Newt Gingrich (R-Georgia) joined the stop-the-subsidy chorus and said he'll help lead a House effort to prevent telephone customers from footing the bill.

"We'll probably block it in the next two weeks," Gingrich told a communications industry trade show in Atlanta. Gingrich didn't give details, but added to applause: "It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

ddMeantime, Vice President Al Gore reiterated his strong backing of the program  
. "I strongly oppose any effort to pull the plug ...  
and deny our children the  
full promise of the information age," he said in a statement.n

Publication#W\ P&P# 2. Family News in Focus"Publication" #:\ P'P#June 9, 1998

Headline#\ P(P# Supreme Court Refuses Hearing on Yeos AppealHeadline #:\ P)P#

By Martha Kleder, staff writer  
ddThe U.S. Supreme Court will not hear the appeal of Douglas Yeo, a parent prevented from placing an abstinence ad in a school newspaper by school officials.  
His attorney John Spillane says it is a sad day.  
dd(John Spillane) This would have been a classic case for the Supreme Court to debate and rule upon. If we can't teach our children in public high schools wh at the constitution and freedom of the press is all about, then we are going to have trouble teaching them as adults."

ddA lower court ruled in favor of the school which stopped the ad because it countered the entrenched safe-sex ideology.n

Publication#W\ P\*P# 3. Business Day (CNN)"Publication" #:\ P+P#June 8, 1998

Headline#\ P,P# SBC-SNET in Jeopardy?Headline #:\ P-P#Subhead#[\ P.P# Computer Education Plan; Net Subsidies AttackedSubhead#:\ P/P#

JOHN DEFTERIOS, CNN ANCHOR: President Clinton restating his plans to connect all students to the Internet. But just who will foot the bill to keep American school kids wired these days?

ddWe'll find out more in today's "Digital Jam Minute," with Fred Katayama.

dd(BEGIN VIDEOTAPE)

ddFRED KATAYAMA, CNN CORRESPONDENT (voice-over): SBC Communications is threatening to quash its merger plans

with Southern New England Telephone, the local phone

company in Connecticut. That's because the state's attorney general is asking

the Baby Bell to give consumers a \$110 million rate cut, since it will save twice that by merging with SNET. But SBC chief Edward

Whitacre says, that would

kill the deal.

ddPresident Clinton reiterated a strong need for helping children learn how to use computers. At a commencement address at MIT

on Friday, the president said he

plans to earmark \$180 million in federal funds to make sure all middle school graduates are computer

literate.

ddWILLIAM J. CLINTON, PRESIDENT OF THE UNITED STATES: Until every child has a computer in a classroom and a teacher

well-trained to help; until every student

has the skills to tap the enormous resources of the Internet; until every high-tech company

can find skilled workers to fill its high-wage jobs, America will

miss the full promise of the information age.

ddKATAYAMA: And a group of legislators is urging the Federal Communications Commission to put the brakes on its plan to subsidize Internet connections for schools and libraries. A bipartisan group of senators and congressmen wrote a letter to FCC

Chairman William Kennard, calling the plan "a spectacular failure." That's because several phone companies, including AT&T and MCI, have increased consumer phone bills to cover their share of the subsidy program. ddAnd that's the "Digital Jam Minute." I'm Fred Katayama.n

Publication#W\ P0P# 4. Christian Science Monitor"Publication" #:\ P1P#June 9, 1998

Headline#\ P2P# Lessons on Laptops Headline #:\ P3P#Michael Stoll, Special to the Christian Science Monitor  
ddNEW YORK " Oswaldo Pancho lives with his mother and sister in a cramped low-income housing project in upper Manhattan.

They rely on welfare checks and food stamps. His mother hopes he will work his way out of poverty, although she has her doubts.

ddBut last November, Oswaldo's sixth-grade class at Intermediate School 218 quietly undertook a bold educational experiment aimed at catapulting its mostly poor,

minority, and computer-illiterate students into the emerging high-tech job market. The school assigned each student a \$2,000 laptop computer.

ddTeacher Theresa Velazquez says the laptop has allowed Oswaldo to write longer and more thoughtful assignments. For him, it made school "funner."

dd"It's better, because writing gets boring already," says Oswaldo.

ddNo one took House Speaker Newt Gingrich seriously in 1995 when he proposed putting a laptop computer in the hands of every schoolchild in America. Yet in isolated pockets around the country, it's happening at a frenzied pace, in both private and public schools.

ddSoftware and computer makers in the last two years have encouraged 250 middle and high schools to lease or loan the computers to about 40,000 students nationwide, according to Microsoft Corp. The idea is so popular with parents that many districts have plans to double or even triple the number of participants by next fall.

ddUntil recently, only a handful of elite private schools could afford laptops.

But as the price gap between textbooks and portable computers narrows, educators at many different schools are experimenting. Officials in Texas have even proposed replacing textbooks with CD-ROMs to save money.

ddAccording to John Slatin, director of the Institute for Technology and Learning at the University of Texas at Austin, "The idea of laptops for every student

is a very interesting one if you're worried that there are gross disparities between upper-middle-class kids who have computers at home and kids who don't."

But critics say that in the rush to replace paper with circuitry, schools may try to make technology the focus of every lesson. Laptops are still too expensive to be distributed equitably throughout the public schools, and, some argue, too cumbersome to use in the classroom.

More training for teachers

Teachers at I.S. 218 say they are not getting the guidance they need to work computers into the curriculum. They attended a 10-hour training seminar in Microsoft software, but still feel unprepared to teach with it. In the absence of a strategy, the teachers say, the devices have actually distracted many students from learning their ABCs.

"If you can't read, write and do math, what good is a computer?" asks Sarah Pitari, who teaches sixth-grade math at I.S. 218. "The laptop is a novelty. The essence of the program is being lost."

Ms. Velazquez, Oswaldo's humanities teacher, wants the laptop program to succeed. She opens her classroom 45 minutes before school every day so her students can practice. They are thankful that they no longer have to rewrite drafts of their compositions by hand.

Other teachers have had the opposite experience. "I get more work out of them in pen and paper," says Valerie Valentine, another humanities teacher. "It's not helping them to learn how to read. I'm not sure exactly what it's helping them to learn, if anything."

"I've just about stopped using the computer in class, because the kids are so distracted by the computers themselves," Ms. Valentine says. "I think it's the corporate world manipulating the public school system. It's a big show."

But to Janice Gordon, who started using the laptops at Mott Hall Middle School, District Six's magnet school, "The self-esteem of the children has increased dramatically, and when you have increased self-esteem, you're going to have increased academic achievement." (See related story, right.)

The district has laptop classrooms in all eight middle schools, and by June it expects to have 1,550 students in the program. It eventually hopes to include all middle schoolers.

On a large scale, that would be difficult. At \$2,000 each, it would cost more than a half a billion dollars to equip every sixth-, seventh-, and eighth-grader in New York City with a laptop. But Board of Education administrators say laptops will soon become affordable.

Most of the cost is offset by the district's share of a \$150-million, citywide technology grant called Project Smart Schools. Each family also pays \$10 a month

nth for insurance. If payments lag behind, students may not take computers home

ddOther public-school districts have taken a more controversial approach. In order to afford to lease 1,300 laptops, parents and businesses in Beaufort, S.C.,

established a foundation to provide subsidies to needy students, says Anne Carver, co-director of educational technology for the district.

ddBut the money did not cover all the costs, and even those students who are eligible for free school lunch must pay \$15 a month

for a laptop lease. Not all f

amilies joined the program. As a result, teachers must plan lessons around group projects, so that students

can share computers in class. Ms. Carver says that

despite the new rich-poor divide, the change was positive.

dd"The teachers are more cheerleader than the source of knowledge," Carver says

. "The best thing they can do is step out of the way and let the students work.

"

ddTexas thinks even bigger

ddWhile no school district in the country has yet purchased laptops for all its students, Texans are debating an even further-reaching

plan. Last fall Jack Ch

ristie, chairman of the Texas Board of Education, proposed buying laptops for all 3.8 million public-school

students in the state. He says that in the next si

x years, Texas has budgeted \$1.8 billion for textbooks, roughly what it would cost

to lease or buy a \$500 laptop for each student. CD-ROM textbooks, Mr. Christie said, would cost about \$1.25 apiece to update;

textbooks can cost \$60. That

plan is stalled in the state Legislature.

ddSchools are also using "edutainment" programs - games with instructional content. I.S. 218's Business Studies Academy, the part

of the school that uses the

laptops in four classes, has lent some students games that simulate commerce.

ddStudent Jennifer Nuñez says she spends more than two hours every weekday and five hours on the weekends playing a

business-management game on her computer called "Hot Dogs Cookin'."

dd"It's fun because it's a better way to learn," Jennifer says. "Some kids think it's boring to read. With laptops they're going to be much more into homework

."

ddClifford Stoll, author of the bestseller "Silicon Snake Oil," warns in an interview that if every student had a laptop, edutainment

would threaten to take o

ver education. Laptops, he says, are a more dangerous classroom fad than movies in the 1920s, radio in the

'30s, and TV in the '70s. "What are these kids in s

ixth grade learning from a laptop?" Mr. Stoll asks. "They're learning that every

question has a right answer. They're learning that it's unnecessary to read and think when multimedia systems deliver dancing

graphics right in front of the  
ir eyes."

ddAll four of the teachers at I.S. 218 say working with laptops is a challenge.

Teachers may spend time scolding students who  
surreptitiously launch video gam  
es. They also debug programs and solve printing problems. These glitches affect  
the students.

dd"I don't think they're slowing down my classroom so much anymore because I do  
n't use them," says Kevin Kinkade, who teaches  
science. Most of his computer as  
signments are completed at home.

ddWhen kids take their computers home, however, they become targets for robbery  
. The school's insurance stipulates that no laptop  
may leave school unaccompani  
ed by an adult, so parents have organized escort patrols. "We know where they a  
re every minute of  
every day," says Giulia Cox, laptop-program coordinator for  
District Six. "We joke that these are the most cared-for kids in the New  
York s  
chool system."

ddAll students have modems and will soon get free Internet accounts. But some,  
like Oswaldo, have no phone lines at home.

Oswaldo shows off a drawing he did o  
n his laptop of what he imagines Lake Victoria looks like. He is also teaching  
his mother to

use a computer for the first time. "The children are very excited  
," Velazquez says. "You can see the brightness in their faces. Children  
have a  
way with computers." n

Publication#W\ P4P# 5. Christian Science Monitor"Publication" #:\ P5P#June 9,  
1998

Headline#\ P6P# At One Texas School, Wired Is a Way of Life Headline #:\ P7P#

Scott Baldauf,  
Staff writer

of The Christian Science Monitor

ddAUSTIN, TEXAS " James Apel and Jos) Castellon are giving an unusual tour of  
the Institute for Texas Cultures in San Antonio.

Unusual, because they are sitt  
ing in front of a computer at their high school in Austin.

dd"The museum asked us to create an interactive Web site that would let people  
find out why there are not as many Indian tribes  
left in Texas," says Jos), a s

enior at Travis High School. His classmate James clicks on the screen, giving a  
360-degree video view

of the the main museum hall. Then he stops and zooms in  
on a portrait of Cynthia Ann Parker, mother of the Comanche chief Quanah  
Parker

. "They sent us the text," Jos) continues, "and we had to summarize it and adap  
t it and get to the point."

ddFor those who haven't guessed already, this is the latest sign that today's h  
igh school experience just isn't the same old bag of  
books. At Travis High Scho

ol, students create Web sites and educational CD-ROMs. Their classroom is a darkened room full of state-of-the-art Macintoshes, crammed with the same animation software used in the sci-fi movie "The Terminator." And their teacher is Keith

Rutledge, a self-taught computer nerd with a vision of what helps kids learn, and what they need to know in the high-tech job market.

"We've got everything from special-ed kids to valedictorians," says Mr. Rutledge. "Sometimes, with computers, we can reach students who learn in different ways."

Rutledge's high-tech high school classes are a window into how much schools have embraced the Silicon Era. Chalkboards still exist, to be sure, and students

still read and write on paper. But the 1990s will probably be remembered more as a decade when

computers became a tool of choice for teaching and learning. Whether students learn as much - or as well - in front of a glowing monitor remains

to be seen. But given their popularity among politicians and especially parents, computers will likely stay in the classroom, no matter what.

"You can't make a bad teacher with technology, but you can help make a good teacher do more with technology," says George

Brackett, a lecturer at Harvard Graduate School of Education in Cambridge, Mass., and a high-tech adviser to a Boston-area high

school. "The focus should not be on technology, but on the pursuit of relevant goals in children's education. To the extent that technology makes

that possible, that's great."

Tony Cipollone, director of evaluation at the Annie E. Casey Foundation in Baltimore, agrees. "Clearly, computers not only connect kids to the material, but

they open doors to kids' diverse talents," But he points out that while computers are important, so

are maintaining things like school buildings, teacher development, and high standards of learning. "In a tight budget, it's hard to keep

all those goals on track."

For his part, Keith Rutledge is no ideologue when it comes to computer education. Some techniques and methods are better than others, he says, and some computer-led learning programs are the educational equivalent of bubble gum.

"There's no benefit at all if it's done in the old drill-and-practice way, just pop a CD in and claim it's multimedia," Rutledge says.

"But if it's done right,

where students are the knowledge generators, where they are using computers to research a topic and

programming it to help teach others, then it's extremely effective as a learning tool and a good use of money."

In some ways, Rutledge is a model of the enthusiastic, sacrificing teacher. In 1994, he attended a local software conference and

asked industry insiders what technology they used and what skills they wanted in their employees. He then compiled their responses into a lesson plan, and the resulting curriculum won him the 1995 Christa McAuliffe teachers award; his curriculum has since been adopted by the state as the standard for other schools to match.

Some teachers would have funneled their prize money into a well-earned trip to the Bahamas. Rutledge used his \$34,000 award to buy more computers for the classroom, and set up a foundation to raise \$70,000 more.

Visit Rutledge's classroom, and you might think you had wandered into the special-effects department at a major movie studio.

At one computer, Greg Villareal is showing off a CD-ROM program he produced that looks like a flight scene from "Top Gun."

Across the room, Eric Wargo has induced a computer-animated skeleton to dance. Another group is putting the final touches on "Shoot the Raven," a computer game they created as part of an educational CD-ROM on the poetry of Edgar Allan Poe. Nearly every computer is in use, an interesting fact given that this is lunchtime.

The mood is frenetic and loose, but it's not all fun and games. Ivonne Pham and Louisa Segura-Robles have spent the past semester visiting a nearby elementary school to teach fourth- and fifth-graders how to create their own CD-ROM disks with a program called Hyperstudio. "They pick it up really fast," says Ivonne, who plans to study computer science at the University of Texas in Austin next year. "The other day, we were having problems getting one of the programs to work and this little boy comes up to me and says, 'That's easy.' He just solved it."

For Rutledge, that's the magic of computers in education. "I've been offered to form a company," he says with a shrug. "But I stay because I like what I'm doing. These are great kids, and I enjoy seeing what the kids are doing, because they're doing stuff that isn't happening in but a few places in the country."

Publication#W\ P8P# 6. USA Today"Publication" #:\ P9P#June 9, 1998

Headline#\ P:P# \$100M pledge to boost scholarship fundsHeadline #:\ P;P#By Mark Glassman, USA TODAY

Businessman Ted Forstmann is expected to announce a challenge grant of \$100 million Tuesday to send thousands of U.S. public school students to private school instead.

Forstmann, who heads the investment firm Forstmann Little & Co., and John Walton of Wal-Mart will donate the money; local investors will have to match the sum dollar-for-dollar. Five cities are already on board: \$40 million of the dona

tion will go toward funding private programs in New York, Los Angeles, Chicago, Jersey City, N.J., and Washington, D.C. Forstmann expects 45 more cities to join the project.

ddThe gift will reduce the average student's private school tuition from \$500 to \$1,000, a discount of at least \$1,000 at some private schools.

dd"The plain facts of the matter are if you are a poor child in America, you do not have an equal opportunity at a decent education," Forstmann says. "What we're trying to do is start the ball rolling for an equal opportunity for everyone." He expects the program to help 50,000 to 100,000 kids.

ddThe donation adds fuel to a debate over the role of the private sector in the public school system.

dd"(The gift) is basically saying, 'We don't believe in public schools,'" says Bella Rosenberg of the American Federation of Teachers.

"If I had money to invest . . . I would invest in what would help the greatest number of children, and (Forstmann) is saying, 'To hell with them. I'm just going to cherry-pick them.'"

ddForstmann and Walton each donated \$3 million in April to the Washington (D.C.) Scholarship Fund, a private organization that helps send D.C. students to private school. The latest gift allocates an additional \$1 million to the fund from Forstmann and Walton, matched by another \$1 million raised by the organization.

dd"Fortunately in America, you're still able to invest your money where you want to," Forstmann says. "This is where I want to."

ddn

Publication#W\ P<P# 7. Morning Edition (NPR)"Publication" #:\ P=P# 06/08/98Section: News; Domestic;

Headline#\ P>P# E-Rate Debate Headline #:\ P?P#Subhead#[\ P@P# Critics say the program is too expensive, and today, the Federal Communications Commission meets to discuss ways to keep the program going at a lower cost.

Subhead#:\ PAP# By Larry Abramson Washington

DC; Bob Edwards, Washington, DC

BOB EDWARDS, HOST: This is MORNING EDITION. I'm Bob Edwards.

ddThe Federal Communications Commission meets today to examine possible changes to a program that keeps down the cost of rural telephone service and will help

connect schools and libraries to the Internet. Some lawmakers and other critics say the program,

known as E-rate, is an additional tax on consumers' phone bills and has become too expensive.

ddNPR's Larry Abramson reports.

ddLARRY ABRAMSON, NPR REPORTER: Residential long distance customers with AT&T and MCI will be among the first to notice what appears to be a new charge in their next bill, according to spokesman Wayne Jackson (ph) of AT&T.

ddWAYNE JACKSON, SPOKESMAN, AT&T: There will be a 5 percent surcharge on interstate and international long distance calls to reflect the additional funding that we would have to pay into the universal service fund.

ddABRAMSON: The universal service program has been around for decades. It ensures telephone service for the poor and for people in remote areas. Up until the era of deregulation, the cost of that service was hidden, folded into the rest of your bill. Now, universal service includes Internet access for schools and libraries and AT&T has decided it's only fair to spotlight the growth of universal

service as a separate 5 percent charge on each bill.

ddJACKSON: Since this represents an increased cost of doing business for us, we have to recover those costs.

ddABRAMSON: Sounds harmless enough, unless you're William Kennard, chairman of the Federal Communications Commission.

Members of Congress have accused the FCC of leaning on the long distance companies to keep this charge hidden, so that people

wouldn't know they're paying for this expansion of universal service.

Kennard says that's not so.

ddWILLIAM KENNARD, CHAIRMAN, FEDERAL COMMUNICATIONS COMMISSION: I want consumers to have full

disclosure. Consumers should know exactly what they're paying for. My only concern is that we not have hidden taxes, but we also not have hidden

rate increases.

ddABRAMSON: Kennard notes that most of this surcharge pays for the old universal service program; only about 30 percent goes to the new E-rate. Kennard fears that by listing this program as a surcharge, AT&T and others may end up deceiving customers into thinking that big government is raising their phone bills.

ddKENNARD: We have to be assured that consumers are getting the full benefit of the savings, the substantial savings that have been passed through to long distance carriers.

ddABRAMSON: Kennard notes that even with the additional costs of the E-rate, long distance charges are dropping. But key members of Congress recently sent Kennard another in a series of letters, reminding him that the E-rate was not supposed to lead to rate increases.

ddThat pressure escalated when consumer groups recently began questioning the E-rate. Gene Kimmelman, co-director of Consumers Union, says the FCC should be paying for Internet access by pushing deregulation further along, not by adding fees.

ddGENE KIMMELMAN, CO-DIRECTOR, CONSUMERS UNION: The typical consumer in the final analysis is paying more in

flat fees than they're saving in any rate reductions. And the FCC's own pricing models demonstrate that there is dramatic waste that could be cut to reduce rates further.

ddABRAMSON: At least one of the five FCC commissioners is ready to the program on hold, but the administration remains committed. The FCC has been looking at ways to streamline the program's administration and improve its credibility.

Chairman

Kennard remains open to other funding schemes, but he says it's important that negotiations don't drag on " 30,000 schools are hoping to get their subsidies before classes resume this fall.

ddLarry Abramson, NPR News, Washington.

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Publication#W\ PBP# 8. The Wall Street Journal"Publication" #:\ PCP# 06/08/98  
Page A6

Headline#\ PDP# Lawmakers Reach Accord On Education Tax BillHeadline #:\ PEP#

WASHINGTON " Congressional negotiators have agreed on the core details of an education tax bill they hope will burnish Republicans' credentials in the fall elections.

ddThe compromise measure, which would cost about \$1.4 billion over five years, would expand the use of proceeds from tax-preferred education savings accounts to cover elementary and secondary school expenses. The accounts, created just last year, currently can be used for higher education expenses at public and private institutions.

dd"This bill empowers families " not the federal bureaucracy," said Senate Finance Chairman William Roth (R., Del.).

ddThe bill would allow taxpayers to contribute \$2,000 a year to the account, up from the current limit of \$500. Earnings from the account build up tax free, but

are taxed when distributed. The bill would also allow corporations to contribute to such accounts.

ddThe White House contends the proposal would undermine the public education system, and President Clinton is threatening to veto it. But GOP leaders are moving

ahead in an effort to draw an election-year distinction with Mr. Clinton. And, in fact, the bill

is popular with some Democrats. About a half dozen Democrats are expected to support the bill in the Senate. That's not enough, however, to override a veto.

Publication#W\ PFP# 9. Bangor(ME) Daily News "Publication" #:\ PGP# 06/08/98  
; Edition: ALL;

Headline#\ PHP# Snowe, Baldacci back `e-rate'Headline #:\ PIP#  
WASHINGTON " U.S. Sen. Olympia Snowe on Friday joined several colleagues, Se

cretary of Education Richard Riley , and  
representatives of education, library  
and business groups in fighting for the Snowe-Rockefeller "e-rate" provision. T  
he provision  
would link schools, libraries and other centers of learning to the  
Internet at discounted rates.

ddSnowe deplored the "campaign of intimidation" being used by some telephone co  
mpanies and other opponents of the measure  
against the Federal Communications C  
ommission in an effort to dismantle the provision.

ddSeveral long-distance telephone companies are trying to undermine the program  
through misinformation and the imposition of  
line-item charges on consumer tel  
ephone bills, according to Snowe.

dd"Telephone companies profiting from a new, deregulated climate are feeling th  
eir oats and flexing their muscles " and now they  
are trying to quietly elimina  
te the universal service provisions that will serve millions of schoolchildren  
" as well as libraries and  
health care facilities " through access to the Inter  
net and technology," said Snowe, who with Sen. Jay Rockefeller, D-W.Va., wrote  
the provision.

ddRep. John Baldacci also is urging the FCC and his colleagues in Congress to s  
upport the e-rate.

ddIn a letter to FCC Chairman William Kennard, Baldacci called on the commissio  
n "to do all it can to ensure full and  
comprehensive implementation of the e-ra  
te program." The FCC is expected to make a decision soon on whether to reduce f  
inancial  
and regulatory burdens on telephone companies, and to issue direction  
about the e-rate. Baldacci also urged the commission to  
increase its proposed e  
-rate funding.

ddCreated by the Telecommunications Act of 1996, the e-rate provides special ra  
tes for elementary and secondary schools and publiclibraries to be financed thro  
ugh the regulatory fee reductions that telephone companies have as a result of  
deregulation. Under the  
proposal, eligible schools and libraries would receive  
discounts ranging from 20 percent to 90 percent. In Maine alone, 451 schools  
an  
d libraries have applied for e-rate discounts.n

Publication#W\ PJP# 10. Chronicle of Higher Education (Academe Today)"Publicat  
ion" #:\ PKP#June 9, 1998

Headline#\ PLP# New York Trustee Urges Peers in Other States to Be  
Activists,  
Not 'Mannequins'Headline #:\ PMP#  
ddBy JEFFREY SELINGO  
ddANN ARBOR, MICH.  
dd Most public-college trustees act as "public-relations mannequins and politic  
al pawns" when they should be exerting pressure to  
make their institutions more  
accountable by strengthening admissions standards and ending remedial-educatio

n programs, a State University of New York trustee told state education leaders gathered here Tuesday.

ddCandace de Russey, a controversial and outspoken appointee of New York's Republican Governor, George E. Pataki, joined two counterparts from state governing boards in Ohio and Michigan in urging trustees to take a more active role in governing their universities. Ms. de Russey added that the role of public-college trustees in all states must be "clarified and strengthened." She called on state boards to restore strict general-education requirements and require rigorous exit standards, including comprehensive examinations.

dd"People are losing faith in us not only because of our campus events," Ms. de Russey said, referring to a highly publicized conference last year at the State University of New York at New Paltz that featured strippers and demonstrations of sex toys. "People are losing faith in us because the young people leaving our colleges know and can do less and less."

ddMs. de Russey told the conference, which was sponsored by the University of Michigan, that public universities were spending millions of dollars to repeat what high schools were supposed to be teaching. By cutting remedial courses, she said, universities would hold elementary and secondary schools accountable for their graduates.

ddBut Elizabeth Lanier, chairwoman of the Ohio Board of Regents, urged trustees to move cautiously on remedial courses, noting that most of those courses were needed by older students returning to college. Ms. Lanier, the only Democrat on her state's nine-member board, said trustees must explain the need for such programs as remedial education to uninterested lawmakers and must forcefully communicate the desires of the legislature to university administrators and faculty members.

dd"There is a complete lack of reality on both the campus and in the legislature," Ms. Lanier said. "It's our role to close this gap."

ddOne area that "academics must take a cold shower and understand," Ms. Lanier said, is that the only way public universities in many states are going to receive more money is if lawmakers recognize the connection between higher education and economic development. For-profit institutions already have refocused their curricula on training people to work in a particular industry or for a particular company, she said.

dd"I see enormous pressures on our institutions, and I think many of them will fail," Ms. Lanier said. "Higher education does not sell like prisons and entitlements with politicians. We must show that K-through-lifetime education is an economic engine that

produces more tax revenues that will allow you to build more prisons and add more entitlements."

ddBut Ms. de Russy said that such a market-driven education model was dangerous because it moved universities away from requiring general-education classes. She added that trustees should not be discouraged by critics who accuse active trustees of "meddling" or "micro-managing" when they propose ideas that oppose conventional wisdom or past practices.

Publication#W\ PNP# 11. LRP Publications"Publication" #:\ POP#June 8, 1998

Headline#\ PPP# ED Letters Support Authority of Hearing Officers Headline #:\ PQP#

ddHearing officers may compel witnesses to appear and have the power to identify a disabled child's current educational placement.

ddThose policy issue positions of the U.S. Department of Education were included in 1997 correspondence to two SEAs that was just released by the department.

ddUnder the new IDEA, the guidance in the letters carries less weight.

dd OSERS Assistant Secretary Judith Heumann sent a letter to the Maryland Department of Education last June saying that its decision not to compel the attendance of non-state employees at local level due process hearings was "inconsistent" with the IDEA.

dd"Part B [of the IDEA] establishes specific hearing rights that must be available to the parties to a due process hearing, including the right to present evidence, confront, cross-examine and compel the attendance of witnesses," Heumann wrote. "Generally, it is the responsibility of the impartial hearing officer to accord each party a meaningful opportunity to exercise these rights during the course of a hearing."

ddCarol Ann Baglin, assistant state superintendent for special education in Maryland, said the state had changed its two-tier (local and state) hearing system prior to receipt of the letter, eliminating the local level hearing and having state administrative law judges, with the power to subpoena, handle all hearings.

ddMeanwhile, OSEP Director Tom Hehir wrote in another June 1997 letter, to the Kentucky Department of Education, that hearing officers and courts have the power to identify a disabled child's current educational placement when an LEA and parents can't agree.

ddUnder the IDEA, a child has the right to remain in his or her current educational placement during the pendency of administrative or judicial proceedings.

ddIn response to Kentucky's question of whether hearing officers or its state appeals board can impose financial penalties on LEAs, Hehir said such specific authority is generally determined by state law or regulation.

ddThe letters to the Maryland and Kentucky departments were sent exactly one week after the signing of the amended IDEA, which says the U.S. Department of Education may not establish special education rules by issuing letters or state orders without first proposing regulations in the Federal Register. The law characterizes such information in letters as informal guidance.

Publication#W\ PRP# 12. LRP Publications"Publication" #:\ PSP#June 8, 1998

Headline#\ PTP# Riley Says Clinton Should Veto IDEA Amendment, if Approved by Congress  
Headline #:\ PUP#

ddA bill that would limit federal penalties against states that fail to provide special education to youth in adult prisons should be vetoed by President Clinton if it reaches his desk, according to Education Secretary Richard Riley.

ddIn a June 4 letter to Rep. Bill Goodling, chairman of the Committee on Education and the Workforce, Riley expresses his "strong opposition" to the "misleadingly named" IDEA Technical Amendments Act of 1998, which was approved by the committee that same day.

dd"Because this bill would undermine the Department of Education's ability to enforce the Individuals with Disabilities Education Act and could deprive some youth with disabilities of their right to a free appropriate public education, I would recommend that the President veto the legislation if it were to reach him," Riley wrote.

ddThe bill, sponsored by Rep. Frank Riggs, R-Calif., states that a proportionate reduction or withholding of funds is the only enforcement action that the secretary of education is authorized to take. Language in the new IDEA states that the feds' only financial enforcement action is withholding funds in an amount proportionate to the percentage of a state's total special education population that such inmates represent.

ddCalifornia officials have refused to offer the services, and have said they are willing to return such a proportionate amount, which they have estimated at about \$875,000. Riley and OSERS Assistant Secretary Judith Heumann have threatened the state with enforcement action beyond the proportionate funding penalty.

dd"Remedies such as referrals to the Department of Justice and the issuance of cease and desist orders, which have long been available to the department, and that would continue to be available to redress all other violations of the statute, would be made unavailable in this one situation," Riley said in his letter to Goodling. "This bill would place the most severe restrictions on the

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ptions available to the Department of Education for enforcing the IDEA in the nearly 25-year history of the statute."n

Publication#W\ PVP#13. Education Daily"Publication"#:\ PWP#June 9, 1998

Headline#\ PXP#High Court Turns Away Channel One ChallengeHeadline#\ PYP#  
by Rebecca S. Weiner

ddA school district that required its students to watch Channel One's public affairs programming did not violate students' constitutional rights, the U.S. Supreme Court ruled yesterday.

ddIn turning away a case disputing the controversial television show, the High Court without comment let stand a lower court's ruling in Long v. School Board of Alachua County, Fla. (97-1477).

ddThe lower court ruled that the school district did not violate the families' rights when it failed to obtain parental permission before showing the program to students.

ddMother May I?

ddThe families involved in the suit assert that their children were forced to watch the 12-minute Channel One program, which included commercials, without their permission. The school's action, they said, violated their right to due process.

ddThe school district no longer shows Channel One programming.

ddThe school "did not have any alternative educational program for children who objected to being a compelled audience of the daily Channel One commercial advertisements as a condition of attending [the district's] schools," said a brief filed with the Supreme Court

by an attorney representing parent Daniel Long.

ddIn addition to Florida, Channel One programming has faced court challenges in North Carolina, Tennessee and California. In each case, families have raised issues of due process, privacy and freedom of religion.

ddThe Alachua school district's "claim to the power to expose the minds of children to commercial advertisements as a means of raising money for [it] raises

a specter of propagandizing children that is reminiscent of some of the most odious state driven

propaganda of the century," Long's brief further stated.

ddA Common Target

ddChannel One programming has come under fire for holding school audiences captive. Schools receive free use of TVs and VCRs in exchange for ensuring that their students watch the program daily.

ddAbout 12,000 schools nationwide, with a total of nearly eight million students, use Channel One programming and equipment (ED, April 2).

ddAn April study by researchers at the University of Wisconsin at Milwaukee calculated that Channel One costs about \$1.8 billion annually in classroom time.

ddThe company's CEO said the program typically is shown during homeroom period,

when there is no classroom instruction.

Publication#W\ PZP# 14. Education Daily"Publication" #:\ P[P#June 9, 1998

Headline#\ P\# Intensive Reading Program Helps Struggling Students Headline #  
:\ PJP#

by Jonathan Fox

In a decade, the intensive Reading Recovery immersion program has become one of the most popular school reform strategies

in the United States by spurring d

ramatic improvements for first-graders struggling to read.

Imported from New Zealand in the mid-'80s, Reading Recovery targets first-graders whose reading skills place them in the bot-tom

10 per-cent to 20 percent o

f their class.

Generally, statistics show that the program helps the lowest performers catch up.

Last year, of 78,935 students nationwide who received the whole program, 83 percent achieved average reading skills, according

to figures by Ohio State Uni-

versity researchers who supervise the pro-gram in the U.S. Other studies show roughly the same success

rates.

The basic idea is that struggling students get 30 minutes of one-on-one tutoring each day for up to 20 weeks or 60 lessons. Reading

Recovery teachers learn

how to painstakingly analyze a child's difficulties and " using the tenets o

f child psychology " devise

ways to get to the root of each student's problems

During a typical session, a child might read or reread "small" books written in a style close to normal speech and often containing

predictable language. Ma

gnetic alphabet letters may be used to help the child analyze words.

Meanwhile, Reading Recovery teachers, who are assigned about four students each, keep detailed records of the child's progress,

and try to steadily move up

children to more complicated reading material.

Too Good To Be True?

The testimonials by Reading Recovery instructors seem almost unbelievable. C

yndra Slegeski, for instance, a district supervisor

in Columbus, Ohio, instru

cts Reading Recovery teachers in the city's most desperate public schools. She says the program, which

has an 86 percent success rate in Columbus, has turned around her most unruly and illiterate students.

Similar to many Reading Recovery students in Columbus, she recalls one youngster who lacked the basic ability to make sense

of letters and words. "I had to

teach him how to look at words," Slegeski remembers. "Many [Reading Recovery students] can't write

letters at all."

Despite his hard-case status at the start of the program sessions, however, the boy eventually was "discontinued," Reading

Recovery parlance for students who achieve average grade-level proficiency through the program.

dd"He was still a willful child," Slegeski remembers, "but he was capable in the classroom."

ddIn nearby Upper Arlington, an affluent Columbus suburb, Reading Recovery district supervisor Joetta Beaver recounts a similar turn-around.

ddOne first-grade boy slated to attend special education classes because of dismal academic progress was sent to Reading Recovery as a last resort. The boy also was discontinued and five years later, Beaver says, he became student council president.

dd"That child's whole future changed because of Reading Recovery," says Beaver, who has taught or supervised Reading Recovery for 13 years. "Reading Recovery combined with solid classroom instruction can enable a child to succeed."

ddHelping When It Counts

ddThe training, developed by child psychologist Marie Clay, is a standard part of the program and focuses on the ways in which children learn. It has earned raves from teachers who say that with Clay's approach, they can help seemingly unreachable children.

ddReading Recovery also helps regular teachers do a better job, advocates say, by letting them focus on the whole class instead of a coterie of low-achievers.

ddUnlike many reform programs, Reading Recovery is not exclusively intended for use in the most blighted urban schools. Backers want all types of schools to use the technique.

ddIn well-off Upper Arlington, the program serves about 60 students a year, which is nearly every eligible student.

dd"Even though the majority of students here come from very literate families and we have a good kindergarten program," Beaver says, "we still have students who are confused about language and how it works."

dd"Reading Recovery fits in with any school or any population because the goal is to bring the bottom population up to the average," she adds. The program also is used in Britain, Canada and Australia.

ddIn Columbus, Slegeski takes pride that despite a high transient population, nearly nine-tenths of Reading Recovery students in city schools eventually discontinue.

ddBut the severe problems of inner-city education have overwhelmed Reading Recovery efforts, she admits. While the program serves about 500 students a year, that's only a slim 7 per-cent of the eligible population.

ddToo High A Price?

ddWhile the program's methods, now used in more than 9,800 schools in 48 states (as well as Washington, D.C., and Defense Department schools), are generally accepted by both the phonics and whole language camps, many administrators balk at its high upfront costs.

ddCosts for each Reading Recovery student range from \$2,500 to \$10,000. Fees for setting up a program cost about \$8,000, which pays for training from a teacher leader (district supervisor), six hours of university credit, professional texts, children's books and classroom materials.

ddMany districts use Title I funds to pay for the program.

ddCritics say that money would be better spent on programs helping all students instead of paying for individual tutors.

ddBut supporters counter that the initial high cost pays for itself by not having to retain low-achievers in first-grade, and not placing students in costly special ed or Title I programs.

ddIn Columbus, teachers' jobs are made more difficult because many parents "who themselves are barely educated" don't read to their children or help with homework. While middle-class students learn their alphabet and watch "Sesame Street," poorer students arrive at school with barely any knowledge at all.

ddOften, Reading Recovery students initially equate reading with looking at storybook pictures and telling the story orally, Slegeski says. Other students think they know the alphabet because they can sing it. "It's so easy for students to get that idea," she says. "The students we start out with are so confused."

ddThe success of the program hinges on whether a Reading Recovery tutor can inspire self-confidence in a child that he or she can triumph academically, Slegeski says. It's to change "that mindset that because you are poor and confused, you are doomed."

ddFor more information, contact Reading Recovery Program, Ohio State University, 200 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210, (614)292-7807.  
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Publication#W\ P#P# 15. Chronicle of Higher Education (Academe Today)"Publication" #:\ P\_P#June 9, 1998

Headline#\ P#P# Debt Ratings of Liberal-Arts Colleges Could Presage Mergers, Moody's Says

Headline #:\ PaP#  
ddBy KIM STROSNIDER

ddThe debt ratings of private liberal-arts colleges have begun to diverge "with financially strong institutions getting stronger, and weak institutions facing threats that could make them weaker, according to a report released Monday by Moody's Investors Service.

The credit-rating company said the trend could presage a series of mergers and acquisitions in academe.

ddMoody's said the polarity it has been noticing in the debt ratings of liberal-arts colleges mirrors a pattern demonstrated in the past year and a half by larger universities.

ddIn 1997, Moody's downgraded the debt ratings of eight private colleges and universities, and upgraded the debt ratings of just three. In the first quarter of 1998, it downgraded two institutions' ratings and upgraded two. The company said it was especially significant that four of the 10 downgrades had resulted in the institutions' debt being rated at speculative-grade levels, or among the riskiest investments. Those four institutions were Dowling, Franklin Pierce, and Tougaloo Colleges and the University of Hartford. ddIn general, the higher an institution's debt rating, the less it costs for it to borrow money.

ddMoody's report followed by one week a report by Standard & Poor's, another credit-rating company, that offered a more-optimistic outlook for private colleges. The S&P report noted that its private-college upgrades in the past two years had outpaced downgrades

by a ratio of four to one. That report noted, however, that some small colleges remained vulnerable to credit-rating downgrades. ddMoody's analysts said they had not seen the S&P report and could not comment on why the outlook for private colleges was so different in the two reports.

ddMoody's report cited a number of "risk factors" for private colleges, including the growing concentration of endowment wealth in the hands of 20 private institutions. Naomi Richman, a senior vice-president at Moody's, said the long-running bull market had widened the gap between rich and poor institutions. Moody's noted that wealthy institutions, like Princeton University, had been able to

offer more-generous financial-aid packages as a result. ddIn particular, the report said, small colleges and some comprehensive universities that serve relatively localized markets are facing stiff competition from wealthier private colleges, public universities, and for-profit corporations like Apollo Group, operator of the University of Phoenix.

ddAlso vulnerable, it said, are institutions that are "convenience providers" — that is, those that rely on part-time continuing-education and professional-degree programs to subsidize core undergraduate and graduate programs. Those institutions,

Moody's said, could be hurt by the aging of the baby boomers and a trend in which more people are pursuing higher education immediately after high school. ddThe report warned that institutions that cannot raise private funds may have to rely heavily on debt to finance capital improvements. "Over the next

decade," the report said, "there are likely to be clear winners and losers, with a possible trend toward more mergers and acquisitions in an industry that has thus far largely resisted such strategic actions." ddThomas Calibeo, also a senior vice-president at Moody's, noted that the trend could include both acquisitions and a movement toward colleges' having to work

together on sharing operations, much as the Claremont Colleges in California have long done.

Following is a list of recent upgrades and downgrades of colleges' debts by Moody's:

Upgraded in 1997

St. Catharine College (Ky.), to Baa2 from Baa3 University of Denver (Colo.), to A2 from A3 University of Health Sciences (Mo.), to A2 from A3

Downgraded in 1997

Boston University (Mass.), to A3 from A2 Bridgewater College (Va.), to Baa3 from Baa2 Dowling College (N.Y.), to Ba2 from Baa3 Macalester College (Minn.), to Aa3 from Aa2 Pitzer College (Cal.), to A3 from A2 Thomas Jefferson University (Pa.), to A2 from Aa3 Tougaloo College (Miss.), to Ba1 from Baa3 University of Hartford (Conn.), to Ba2 from Baa3

Upgraded in the first quarter of 1998

DePauw University (Ind.), to A2 from A3 Franklin and Marshall College (Pa.), to A1 from A2

Downgraded in the first quarter of 1998

Franklin Pierce College (N.H.), to Ba1 from Baa3 Robert Morris College (Pa.), to Baa3 from Baa2

Note: Moody's long-term debt ratings range from Aaa, the highest, to C, the lowest. Ratings of Aaa, Aa1, Aa2, Aa3, A1, A2, A3, Baa1, Baa2, and Baa3 are considered investment-grade. Ratings of Ba1, Ba2, Ba3, B1, B2, B3, Caa1, Caa2, Caa3, Ca, and C are considered speculative grade.

Publication#W\ PbP# 16. Education Daily"Publication" #: \ PcP#June 9, 1998

Headline#\ PdP# ED Seeks Feedback On Progress of K-12 Education

Programs Headl

ine #:\ PeP#

by Rebekah L. Stivers

The Education Department is inviting comments on elementary and secondary education programs falling under Goals 2000, the Elementary and Secondary Education Act and related categories.

Comments should address ways to strengthen current programs and make them more flexible, but can also address what is working well with the current system.

The deadline is July 14. Comments will be used in part as performance indicators when ED submits its reauthorization proposal for these programs early next

year.  
Specifically, ED is requesting feedback on the effectiveness of its programs in supporting local efforts to improve teaching; strategies for addressing the needs of children at risk of not meeting state standards; and current school environments conducive for learning.  
For more information, contact Frances Shadburn, Education Dept., 600 Independence Ave. SW, Portals Bldg., Room 4000, Washington, DC 20202-6132, (202)401-0113; e-mail, frances\_shadburn@ed.gov; Internet, <http://www.ocfo.ed.gov/fedreg.htm>; or <http://www.ed.gov/pubs/stratpin.n>  
Publication#W\ PfP# 17. Chronicle of Higher Education (Academe Today)"Publication" #: \ PgP#June 9, 1998

Headline# \ PhP# U.S. Judge Asks Mississippi Colleges to Explain Drop in Number of Black Freshmen  
Headline #: \ PiP#  
By PATRICK HEALY  
A federal judge has opened the next phase in Mississippi's college-desegregation case, asking whether the drop-off in enrollments of black freshmen at the state's public colleges is linked to new admissions standards and remedial-education programs there.  
District Judge Neal B. Biggers, Jr., last week ordered state higher-education officials to determine why the number of black freshmen at Mississippi's eight public colleges had decreased by 21.4 per cent in the last two years, even though total black enrollment in the system had increased by about 7 per cent.  
The judge also opened a six-month period during which the state must supply admissions information to the coalition of black plaintiffs in the 23-year-old case, U.S. v. Fordice.  
In the next round of litigation, lawyers for the plaintiffs hope to prove:  
That the university system's entrance criteria " which in 1996 became tougher at the state's three historically black public colleges, and easier at the five predominantly white public colleges " have had a discriminatory effect on black students.  
That the requirement that underprepared students enroll in the system's summer remedial-education program is dissuading black applicants from pursuing admission to one of the eight campuses. That contention helped lead the U.S. Court of Appeals for the Fifth Circuit last year to order Judge Biggers to re-examine the summer remedial program.  
The state created the new standards and remedial programs as a way to eliminate segregationist policies that effectively encouraged black students to attend the three historically black colleges.

dd

ddWhile the number of black freshmen has been static at the five predominantly white colleges from 1995 to 1997, the numbers have fallen at the three black colleges: from 700 to 512 at Alcorn State University; from 1,102 to 755 at Jackson State University; and from 444 to 299 at Mississippi Valley State University.

dd"What we're looking at is all three of the black colleges' being eventually closed in the name of desegregation," said Alvin O. Chambliss, Jr., the lead lawyer for the plaintiffs.

ddPamela Meyer, a spokeswoman for the public-university system, expressed concern over the freshmen data but took note of the increase in overall black enrollment. She said that predominantly white universities were enrolling more black students, and that most campuses were doing a better job of retaining black undergraduates.

ddWith regard to black freshmen, Ms. Meyer said that state officials were compiling data that would help determine whether the students were disappearing from higher education altogether, or choosing community colleges over universities in greater numbers than before.

dd"What we believe is happening is that we have a shift in our numbers, and we're monitoring that shift very carefully," Ms. Meyer said. "By and large, we're very positive that access is being increased to our students."

Publication#W\ PjP# 18. Chronicle of Higher Education (Academe Today)"Publication" #: \ PkP#June 9, 1998

Headline#\ PIP# Texas Colleges Told They Can Work With Private Groups on Minority Scholarships

Headline #:\ PmP#

ddDOUGLAS LEDERMAN

ddTexas colleges can provide some information to private groups that give scholarships to minority students without running afoul of a federal appeals-court ruling barring race-based decisions on admissions and financial aid, the state's Attorney General declared Friday.

ddA state legislator who had sought the legal opinion from the Attorney General said she hoped it would encourage more businesses to sponsor such scholarships, and more colleges to assist those efforts.

ddIn a letter this spring, State Rep. Senfronia Thompson had sought clarification from Attorney General Dan Morales about the reach of a March 1996 decision by the U.S. Court of Appeals for the Fifth Circuit, in Hopwood v. Texas. A three-judge panel of the Fifth Circuit ruled in that case that the University of Texas at Austin School of Law could not take race into account in admissions. In July 1996,

Mr. Morales declared that the Hopwood ruling forbade public and private colleges in the state from using race as a factor in awarding student aid, too.

ddSelective colleges in Texas have seen significant drops both in the number of black and Hispanic students they are able to admit and in the number of admitted students who actually enroll. Many of those admitted are wooed by colleges in other states that can still offer minority scholarships.

ddSeveral universities in the state have sought to encourage business leaders and alumni to raise money to sponsor minority scholarships of their own. But Representative Thompson, a Democrat, said that some people who had considered sponsoring such

scholarships wanted to be certain that they could do so legally. They also wondered, she said, whether universities could give them information about

potential recipients without getting into trouble.

ddMs. Thompson asked the Attorney General's office to answer those questions.

ddIn the opinion, Assistant Attorney General Mary R. Crouter said that because it was based on the 14th Amendment, which applies only to government entities,

the Hopwood ruling does not prohibit a "private, non-profit organization" from administering "a

privately funded, race-restricted scholarship program."

ddThe more heavily a public university is involved in administering the program, Ms. Crouter warned, the greater the risk that the program would be deemed "state

action." But the law, she added, allows a university to give a non-profit group "any student

information that the university would generally provide to any

other member of the public," and to give students information about the scholarship program.

ddThe Attorney General's ruling seems to clear the way for scholarship programs like the one established last year by the Ex-Students' Association, a private

group of alumni of the University of Texas at Austin. The group has raised \$3.5 million from

its members and others, and has distributed the money to about 70 minority students and students from disadvantaged backgrounds.

dd"You hold your breath when things like this happen," said Jim Boon, the group's executive director. "If the ruling had come down the other way, it probably

would have put our program in jeopardy."

ddIn a related development, the NAACP Legal Defense and Educational Fund and the Mexican American Legal Defense Fund filed

a brief on Monday seeking to intervene

in the Hopwood case, which the University of Texas is appealing.

ddThe groups said they were not confident that state officials would fight hard enough to overturn the Fifth Circuit panel's ruling.

Mr. Morales, who opposes

affirmative action, decided in May not to represent the university in its appeal,

but said the university

could proceed on its own if it lined up outside lawyers

ers on a pro bono basis, which it has done.

dd"It's clear to us that the state is not going to adequately represent the interest of our clients," said Olati Johnson, a lawyer for the NAACP legal-defense fund.n

Publication#W\ PnP# 19. American Banker"Publication" #:\ PoP# 06/09/98Section : Washington; Page 2

Headline#\ PpP# Pact Seen Near on Education Savings BillHeadline #:\ PqP# By Dean Anason

WASHINGTON " The House and Senate are nearing a compromise on conflicting versions of legislation that would expand education savings accounts.

Lawmakers met late last week and tentatively agreed to the Senate version that would let parents deposit \$2,000 annually for their children's education

expenses and get a tax break, spokesmen for the negotiators said.

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A 1997 law created education savings accounts, which are similar to individual retirement accounts, but set the deposit maximum at \$500 and restricted their use to higher education. The House and Senate bills each would raise the deposit maximum and broaden the use of the accounts to primar

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and secondary education at public and private schools. However, the House version had a higher deposit maximum of \$2,500.

Negotiators still have to hammer out deals on teacher testing standards, education block grants for states, and other controversial parts of the bill.

A final agreement could be reached as early as this week, the spokesmen said. Lawmakers are aiming to vote on the bill and send it to the President b

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the July 4 congressional recess. President Clinton has threatened a veto, claiming the legislation would favor higher-income families and drain spendin

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from public schools.n

Publication#W\ PrP# 20. Education Daily"Publication" #:\ PsP#June 8, 1998

Headline#\ PtP# Panel Endorses Limit On ED's Special Education

PowerHeadline #

:\ PuP#

by William J. Cahir

ddIgnoring the threat of a presidential veto, House education lawmakers passed a bill that would restrict the Education Department's ability to punish states

that fail to educate disabled prisoners ages 18-21.

ddThe House Education and the Workforce Committee, 23-18, last Thursday passed H.R. 3254, a bill that would let states forfeit only the small portion of their

federal special education grant targeting disabled students serving time as adults, and not their entire

federal special ed grant (ED, March 2).

ddPower Struggle

ddThe measure also would deprive ED of the right to refer issues related to prison services to the Justice Department and deny ED

the opportunity to seek cease-and-desist orders from administrative law judges.

The revised Individuals with Disabilities Education Act (IDEA) requires states to serve all disabled inmates, unless they did not have individualized education programs and weren't identified as disabled before being jailed.

However, it also says ED may withhold only funds that are "proportionate to the number of children with disabilities in adult prisons."

The Education Department has continuously threatened states with additional enforcement actions not found in the IDEA statute," Rep. Frank Riggs, R-Calif., said in a bill summary.

Indeed, in a dispute with California, ED says it has a broad range of enforcement options, including Justice Department referrals.

The committee's vote last Thursday prompted a furious letter from Education Secretary Richard Riley, who wrote to Rep. Bill Goodling, chairman of the panel, to say that ED would recommend a veto to President Clinton.

"This bill would place the most severe restrictions for enforcing IDEA in the nearly 25-year history of the statute," Riley wrote June 4. "I adamantly oppose this."

Advocates for young inmates side with ED. Stephen Steurer, executive director of the Lanham, Md.-based Correctional Education Association, said in an interview that California is overestimating the cost of serving disabled inmates ages 18-21, and underestimating the havoc associated with releasing youths who lack an education and job skills.

Prison is "a golden opportunity for us to equip them with some educational skills, a diploma and a job so they can succeed, and not just continually go in to the criminal justice system," Steurer said.

Publication#W\ PwP# 21. Wired"Publication" #: \ PwP#June 5, 1998

Headline#\ PxP# FCC Seeks to Salvage Subsidies Headline #: \ PyP# Reuters

6:12pm 5.Jun.98.PDT

WASHINGTON " Officials at the Federal Communications Commission spent Friday negotiating to salvage funding for a multibillion-dollar subsidy program that helps schools and libraries connect to the Internet.

On Thursday, top lawmakers demanded the FCC halt the program, funded mostly by charges on long-distance companies, which they said was driving up consumers' phone bills.

Under the program, more than 30,000 schools and libraries have applied for US \$2 billion this year in discounts for Internet connections.

"Ending the effort is not in the best interest of the American public," FCC C

chairman William Kennard said. "We need to find a way to ensure that this effort continues."

Options under consideration by the FCC included having local phone companies collect part of the money and collecting less than the \$2 billion requested, FCC officials said.

But a report that the agency was on the verge of halting collections entirely for the program was "not in the cards," one official said.

Earlier Friday, the program got a boost from President Clinton. Speaking at the Massachusetts Institute of Technology, he said the program was crucial to closing the gap between rich and poor over access to the Internet.

Lawmakers objected to the FCC's handling of the program after AT&T and MCI said they would add surcharges of at least 5 percent to long-distance bills starting in July to pay for their share of the program and other long-standing subsidies that support basic phone service in low-income and rural areas. But supporters of the program said the companies were to blame for adding surcharges at the same time the FCC had lowered by billions of dollars the charges the companies must pay to local phone carriers for beginning and ending long-distance calls.

FCC officials also argued that about three-fourths of the long-distance carrier's new charges related to the older subsidy programs and had nothing to do with the schools and libraries fund.

The FCC collected \$625 million in the first half of the year for schools and libraries and has said long-distance carriers could collect about \$1 billion in the second half without raising rates because of further expected reductions in access charges.

The carriers said they cut long-distance rates after the FCC lowered access charges, so to cover increased costs from subsidy programs they had to add the surcharges.

Publication#W\ PzP# 22. Chronicle of Higher Education"Publication" #:\ P{P#June 8, 1998

Headline#\ P|P# More Money for Public Higher Education Headline #:\ P}P#Subhead#\ P~P# After losing ground to other state agencies in recent years, colleges are

holding their own or gaining Subhead#:\ PP# By PETER SCHMIDT

After years of losing ground, higher education is holding its own in the competition with other public services for state dollars.

As state legislatures wrap up work on their budgets for the coming fiscal year, early indications are that no other major function of state government, except for elementary and secondary education, is likely to receive a steeper increase in its state support.

ddA strong economy not only has left states with more money in their general funds, which hold state tax revenues, but also has eased much of the demand being placed on general funds by various programs geared toward the poor. Moreover, most states are holding gubernatorial and legislative elections in the fall, putting pressure on incumbent lawmakers to sink additional dollars into local campuses and popular education programs.

ddThose developments appear to be encouraging lawmakers to provide substantially more financial support to higher education "a budget category that includes college operations, college construction, and student aid " in state budgets for fiscal 1999. Community colleges are seeing especially strong growth in their appropriations.

dd"My sense is that higher education is faring quite well," says William L. Silvia, executive vice-president of the Louisiana State University System, which expects a 9-per-cent rise in its appropriations for the next fiscal year.

ddLike college officials in other states, Mr. Silvia says he has observed "a mood of more support for higher education" among lawmakers who previously were preoccupied with financing Medicaid and other entitlements " the costs of which had seemed, until recently, to be spiraling out of control.

ddAggregate spending on higher education from states' general funds appears likely to rise slightly faster than spending on prisons and Medicaid for a second straight year. Appropriations for welfare, meanwhile, are expected to drop significantly for the third year in a row.

ddPublic elementary and secondary education is the only sector that continues to outpace higher education in the growth of its state support. To some extent, the rise in state spending on public schools is being driven by property-tax reforms, enrollment booms, and the courts, which have ordered some states, such as New Jersey, Ohio, and Tennessee, to spend substantially more on low-wealth school districts than they are now.

ddThe emergence of public-college support as a top state budget priority represents a dramatic turnaround from the first half of this decade, when higher education generally lost out to other state services.

ddHigher education's slice of state-budget pies actually began shrinking in the 1980s. Its share of aggregate general-fund appropriations dropped from 13.7 per cent in fiscal 1986 to 12.3 per cent in fiscal 1996, according to figures compiled by the National Conference of State Legislatures.

ddAlthough higher education now appears to be holding its own, experts on state fiscal policy disagree on just how much its financial picture has improved.

ddRichard Novak, director of public-sector programs for the Association of Governing Boards of Universities and Colleges, says recent state higher-education budgets show that "there is some real reinvestment being made at this time."

ddBut Thomas G. Mortenson, a senior scholar at the Center for the Study of Opportunity in Higher Education, contends that "the very best you could say about fiscal-1998 appropriations was that the hemorrhaging stopped." The planned increases in 1999, he says, will do little to repair the damage done to public-college budgets during the most-recent recession.

ddExperts on state fiscal policy also disagree on whether higher education has turned the tide in the competition for state funds.

ddMany contend that, because of a thriving economy, state budgets for higher education are simply enjoying a brief respite from a long-term decline. "We probably are about due for a recession," Mr. Mortenson warns. "Higher education has never fared well when that happens."

ddThe current strong economy and healthy labor market have helped shrink states' welfare and Medicaid caseloads, freeing up more dollars for higher education. Evidence also exists that an abundance of available jobs is helping to hold down crime rates " and, thus, prison populations and costs " by reducing the ranks of the poor and idle.

ddThe recent stock-market boom has poured enough money into state employees' pension funds to get states off the hook for part of their own contributions. Meanwhile, low interest rates have helped reduce state payments on debts.

ddAlthough expenditures for pensions, debts, and need-based social services are difficult for states to restrain in tough economic times, there is little reason or incentive for state officials to increase spending on them when the economy improves, says Hal Hovey, the president of State Policy Research Inc., which publishes newsletters on state fiscal trends.

ddState spending on higher education follows a much different pattern, Mr. Hovey says. Viewed as "discretionary," higher-education appropriations tend to be cut disproportionately when states need to tighten their belts, in part because lawmakers know that public colleges can offset such reductions by increasing tuition or obtaining more federal, local, or philanthropic support. Then, in good economic times, states tend to look to public colleges as places in which to spend a disproportionate share of surplus revenues.

ddSome experts on state finance contend, however, that recent changes in state and federal policy also have helped ease the competition for state dollars, and will help keep spending on other areas in check if the economy sours.

ddThey credit new work requirements and eligibility restrictions with reducing welfare caseloads and costs, and they say states' growing use of managed health

care has held down Medicaid expenditures.

ddThey also observe that public colleges appear to have grown more sophisticated in their efforts to lobby state lawmakers for more money, having learned, perhaps, from their losses to various competitors earlier this decade.

ddBut other trends in state government may slow the growth of spending on colleges.

ddGiven the fiscally conservative political climate, many state legislatures continue to favor tax cuts over new expenditures as the best use of additional tax dollars, and most have focused on holding public colleges more accountable for the dollars they already receive.

dd"A lot of legislatures are replenishing their rainy-day funds," says Edward R. Hines, a professor of higher education at Illinois State University, who conducts an annual survey of state spending on colleges.

ddLegislatures "are being careful about how they spend surpluses," he says, and "are not spending those surpluses dry."

Publication#W\ PP# 23. Austin AmericanStatesman"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Hispanic group now anti-voucherHeadline #:\ PP#Subhead#[\ PP# LULAC reversal on tax money for private school tuition called blow to supporters

rsSubhead#:\ PP#

By A. Phillips Brooks

American-Statesman Capitol Staff

ddHispanic leaders said Monday a vote by the League of United Latin American Citizens reversing its support of school vouchers is a setback for the measure that again will be floated in the 1999 Legislature.

dd"LULAC is a very old, established and respected organization," said Sen. Gonzalo Barrientos, D-Austin, a voucher opponent.

"They have rescinded their support, which ought to take a lot of wind out of the happy sails of the pro-voucher rights (groups)."

ddAbout 200 LULAC members, attending a state convention last weekend on Padre Island, adopted a resolution to strongly oppose legislation creating a voucher system that would allow parents to use public tax dollars to pay tuition at schools of their choice, including private or religious schools.

ddThe position reversed an earlier one taken in December by the group's board of directors, which supported a proposal by Rep.

Henry Cuellar, D-Laredo, for a pilot voucher program.

ddThe move by LULAC to rescind its support was viewed by a half-dozen Hispanic lawmakers who oppose vouchers as a blow to the voucher movement. That's because proponents have tried for several legislative sessions to promote vouchers as a way to help African American and Hispanic children who attend low-performing

or unsafe schools escape to better, private schools.

ddThe vote comes as Cuellar, and Sen. Teel Bivins, R-Amarillo, are devising voucher proposals for the 1999 Legislature.

ddCuellar had courted LULAC's support for his proposal, which would allow students in low-performing public schools to transfer to other public schools that agree to take them.

ddUnder Cuellar's proposed voucher measure, students who are refused admission to another public school could use public money to attend a private school.

ddIn 1997, his proposal, and one by Bivins, ran into a wall of opposition from Democrats and minority lawmakers who said vouchers would drain public schools financially and educationally.

ddSome critics of vouchers fear they could further segregate public schools because use white students or minority students with financial resources would be the most likely to flee.

ddProponents say vouchers would make public schools more competitive because parents would have the option of transferring their children if their schools did not adequately educate or protect them.

ddLULAC's endorsement had boosted the controversial measure, which only a handful of minority lawmakers have supported during the past three legislative sessions. Pro-voucher groups cast LULAC's support as evidence that vouchers were gaining support among minority lawmakers.

ddTold of LULAC's change of heart, proponents said they were disappointed.

dd"If they (LULAC) have got answers to the low-performing school problem, we want to hear it," said Greg Talley, a spokesman for Putting Children First, a statewide group that supports a pilot voucher program.

ddCuellar said he hopes to win LULAC's support come bill-passing time in January, when the Legislature meets. And Rep. Ron Wilson, D-Houston and a voucher supporter, said recent polls convince him that minorities' support of vouchers is growing. In

March, the Texas Poll found that 55 percent of Hispanics and 53 percent of blacks supported vouchers.

Publication#W\ PP# 24. Miami Herald"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Academic identityHeadline #:\ PP#Subhead#\ PP# Plan defines roles of universitiesSubhead#:\ PP#

By JACK WHEAT Herald Staff Writer

ddAfter six months on the job, state university system Chancellor Adam Herbert is tackling one of Florida's most vexing issues: the roles of its universities.

ddOn May 28, he unveiled a proposal to classify the 10 state universities "determining which will focus more on research and which will focus more on teaching Florida's growing number of undergraduates.

ddUniversity presidents will discuss Herbert's proposal June 15 in Jacksonville

. The state Board of Regents' long-range planning committee will evaluate it the next day.

ddIf the planning committee approves, the full board will consider the classification system as part of the 1998-2003 state university master plan, which would allow regents to use it to determine where they establish new programs, branch campuses and enrollments.

ddAssigning missions could cut into roles jealously guarded by universities.

ddFlorida's 10 public universities offer 218 doctoral programs, including 33 added within the past five years. But the fourth-largest state does not have a To

p 10 research university (the University of Florida ranks 19th among public universities in research funding).

ddThe state is thus outgunned when it comes to producing a highly trained work force, expertise to help industries solve their problems, and scientific discoveries that generate home-grown industry, Herbert said.

dd``If we don't do something now, what we'll do is create an environment in which we can't enhance our institutions' ability to become national research universities," Herbert said.

dd``You've got to have the significant national research university presence. It's not by accident that in Northern California, you have Silicon Valley and Stanford and the University of California at Berkeley."

ddFlorida has to develop much more research muscle, Herbert said, but it can't do it at every university.

dd``We cannot take seven or eight universities to that level, and we cannot take six at once," Herbert said. The state doesn't have the money, and it takes time for even rapidly growing research operations to develop the infrastructure for high-quality research statewide, he said.

ddPlan's highlights

ddThe features of Herbert's plan:

ddUF, Florida State and South Florida are in the best position to move up the ladder of the nation's top research universities in the next five to seven years, he said. He wants regents to designate them ``national research universities."

ddFlorida International, Florida Atlantic and Central Florida have strong potential to rise to those heights in the next 7 to 15 years, he said. They should be

designated ``research universities" and put on that schedule, he said.

ddNorth Florida and Florida A&M should be called ``doctoral universities," with limited doctoral and research programs.

ddWest Florida and Florida Gulf Coast would primarily teach undergraduates and master's students and would be called ``comprehensive universities."

ddIf regents approve, the university system can begin working with the Legislature to devise a new system that ties universities' funding to their assigned missions, Herbert said.

ddClarity sought

ddFlorida's higher-education system has not had that kind of clarity about research funding, economic development and university missions for 51 years.

ddThe state is seeing the glimmering of such development on the I-4 Corridor. The high-tech industrial development effort is anchored at respective ends by the

University of South Florida in Tampa, including its medicine and engineering programs, and the University of Central Florida's strong electronic and laser research in Orlando.

ddWhen agriculture dominated Florida's economy, the Legislature easily grasped the need for such research as making soil more

fertile, developing better crops

and livestock, and combating bugs, fungi, canker and other pestilence that had potential to shatter

the economy. Agricultural contribution

ddAmong the results of that understanding is UF's Institute of Food and Agricultural Sciences, which dates back to UF's move to

Gainesville in 1905 and is now

one of the nation's leading organizations for agricultural research and practical application.

ddBut in 1947, UF, which had been the state's lone public university, got competition when the Legislature converted the Florida

State College for Women to FSU.

Ever since, the state has had extraordinary difficulty deciding which universities would do what

" especially in the coveted area of research, which allows

institutions to earn status and funds through grants and contracts.

ddNo high official has broached the subject of classifying the universities since 1988, when a proposal to adapt California's approach

of "tiered" universities

ies " one set of elite research universities and another of teaching universities

ies " died a quick and painful

death, hastened by reaction to UF's request to

be the official flagship of the system.

ddNo tiers'ddHerbert doesn't utter "tier." He stresses that no school would

be permanently relegated to a low position.

dd" As you take a look at where the universities are right now, they pretty much fall within these categories," said.

ddUF, FSU and USF are research universities, according to the Carnegie Foundation for the Advancement of Teaching classification system.

ddAnd UF, FSU and the Tampa campus of USF are jammed with undergraduates, so the state needs them to concentrate their growth on graduate education and research,

Herbert said.

ddFIU, UCF and FAU will begin moving into the Carnegie Foundation's research university ranks soon, Herbert said. They are the

primary source of bachelor's degrees

for large urban areas and have capacity for substantial undergraduate growth. Consequently,

their research-based graduate education and undergraduate teaching can both continue to grow, he said.

ddFIU doctoral programs

ddIn 1988, FIU had seven doctoral programs and received \$7.36 million a year in research contracts and grants. Now it has 25

doctoral programs and more than \$

30 million in research contracts. Research funding is growing by 20 percent a year, FIU President

Modesto Maidique said.

ddHe's concerned about whether Herbert's plan would deprive FIU of the funding it needs to continue developing at its current rate.

If so, "We have a lot more talking to do."

ddThe most opposition has come from FSU President Talbot D'Alemberte, who wants USF omitted from the top category.

ddHis reasoning: the Carnegie Foundation classifies UF and FSU as Research I universities, and USF as Research II. (The private University of Miami is a Research I.)

ddBut USF Provost Thomas Tighe said FSU only moved up the ladder from Research II four years ago, and USF should be a Research I university on the next list.

ddIn the most recent National Science Foundation annual ranking of university expenditures on research and development, UF was 19th among public universities, USF 55th and FSU 69th.

dd"If FSU should be there, USF should be there," UF President John Lombardi said.

ddHerbert said USF "has a long tradition of graduate education. It has a very strong array of programs that have achieved national recognition. And you've got to have that kind of university to anchor the I-4 Corridor."

Publication#W\ PP# 25. Atlanta JournalConstitution"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Gingrich: PCs Will Replace Textbook Headline #:\ PP# ATLANTA (AP) "The onrush of technology will make textbooks obsolete in a few years and they should be replaced with personal computers, House Speaker Newt Gingrich says.

dd"One of the goals should be to replace all textbooks with a PC," Gingrich, R-Ga., told the Supercomm trade show at the Georgia World Congress Center on Monday. "I would hope within five years they would have no more textbooks."

ddGingrich said personal computers are the new focus for learning and students should be given one when they enter first grade.

ddHis suggestion drew criticism from Harriet Tyson of Washington, who wrote "A Conspiracy of Good Intentions: America's Textbook Fiasco." Computers are terrific sources of information but they provide no moral or philosophical guidance, she said.

dd"The world is drowning in information," she told The Atlanta Journal-Constitution. "What kids need is structure. A kid needs a written, organized, portable source of knowledge."

Publication#W\ PP# 26. Detroit Free Press"Publication" #:\ PP#June 9, 1998

Headline#\ PP# New state grant helps parents weigh special-education optionsHe

adline #:\ PP#

Many parents, faced with a child's disability, might not be able to do what Larry and Carmen Nasser did to help their autistic son.

ddThey sold the family's jewelry business, Carmen took a full-time job and Larry devoted the next two years to teaching Nassar everything from the alphabet to

how to eat properly. The extra attention paid off. When it was time to enroll Nassar in kindergarten,

he went to Hayes Elementary School in Livonia, a traditional public school. Nassar, now 10 and a fifth-grader, maintains a 3.5 grade point average.

ddWhile the Nasser family chose an educational path of inclusion, or mainstreaming, Gay and Dennis Debbaudt of Detroit thought

it best to let their son Kelly, 14, go to a school for autistic students.

ddThrough the eighth grade, Kelly received special education assistance from Detroit Public Schools while studying at a Montessori school. Both families had to

weigh their concerns and their children's preferences in making their decisions.

ddChildren can be enrolled in a regular education classroom, go to a special education classroom, or a combination. To help parents make such choices, the state

Department of Education this summer will award a \$350,000 grant to the Comprehensive Parent Services System, which educates parents about their child's disability, available services, educational choices and legal rights.

Publication#W\ PP# 27. Baltimore Sun"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Weakest schools' principals losing jobsHeadline #:\ PP#Subhead

#[\ PP# As many as 15 likely to lose posts; union, some parents protest Subhead#:\ PP#

By Stephen Henderson And Liz Bowie Sun Staff

ddAt least five city school principals have been removed from their jobs in the past week in a house-cleaning aimed at changing the leadership in some of the poorest performing schools.

ddMore will almost certainly follow in the coming weeks, knowledgeable school sources said, and the total number of affected principals should reach about 15.

More than 40 of the system's 183 principals were placed on professional "improvement plans" last year, which is the first step toward possible removal.

ddAnd unlike in past years, sources say principals receiving "reassignment" notices will not simply be placed in the same position in another school. They will

be given other duties " in many cases with lesser prestige and lower salaries.

ddThe principal's union is opposing the moves and at least one school community has demanded that its principal be reinstated.

Parents at West Baltimore's Gilmor Elementary rallied last night behind their leader of three years, principal Phoebe Shorter, who received word in a letter Thursday that she would be "reassigned" next year.

dd"I did not ask to be reassigned. Most definitely," Shorter said yesterday in a phone interview. "We have started some good things here, and I would like to see them through."

ddGilmor, though, has posted some of the city's lowest scores on the Maryland School Performance Assessment Program tests. Last year, none of its third-graders did satisfactory work on the reading or math portions of the test. Only about 5 percent of the fifth-graders did acceptable work on the reading test; barely 3 percent passed in math.

ddSharon Wilson, president of Gilmor's Parent Teacher Organization, was nonetheless blunt yesterday about her desire for Shorter to stay.

dd"Phoebe Shorter has done an excellent job since she got here and now that she is leaving, we worry that Gilmor will really go down," Wilson said. "The parents would like to have her here."

ddSchool officials so far have remained tight-lipped about the reassignments, saying only that the system is currently involved in the final stages of the yearly evaluation process.

ddInterim schools chief Robert E. Schiller declined yesterday to confirm how many principals will be involved in the moves, saying the entire matter was related to personnel and therefore confidential. But every indication the new school board has given since it took over the system last June suggests new standards of accountability are in place, and that low performance will no longer be tolerated.

ddThe board's transition and master plans, both designed since last summer, call for the development, recruitment and retention of strong leadership. Already,

25 new principals have been hired into the system since July to replace principals who retired or were transferred under the old evaluation system. This school year, the board and principals union signed off on a new, tougher yearly evaluation system that takes effect next school year.

ddAnd board member Carl Stokes said sternly and publicly last fall that strong principals rank among the system's greatest needs.

dd"Everything starts with schoolhouse leadership," Stokes said. He guessed then that at least "50 percent" of the city's principals might need to be replaced in the coming years.

ddDel. Howard P. Rawlings, who helped frame the legislation last year that crea

ted the new city school board, said yesterday the principal removals were a good sign.

dd"I would assume that when they make these decisions, they're based on poor performance and that the old way of doing business in city schools is no longer acceptable," Rawlings said.

ddRawlings also said the school board ought not allow community groups to sway it.

dd"Nobody runs this school system but the board," Rawlings said. "They shouldn't use a litmus test of some sort to decide who they hire and who they fire. The

welfare of our children ought to be their No. 1 priority."

ddThe school system has been advertising nationwide for new principals and assistant principals for the past few months, in apparent anticipation of the need

to fill vacancies. The school board will pay to relocate new principals, and believes its salaries, now running as high as \$80,000 a year for principals in the largest schools, are competitive.

ddThe city's principals have been aware of the planned reassignments for some time, and showed up in force at a school board meeting in May to protest the moves.

ddYesterday, principals union President Sheila Kolman said the re-assignments appear to be "arbitrary and capricious," and that the union will deal individually with affected administrators' plans to respond.

dd"We have a grievance process, and our members have a right to choose that route," Kolman said. "We will follow through."

ddKolman said none of the five principals who had received reassignment notices so far had received unsatisfactory evaluations last year, although Shorter at Gilmer Elementary was on an improvement plan.

ddKolman believes the reassignments are the result of pressure on the new school board to create the appearance of change.

dd"The belief of the school system is that a new principal can immediately turn around a difficult school," Kolman said. "But in other districts, this has been done and the result hasn't been instant."

ddKolman, who is principal at Belmont Elementary, also said the moves make unfair assumptions about the roles principals play in their buildings.

dd"Of course we are responsible for what happens in our schools, but we're not the only party to be held accountable," Kolman said.

"What about society? What about the community? What about the teachers? What about our supervisors, and the kind of support they give us? There are things we work with that are not necessarily under our control."

Publication#W\ PP# 28. New York Daily News"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Bright Side To Bi-lingual Ed Headline #:\ PP#  
When Farzana Afroze and her family arrived in the United States from Dacca, Ban

gladesh, two years ago they settled in Astoria, Queens.

Farzana was 14 and spoke only Bengali. Her parents couldn't afford private English lessons for her " the father is a restaurant worker and the mother a seamstress " so they enrolled her at Newcomer High School, which is practically a mini-UN.

She was shocked to find a bunch of Bengali students at Newcomer. "There are about 50 or 60," Farzana said. "We even have a Bengali teacher."

Administrators placed her in the bi-lingual program. She took basic courses in her native tongue while she studied English three hours each day.

"The Bengali classes helped a lot since I was afraid of being here, and Bengali seniors gave me support," she said.

Farzana performed so well that later this month she will graduate among the top 10 students in her class, and she expects to enroll this fall in a pre-med program at the State University of New York at Oneonta.

Last night, her parents accompanied Farzana to the New York Hilton, where the United Federation of Teachers awarded her a \$4,000 scholarship. She was among 252 high school seniors to receive \$1 million in scholarships from the union.

The UFT has been giving out \$1 million annually for 27 years.

Many of this year's recipients are like Farzana " poor, immigrant kids who succeeded with hard work and the help of bi-lingual education.

Victoria Aviles, for instance, is the top student in her class at Washington Irving High School and will attend Barnard College this fall.

Aviles arrived here in 1993 from Guayaquil, Ecuador, where she received numerous academic honors in primary schools. Her mother immediately enrolled her in English as a Second Language programs.

"I wanted her to learn English, but I always felt it was important for her to know both languages," Ana Aviles said. "I had to go to the school several times to fight to keep her in the program."

Then there is Carlos Antonio Gomez. He arrived here from the Dominican Republic at age 2 and entered public school speaking only Spanish. He remained in bi-lingual programs until the sixth grade.

Today, his command of English and Spanish would make any speech teacher salivate.

He graduates this month at the top of his class at William Maxwell High School in Brooklyn, with a 95.2 average. He belongs to the Future Business Leaders of America Club and Students Against Violence Anywhere while also holding down a part-time job at St. Mary's Hospital.

These are some of the bi-lingual education success stories you rarely hear about.

Last week in California, a multi-millionaire named Ron Unz bankrolled a referendum ballot question called Proposition 227. It

outlaws bi-lingual education for  
or any immigrant for longer than one year.  
ddLike all those California ballot questions, it is supposed to start a tidal wave  
across the country.  
ddPoliticians who know nothing about education but everything about counting votes  
suddenly got worried about all those inner-city  
Hispanic kids the public schools  
have failed. The reason so many are dropping out, the politicians claim,  
was not crumbling inner-city  
school buildings, or poverty and broken families,  
or poor teachers' salaries that drive the best educators into other professions  
, or  
even the lack of computers or relevant technical education.

ddNo, it's all the fault of bi-lingual education!  
ddOnly English immersion will save the Hispanic child, they say. That's fine in  
the early grades. But any educator will tell you the  
older the immigrant student  
becomes, the harder it is " and the longer it takes " to master a foreign language.  
ddJust ask those American-born adults who took four years of high school French  
and can barely say bonjour.  
ddThe country's problem is not bi-lingual education. It's that every time some  
unknown millionaire wants television time, he  
bankrolls a referendum or runs for  
office and throws the country into a tizzy. How many more Ross Perots, Ronald  
Lauders, Steven

Forbeses and Ron Unzes can one nation take?  
ddGive the teachers union some credit. It takes some of its millions and gives  
the money to the kids.  
Publication#W\ PP# 29. Boston Globe"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Costs snarl plan to wire classrooms Headline #:\ PP#  
By Aaron Zitner, Globe Staff  
ddWASHINGTON - A plan by President Clinton and Congress to help wire all classrooms  
to the Internet has prompted a revolt by  
phone companies, lawmakers and consumer  
groups now that the cost is about to show up on long-distance phone bills.  
ddThe Federal Communications Commission expects to vote on the program's future  
this week amid growing pressure to kill it or  
scale it back. Key lawmakers who  
supervise telephone legislation are calling the program "fundamentally flawed  
and legally suspect,"  
and House Speaker Newt Gingrich threatened yesterday to  
block what he and others have called the "Gore tax" - a reference to Vice  
President  
President Al Gore's pledge to wire all schools to the Internet by the year 2000.

ddThe losers could be 30,000 schools and libraries that have applied for federal  
subsidies for equipment and telecommunications  
services to link to the Internet.  
et. They include more than 350 schools or school districts and 135 libraries in  
Massachusetts, from  
Boston to Worcester to North Adams. About half of the 180

schools in the Archdiocese of Boston system have applied for money under the program.

Without the federal money, "our project is dead, and we will have to find some way to resurrect it from oblivion," said Peter J.

Sullivan, a parent who has

led efforts by the East Boston Central Catholic School to set up Internet access at the elementary school.

About 40 volunteers have already begun wiring the

classrooms. The school is hoping the federal government will cover about \$8,000

of the \$40,000 cost.

But even some groups that support the federal program say the FCC should not issue the first subsidy checks to schools, tentatively scheduled to go out in July.

"We like the program, but it's a little funny the way it is being funded right now," said Kathy McShea

of the Consumers Union.

At issue is whether the subsidies, which could cost as much as \$2 billion annually, are raising the nation's phone bills.

The program, which goes by the shorthand of "E-Rate," was created by Congress in the 1996 Telecommunications Act, the bill

that set broad new rules for the

long-distance, local telephone and cable TV markets.

By law, phone companies have always subsidized phone rates for low-income users and rural communities, where low population

density can make phone service

expensive. But under a plan championed by Senator Olympia Snowe, Republican of Maine, the 1996

bill broadened the subsidy program to cover Internet access for schools, libraries and rural health centers.

Long-distance and local phone companies were to pay the bulk of the cost, but cellular phone, paging and other

telecommunications companies were also required to contribute.

According to congressional aides, lawmakers believed that telephone costs would fall significantly because of new rules designed

to bring more competition to

the long-distance and local phone markets. As competition forced the phone companies to operate more

efficiently, money could be diverted to the subsidy program without raising the nation's phone bills.

Residential long-distance phone bills have in fact fallen 5 percent or more since early 1996, at least partly because of

government-ordered changes in the way

phone companies bill each other and their customers.

Last month, AT&T said, however, that it would not absorb the cost of the new subsidies and instead would pass a portion to

residential customers. Starting July

1, a new line will appear on AT&T residential phone bills showing a 5 percent surcharge on

long-distance calls. MCI followed suit with plans for a 5.9 percent surcharge.

Rather than raise rates, the phone companies could have absorbed the cost of

the program "in your ample profit margins," Senator Robert Kerrey, Democrat of Nebraska, said in letters to AT&T and MCI last week. "Even more disturbing, you are now mounting a public relations campaign to convince consumers that your price increase is the equivalent of a tax ... I am gravely disappointed in the long distance companies' behavior," Kerrey wrote. But Gingrich charged yesterday that the FCC had in fact turned the program in to a new tax. "It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States," he said.

The Republican chairmen and senior Democrats on both the House and Senate commerce committees have also called on the FCC to stop collecting any money for the subsidy program, saying Congress never intended to raise phone rates. Vice President Gore and FCC chairman William Kennard have issued statements supporting the subsidy plan, and President Clinton hailed it during his commencement address at the Massachusetts Institute of Technology last Friday. But in his speech, Clinton cited a price tag of "\$1 billion or so" for the program - less money than anticipated.

The FCC initially envisioned a \$2.25 billion program, which Kerrey said comes to less than 3 percent of the 1996 revenues of the long-distance industry alone. The FCC later scaled that figure back to about \$2 billion, and it approved a plan to collect money only for the first six months of the year, saying it would revisit the issue this month.

So far, the FCC has collected about \$625 million. Some long-distance companies have raised their share by adding a surcharge to business customer bills.

This week, the commissioners will decide whether to kill the program, scale it back or proceed with their original plan to collect \$1.4 billion more from telecommunications companies. In addition, the commissioners may consider a complaint that local phone companies, taking advantage of rules that force phone companies to pay each other fees, have found a way to pass their share of the Internet

program to long-distance firms.

The program's supporters say there should be no cutbacks in the size of the Internet subsidies, which they see as a crucial component in leveling the field

between Internet haves and have-nots. "If we lose this vote at the FCC this week, we're down the tubes," said Lynne Bradley of the American Library Association. She

urged the FCC not to choose "profits over kids and corporate interests over our kids' education."

In East Boston, any cutbacks could force parents and local churches to make up the difference, or possibly lose their Internet program altogether. The school's

primary source of money is tuition, and after that it relies on local parish

hes for its budget, said Sister Mary Jude Waters, director of school planning at the Archdiocese of Boston's Catholic School Office. "Every school across the nation is going to be a loser if this doesn't come through," Waters said. "With 30,000 applications, there will be a lot of disappointed folks."

Publication#W\ PP# 30. Los Angeles Times"Publication" #:\ PP#\* 06/09/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# Oxnard Students Leave Class for 2nd Day in 227 Protest  
Headline #:\ PP#Subhead#\ PP# Youths from Rio Mesa High march six miles to downtown park. Five are suspended at Channel Islands High.  
Subhead#:\ PP# By JENNIFER HAMM  
TIMES STAFF WRITER  
ddOXNARD " For the second school day in a row, Oxnard-area students walked off campus Monday to protest last week's passage of a ballot measure aimed at dismantling bilingual education.  
ddAbout 135 students, mostly from Rio Mesa High School, left class and marched about six miles to Plaza Park in downtown Oxnard, waving signs and chanting slogans blasting Proposition 227.  
ddThe demonstration was mostly peaceful except for an incident in which baton-wielding police officers briefly confronted dozens of students jumping from a school bus waiting to take them to the old Oxnard High School.  
ddStudents initially boarded the bus at Plaza Park but bolted out the emergency exit when they decided to walk to the high school instead. Officers immediately moved in to keep the youngsters out of traffic and guide them back into the park.  
dd"I'm protesting because it's just racist," Rio Mesa sophomore Erica Perez said. "Taking bilingual education out of schools just isn't right. We're protesting to get our rights back."  
ddMonday marked the second day of protests for Oxnard-area students.  
ddAbout 60 students at Channel Islands High School walked out Friday in a similar protest against the measure. Rio Mesa students remained on campus Friday, but about 250 youngsters participated in a rally in the school cafeteria. And at Hueneme High School, 70 students protested on campus.  
ddOxnard Union High School District Supt. Bill Studt said students who walked off campus are considered truant and face a range of disciplinary measures.  
ddMost will be required to make up the day at a four-hour Saturday school session. But some could be suspended if they have a history of cutting class, Studt said.  
ddSeniors will not be excluded from upcoming graduation ceremonies just for participating in the protest, although there were

rumors to the contrary.

dd"We're not going to treat them differently than any other student," Studt said. "They are truants. They'll be treated like any other kid who cuts class."

ddProtesters walked out around 8 a.m. Monday and marched for about two hours to Plaza Park, where they were joined by a handful of students from Oxnard and Channel Islands high schools.

ddSome said they were protesting the ballot measure's passage, which has prompted campus walkouts throughout Southern California, because they worry that their siblings and other relatives will suffer without bilingual programs.

ddAt the downtown park, students cheered speaker Michael Rodriguez, an attorney with the Mexican American Bar Assn., who asked the students to take action.

dd"We need to tell [elected officials] what to do and we need to do it in a positive and constructive way," Rodriguez told the youngsters.

ddRodriguez and representatives from El Concilio del Condado de Ventura were on hand to help maintain order and ensure that the students' civil rights were not violated.

dd"There are a lot of people that are upset about the passing of 227, and we don't know what the outcome is," said Francisco Dominguez, executive director of the Latino advocacy group and a member of the Oxnard elementary school board. "But there's got to be a venue [for discussion]."

ddPolice and district officials, who had heard about the planned protest over the weekend, initially tried to get students to board buses headed for the old O

xnard High School. When that didn't work, students walked to the school. Police were there to make sure protesters stayed on the sidewalk.

ddStudents dismissed speculation that they protested just to miss class.

dd"I don't think anybody is going to walk all this way for nothing"my feet are killing me," said Rio Mesa freshman Denise

Alvarado, who walked without shoes from the park to the old high school.

ddOnce there, officials tried to herd the students into the gym but most remained outside. Soon after, student leader Carlos Torres told fellow demonstrators that the protest was finished.

ddStudents slowly began to disperse, some hobbling away on blistered feet.ddStudt said many of those who participated in Monday's demonstration knew nothing about Proposition 227. And those who felt deeply about the issue and compelled to protest should have done so on campus, he said.

dd"If they have that point of view, there are appropriate places for those kinds of protests," Studt said. "But they should be in their classrooms getting prepared for final exams."

ddFew seemed concerned with the consequences.

dd"We're going to go back to school tomorrow, and if we get suspended, oh well,

" sophomore Maria Fuentes said. "Hopefully, they heard us."

ddMost of Oxnard's other high school campuses remained quiet throughout the day

ddAt Channel Islands High School, however, five students were suspended Monday for defying authority after trying to coax other students to walk off campus in

opposition to Proposition 227, Principal Jim Nielsen said.

dd"We will do whatever we need to do to make sure we have a safe environment here," Nielsen said.

ddAcross Ventura County, administrators at Santa Paula and Fillmore high schools said there were no disruptions Monday.

dd"We've had discussion about it, the pros and the cons," said Paul Martinsen, assistant principal at Fillmore High. "But I didn't sense any anger at all."

ddNielsen said he would welcome discussion about the ballot measure in an after-school forum but said no students have approached him about such an event.

dd"If kids really want to talk about issues, that's the time to do it," he said

ddTorres said the MEChA Club at his school held one small demonstration before last week's election but didn't have the support to do more.

ddAlthough he is not sure what school district officials can do now that the proposition has passed, Torres hopes they take some action.

ddIn the meantime, Torres said he and other students will continue to protest Proposition 227, although no more walkouts are planned.

dd"We'll continue until we see a change," he said.

Publication#W\ PP# 31. Los Angeles Times"Publication" #:\ PP#\* 06/09/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# School Voucher Fund to Be Unveiled

Headline #:\ PP#Subhead#\ PP# Executives plan \$200-million program to offer \$1,000 scholarships.

Subhead#:\ PP# By RICHARD LEE COLVIN

TIMES EDUCATION WRITER

ddTwo wealthy supporters of private school vouchers are scheduled to announce today in New York the creation of a \$200-million fund to help low-income families

in Los Angeles, Chicago and other cities pay tuition for their children.

ddThe fund, set up by venture capitalist Theodore J. Forstmann and heir to the Wal-Mart store fortune John T. Walton, would far exceed the amount now being spent

on such scholarships nationally, school choice advocates said. Eventually, as many as 100,000

children could leave public schools to attend parochial schools or inexpensive private schools with assistance from the fund.

ddIn an interview with The Times in March, the 58-year-old Forstmann"founder of the pioneering leveraged-buyout firm

Forstmann Little & Co. and chairman of Gu

lfstream Aerospace"extolled the virtues of extending the competition that's tak

en for  
 granted in business to the world of education.  
 dd"Everyone from housewives to economists at Harvard will agree, when thinking  
 about it, that monopolies produce bad products  
 at high prices," said Forstmann,  
 whose worth is estimated at \$400 million. "If you are a rich person in America  
 , this doesn't really  
 apply to you. . . . If you are not a rich person, you are  
 at the complete mercy of the education monopoly."  
 ddForstmann and Walton, America's 12th-richest individual, already have underwr  
 itten similar voucher programs in Washington  
 and New York. They personally will  
 put up \$100 million to expand those efforts nationally, with a similar amount  
 to be raised in  
 participating communities.  
 ddIn Los Angeles, what is being called the new Children's Scholarship Fund aims  
 to hand out \$16 million, a spokesman said, for  
 4,000 four-year scholarships, e  
 ach paying about \$1,000 annually.  
 ddHeading the effort to raise the \$8-million local share of the money in Los An  
 geles will be former super-agent and former Disney  
 President Michael Ovitz, who  
 said he has already lined up several well-known business leaders to assist him  
 . Another high-profile  
 supporter is Mayor Richard Riordan, a vocal critic of th  
 e Los Angeles Unified School District.  
 ddAlthough voucher programs are often accused of seeking to undermine public ed  
 ucation, Ovitz "a graduate of Birmingham High  
 in Van Nuys" said his involvement d  
 id not imply any such criticism.  
 dd"I went to public schools my entire life and I think I got a good education,"  
 said Ovitz, who co-founded the highly successful  
 Creative Arts Agency in 1975.  
 "Every kid who gets one of these scholarships is getting an additional helping  
 hand, that's all it is.  
 This is simply about giving underprivileged kids a sho  
 t."  
 ddOvitz said he did not anticipate having any problem raising the matching fund  
 s. Indeed, some of the area's leading philanthropists  
 have signed on to help hi  
 m, including Ronald W. Burkle, chairman of the board of Food 4 Less Holdings In  
 c., and Eli Broad,  
 co-founder and head of SunAmerica Inc.  
 ddRiordan's backing prompted the decision to launch the program in Los Angeles,  
 an official of the fund said. In a letter to Forstmann last week, the mayor wro  
 te: "This unprecedented initiative will bring hope and opportunity to tens of t  
 housands of  
 low-income . . . students across America and change the educational  
 landscape from this day forward. The children and parents of  
 Los Angeles will  
 be grateful for years to come."  
 ddAmong those to be beneficiaries of the program are Susanna Espinoza and her c  
 hildren, Diana, 16, and Ricardo, 12, who traveled  
 to New York to appear with Fo

rstmann and Walton at a news conference to be conducted this morning at the landmark New York

Public Library on 42nd Street.

ddEspinoza, who lives in South-Central Los Angeles, is a single mother and a teacher's assistant at the Catholic Ascension School

on 111th Street in Los Angeles.

es. She would not have been able to send her children to that school except for a smaller scholarship

program operated in 40 cities by the CEO Foundation, which

serves about 500 children in Los Angeles and Orange County.

ddThat program's Los Angeles branch will become part of the new Children's Scholarship Fund and will be expanded from

elementary and middle schools to include

students through high school, officials said. Because the program did not extend to high

school, Diana had to attend a Los Angeles public school after graduating

from Ascension's junior high last year"but now hopes to

transfer back to private

school.

dd"Without this help, I cannot make it," Espinoza said. "I'm glad because my children can go to a Catholic school to get a good

education."

ddA spokesman for the scholarship fund said families will be picked by lottery next January among those eligible"meaning they

earn \$18,000 annually or less"so

they can be used for private school tuitions beginning in September 1999. Each family will have

to contribute \$500 to \$700 a year in addition to the money they receive.

ddSuch privately funded voucher programs are operating in about 50 cities, including Indianapolis, San Antonio and Milwaukee,

Wis.

ddIn Washington this spring, 7,600 families applied for 1,000 vouchers. In New York City, the Choice Scholarship Foundation has

received 20,000 applications each

year for 1,000 scholarships.

ddAfter the Children's Scholarship Fund starts up in those two cities, Los Angeles and Chicago, the fund plans to spend the summer

identifying other cities to

include.

ddAlthough such programs are popular with parents who receive them, they generate intense opposition from teachers unions

because, although they are paid for

from private funds, they divert students from the public schools. "We can split

hairs all day long

but these parents, if you said to them, the program is over

... they'd be at their wit's end," said Jeanne Allen, president of the

Washington

-based Center for Education Reform, a school choice advocacy group.

Publication#W\ PP# 32. The Washington Post"Publication" #:\ PP# 06/09/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# Out With Old, In With New Blair HighHeadline #:\ PP#

By Ellen Nakashima  
Washington Post Staff Writer

For students at Montgomery Blair High, yesterday was the last day they could wander off campus for lunch. Take a stroll through the woods in back of their school, a handsome but run-down classic brick building. Stumble over friends lounging in the cramped 63-year-old hallways.

This September, they will be entering a sprawling, new, state-of-the-art Blair High, less than a mile away outside the Capital Beltway. The slick new school is a third again as large as the old and, by design, will eliminate some of the comfortable chaos that had become a hallmark of the old, congested Blair.

TD In the new school, teachers' desks will be on wheels, security guards will patrol the campus on bikes and everyone will wear identification badges with magnetic strips. And, because the new cafeteria will be able to accommodate all the students in two shifts, they will be confined to campus at lunchtime.

In making the move from the old, familiar "if somewhat dingy" school to the new, Blair students also will be entering a new culture. And they hope they can transfer the school's personality to the new, infuse it with some of the atmosphere from the old Blair,

a homey place that counts among its alumni celebrities such as actors Goldie Hawn and Ben Stein and broadcaster Connie Chung.

"I have a feeling that most of my memories will still be at the old Blair," Leah Church, 17, said wistfully. "But I'm excited we'll be the first graduating class at the new Blair. . . . I think we'll be able to make new nooks and crannies for ourselves, but I think it will take a while."

When the 382,000-square-foot Blair opens this fall, it will be the largest high school in Maryland "by square feet or students' feet" and one of the most racially and ethnically diverse high schools in the region.

"I still like the setting and the architecture of the old building better," said Ioana Stoica, 17, another soon-to-be senior. "Even though it's really rotting on the inside, it has character "it looks like an old mansion," she said. "The new school just looks like a mall, or some futuristic building."

Maybe so, but many among the hundreds of students who toured the new Blair last week for the first time were impressed.

They marveled at the wide staircases and open expanses of hallways, each with a name such as Main Street or Maryland Avenue.

They liked the fact that all students will have their own lockers (in dusty rose, salmon or teal blue).

"This is tight!" said Glenda Garay, 17, as she approvingly surveyed the cafeteria, which features a raised platform that doubles as a student performance area

and a teaching space, with a movie screen. "Oh my god, lights! We have lights! And bleachers! And grass! Our old football field is all dirt," said Leia Li

ston, 17, looking out across the complex of athletic fields for soccer, football, track, baseball and hockey.

ddNoting the new Blair's proximity to a Roy Rogers, a Papa John's and the Woodmoor Pastry Shop, some students lamented the new "closed-campus" rule.

ddBecause the new school is in one of the busiest intersections in Montgomery County, Four Corners, school officials decided it would be safer to keep students on campus all day. The new school cafeteria can seat about 1,200 at a time, and there are two outdoor courtyards where students can eat.

dd"I'll miss going to Ertter's," said Leah Church, referring to a corner store just off the old Blair campus that for decades has been a hangout for students hankering for a sandwich or a soda. "Ertter's is just an institution at Blair."

ddThe new \$51 million Blair is a showcase for the school system, a symbol of the county's commitment to helping the Silver Spring community, marked by great diversity as well as, in some areas, poverty. But it came only after years of struggle that at times took on racial overtones. Initially, the board planned to redraw boundaries, keep Blair at its current location on Wayne Avenue and Dale Drive and move some parts of the school district into other districts.

dd"People may not want to talk about it, but no one wanted to take segments of our community that contained minorities," Principal Phil Gainous recalled. "We said, 'Fine . . . we'll keep them, and we'll take care of them.' This community has always thrived in diversity."

ddThe result was a school large enough to draw students from a wide area and accessible to many. The new Blair is bounded by Interstate 495, University Boulevard and Colesville Road and will have about 500 parking spaces, including 190 for students.

ddMeanwhile, teachers like the new school but say they find the classrooms small. "It'll be a tight fit if I have 32 students," said Carmen Abrams, a Spanish and French language teacher. But in fact, central office administrators said, both the new and old Blair have a variety of classroom sizes, and the largest in both is 900 square feet.

ddIn any case, school officials have custom-ordered desks for teachers that are smaller than the old desks and can be wheeled out of the way when necessary.

ddTo help foster a new school spirit, the school has set up several committees to help students in the transition to the new building.

One group led students on tours of the new Blair last week.

dd"Blair students have a certain attitude," said Courtney Bean, 15, a varsity football player and incoming junior who was touring the new school. "I just hope it comes across here, as well."

ddLikening the old Blair to a pair of worn shoes, he said: "They're so comfortable you don't want to throw them away because they still mean something to you.

But you still want the new pair " to have something to show to the girls."n

Publication#W\ PP# 33. The Washington Post"Publication" #:\ PP# 06/09/98; Edition: FINAL; Section: Metro; Page B05

Headline#\ PP# Glendening Assailed on School FundsHeadline #:\ PP#Subhead#[\ PP# Sauerbrey Says Governor Plays Politics With Building Money Subhead#:\ PP# By Scott Wilson

Washington Post Staff Writer

Republican gubernatorial candidate Ellen R. Sauerbrey yesterday accused Maryland Gov. Parris N. Glendening (D) of injecting partisan politics into the state'

s method of distributing millions of dollars in school construction money, an assertion the governor's

aides later dismissed as "ludicrous."

ddAt a campaign stop in Howard County, where some county leaders have expressed disappointment over their share of state aid

for new schools, Sauerbrey said t

he governor no longer passes out construction money based on a county's need. Instead, funding

often is tied to whether a jurisdiction's State House delegatio

n supports the governor's legislative program, she contended.

ddIn 1996, five Montgomery County legislators said they voted for two Glendenin g-backed football stadiums in return for \$36

million in school construction fun

ds for their county " an 80 percent increase from the previous year. This year,

Glendening asked

several Republican lawmakers appealing for more school funds

whether they planned to support his budget, leaving them with the impression th

at he was tying the money to votes for the spending plan.

dd"School construction money has been politicized badly by this administration,

" said Sauerbrey, a former House Republican leader

from Baltimore County.

ddThroughout her campaign, Sauerbrey has pledged to reduce class size, and yesterday she called for a review of the formula used

to distribute school aid to M

aryland's 24 jurisdictions to ensure that growing counties receive a fair share

. If elected, she said, she

will pass out all school construction money before

the start of the legislative session. This year, Glendening distributed more than

half of the \$225 million in school construction money after the session's conclusion.

ddGlendening, a former professor, plans to make his record on education an important part of his reelection campaign. Since taking

office, he has helped incre

ase school construction spending by 40 percent and has lobbied for substantial increases in operating aid

for Baltimore and fast-growing suburban counties, of

ficials in his campaign said.

dd"Considering that this is a man who used education throughout his life to better himself, who was a teacher for 27 years, it's ludicrous to think he is politicizing it," said Peter Hamm, a campaign spokesman. "It's the legacy he wants to leave after eight years as governor. Education is central to who he is."

ddSauerbrey, who lost to Glendening by fewer than 6,000 votes four years ago, leveled her charges in a county that is home turf to her GOP primary rival, Howard County Executive Charles I. Ecker. She made no mention of Ecker during her 15-minute stop, instead choosing to focus attention on a \$7.3 million elementary school in Howard's booming southern region, financed entirely by county funds, to make her pitch.

ddHoward County fell \$6.6 million short of what it asked for in state aid this year. Sauerbrey noted that when the elementary school campus opens this fall, Glendening will dedicate a new state-financed football stadium in Baltimore that she said consumed millions of dollars that would have been better spent on schools.

Publication#W\ PP# 34. The Washington Post"Publication" #: \ PP# 06/09/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# District Schools' Test Scores ReboundHeadline #: \ PP#Subhead#[\ PP# Details of Results Yet to Be Released  
Subhead#:\ PP# By Valerie Strauss  
Washington Post Staff Writer  
Math and reading scores on standardized tests taken by D.C. public school students this spring rose from a year ago for every grade tested, new Superintendent Arlene Ackerman reported yesterday, though she declined to release the actual results.

ddThe scores have been anxiously awaited by students because they will largely determine who must attend the largest summer school program in the District's history. Even before the test scores were released, more than 7,000 students had registered for the program, which envisions enrolling as many as 20,000 young people.

ddAckerman, who has overseen the system's academics since last fall when she was deputy superintendent, said that detailed results of the Stanford 9 Achievement Test will be released late this week. When asked why she could not release the information now, she said it was being verified and analyzed on a school-by-school basis.

ddStill, she said the results represent "solid growth" for a system that for years has had some of the country's worst test scores. She credited new classroom strategies, including the introduction of math and reading curriculum standards.

dd"I was with some other superintendents a few weeks ago, and they said, 'What

will you do if they don't go up?" she recalled.

"And I said that I never expected them not to go up. And I didn't. I knew that we had put a new focus on student achievement, and I knew that if you do that, you get results."

The test results followed other good news for the school system: The D.C. financial control board late last week approved \$9.5

million for a computer system

that will enable school officials to integrate their budget operation with other systems that track students and personnel.

Officials and education activists have deemed such an integrated database vital to any effort to reform the system, which now has

separate, outmoded data systems

that are difficult to handle and do not interact. Such old technology has made it difficult for officials

to track school employees; in fact, this spring

hundreds of extra people were discovered on the payroll, contributing to a deficit of

more than \$60 million.

Russell Smith, a senior staff member on the D.C. financial control board, said it could take up to two months to find a contractor

to design and install such

a system, and Ackerman said a year could pass before it is fully operational.

The new system, coupled with key changes in the personnel office, could greatly improve the way the school system operates,

officials said. Those changes began

last week with the resignation of personnel head Sheila Graves, who departed for personal

reasons, they said.

The personnel operation has been criticized heavily for failing to keep adequate files and being unresponsive to schools. School

sources said Ackerman had become

dissatisfied with the personnel operation.

Ackerman had decreed that students who score "below basic" in reading and math, meaning they have little or no mastery of the

skills needed for that grade level,

must attend summer school and are at risk of being denied promotion. From 15 percent to 72

percent of youngsters in each grade tested last year scored below

basic. Test scores generally were worse among older students.

This year's summer school will be the biggest ever operated in the District and a key test for Ackerman's five-week-old

administration of the system, which

serves 77,000 students. Some 80 principals and 1,000 teachers have been hired to teach

curriculum now being devised.

Students who must attend summer school "which begins June 29" will be notified this week by their principals, though all

individual test scores will not be

sent home until the last day of school, June 19, Ackerman said.

All grades from first to 11th were tested this spring; last spring, only grades 3, 6, 8 and 10 were tested in math, and all grades but

7 and 8 were tested in reading.

Delabian Rice-Thurston, head of the education advocacy group Parents United, said she is pleased about the improvement in scores but cautioned that it is only one element of many necessary to reform the system. "We want constant upward movement," she said. "It will be a while to see what we all would like to see, which is pretty much nobody below basic and a whole lot more students who are at least proficient. So as long as we are seeing upward movement, then we know we have some real strategies that the schools are using that are working."

Publication#W\ PP# 35. The New York Times"Publication" #:\ PP# 06/09/98Section: Metropolitan Desk; Section B; Page 4, Column 1

Headline#\ PP# Bronx High School Gets \$1 Million PledgeHeadline #:\ PP# By JACQUES STEINBERG

The competition among New York City's elite public high schools has always been fierce, especially when academic bragging rights have been on the line. But lately, the jousting has moved from the classroom into the fund-raising arena. Less than three months after alumni pledged to create a \$10 million endowment for Brooklyn Technical High School, Leonard and Ronald S. Lauder said yesterday that they would donate as much as \$1 million to a campaign seeking to raise \$10 million in behalf of their alma mater, the Bronx High School of Science. Leonard A. Lauder, the chairman and chief executive of Estee Lauder Companies, the cosmetics concern, is a 1950 graduate of the school; his brother Ronald, the chairman of Estee Lauder International and a former American Ambassador to Austria, graduated in 1961. Only one other public school in the United States, Walnut Hills High School in Cincinnati, is believed to have set a more ambitious target - \$12 million. That selective school wants a new science center. At Bronx Science, alumni leaders said, the investment income from the endowment - potentially hundreds of thousands of dollars a year - would be used to upgrade computer equipment and laboratories, provide supplemental course materials and renovate antiquated classrooms. But the president of the endowment fund, Milton Kopelman, a former principal of Bronx Science, said the group also hoped to use the money to hire teachers to reduce class sizes. That could set up a showdown with Schools Chancellor Rudy Crew. Last fall, Dr. Crew spurned the efforts of parents at a Greenwich Village elementary school to raise \$46,000 to hire an additional fourth-grade teacher so that all fourth-grade classes would be smaller. While Dr. Crew has said that he has no quarrel with spending by parents or outsiders on items like computers or

teacher training, he has said that class size must be determined by the school

system's budget.

A spokeswoman for Dr. Crew, Chiara Coletti, quoted the Chancellor as saying he was "touched and deeply grateful" to the

Lauders. Asked if she expected the

class-size reduction issue to be a source of friction, Ms. Coletti said that the

Chancellor was not

familiar with the details of the gift but had "complete

faith" that the alumni "will choose to use the endowment in the most equitable

and

creative way."

For the 60-year-old high school in the northwest Bronx "which, like its rivals

Brooklyn Tech and Stuyvesant High School in

Manhattan, admits students using

a stiff entrance examination "word of the Lauders' donation has already lit

ed a fire under other

alumni: since an inaugural event for the endowment on May

28, Mr. Kopelman said, other graduates have contributed \$400,000 to

match the

Lauders' pledge. (The endowment will receive the full \$1 million from the Lauders,

Mr. Kopelman said, once \$1 million

in matching donations has been pledged.)

Leonard Lauder said he hoped the money would influence others.

"Any time you raise the bar of excellence," he said, "it brings everyone else

along with it. If it weren't for the Bronx Sciences, the

Brooklyn Techs, the

Stuyvesants and the Hunters over the years, the New York City school system and

indeed the entire New York

State Regents system wouldn't have the high standards

they have today."

Moreover, Mr. Lauder estimated that his family and its companies had probably

contributed about \$1 million, "quietly," to the

system as a whole over the last

15 years.

But at a time when countless other city public schools are suffering from decades

of fiscal neglect, the Lauders' largesse, as well

as the fund-raising efforts

at Brooklyn Tech and elsewhere, raise lingering questions about equity throughout

a school system of

1,100 schools.

"Most schools don't have a moneyed alumni and don't have moneyed parents,"

said Noreen Connell, the executive director of the

Educational Priorities Panel

, a coalition of 25 civic organizations that monitors city school spending.

Such gifts, Ms. Connell added, also continue to blur the lines between public

and private education, tempting school systems to

shift resources away from the

most richly endowed schools, confident that the gap will be filled privately.

"I don't begrudge them trying to help out plugging holes in the city budget,"

Ms. Connell said. "But the sad thing," she added, "is

that the more parents

ts and alumni fill in the gaps, the more the city assumes the funding is there and the city doesn't have to provide the money."

ddThe pursuit of private dollars by the two schools is not unique: in recent years, alumni and parents at La Guardia High School of Music and Art and Performing Arts, on the Upper West Side of Manhattan, have created a \$1.7 million endowment for scholarships and special programs.

ddAnd parents at dozens of other schools have raised hundreds of thousands of dollars through flea markets and candy sales to pay the salaries of part-time art and science instructors.

ddAsked if, like students back in their school days, the alumni at Bronx Science had been motivated by any rivalry with Brooklyn Tech, Mr. Kopelman pleaded coincidence, saying that the Lauders had made their pledge to him, privately, before the Brooklyn Tech endowment was announced in March.

dd"I was personally pleased for Tech and their youngsters," he said.

Publication#W\ PP# 36. The New York Times"Publication" #:\ PP# 06/09/98Section: Metropolitan Desk; Section B; Page 7, Column 1

Headline#\ PP# CUNY Is Sued for Vote On Remedial CoursesHeadline #:\ PP#

In the first lawsuit aimed at preventing the City University of New York from halting remedial classes in its four-year colleges, a group of students and faculty members accused the trustees of violating New York State's open meeting law in May by removing members of the public before they voted to adopt the new remedial policy.

ddThe suit charges that dozens of people who wanted to attend the May 26 board meeting were not allowed in, and that CUNY gave preferential treatment to its own staff members and to reporters. The suit also charges that when a small group of people disrupted

the meeting, the board removed all members of the public, not just the disruptive ones. The case is scheduled for a hearing on June 17 in

State Supreme Court.

ddUnder the policy adopted by the university's board on May 26, students who do not pass all three placement tests in reading, writing and mathematics will not be allowed to enroll in the bachelor's degree programs at the university's 11 four-year colleges.

Publication#W\ PP# 37. San Jose (Calif.) Mercury"Publication" #:\ PP# 06/08/98

Headline#\ PP# California's Proposition 227 Foes Face Uphill Court BattleHeadline #:\ PP#

By Howard Mintz

dd Given California's recent history of nasty, politically charged court fights over controversial ballot measures, the legal challenge

mounted last week against Proposition 227 seemed inevitable from the moment voters endorsed an end to bilingual education in the state. Like Propositions 209 and 187, which dismantled the state's affirmative action programs and curtailed aid to illegal immigrants

respectively, Proposition 227 landed in court before the ink could dry on election returns. The early prognosis is poor for the lawsuit filed Wednesday challenging the constitutionality of Proposition 227 "that's based on the analysis of legal experts as well as the absence of clear legal precedent in support of forcing states to provide bilingual education. Also, the case has been assigned to one

of Northern California's most conservative federal judges, which won't help the suit's chances. Depending on how the lawsuit plays out, the big issue for Proposition 227's supporters and foes may be the pace of the case. The initiative could pass legal muster relatively swiftly, like Proposition 209. Or it could languish in the courts for years, as did Proposition 187 and Proposition 140, the state term

limits initiative that just this winter survived an eight-year court battle. "It seems to me to be a very tough case for the challengers," said UCLA

law professor Eugene Volokh, a former law clerk for 9th Circuit U.S. Court of Appeals Judge Alex Kozinski. "In fact, I would say it's an impossible case for the challengers." In the complaint filed in U.S. District Court in San Francisco, a coalition of

civil rights groups argues Proposition 227 illegally deprives the state's minority students of equal access to a public education. The suit alleges

the ballot initiative violates federal civil rights law, the Equal Educational Opportunities Act of 1974 and the equal protection clause of the U.S. Constitution. The measure "conceived by Silicon Valley businessman Ron Unz and approved with

almost 61 percent of the 5.3 million votes cast Tuesday "requires nearly all public school instruction in the state to be in English, except in situations where parents obtain waivers. The 1.4 million California children who speak little or no English would spend a year in an English immersion program, and then move on to regular classrooms. "This case is unique," said Ed Chen, an American

Civil Liberties Union lawyer. "There is certainly nothing out there involving a law such as 227, which is statewide and very prescriptive and mandates a reduction in services (to minority students)." Whatever the outcome, Proposition 227 is certain to offer

the courts a fresh chance to examine what states must do to meet their obligation to teach non-English speaking students. The last important feature

deral appellate court ruling on the subject came in 1981, in a case out of Texas that involved a sweeping challenge to a school district's treatment of Latino students. The U.S. Supreme Court's last word on the subject came in 1974, in a case called Lau

v. Nichols that evolved from a lawsuit filed against the San Francisco Unified School District. While that ruling established an obligation to provide non-English speaking students with some form of special instruction, it did not dictate that it must come in the form of bilingual education. Perhaps the biggest obstacle for the civil rights lawyers seeking to overturn Proposition 227 is a 1978

decision out of the 9th Circuit, which establishes law for nine western states, including California. That case involved a lawsuit filed on behalf of

Mexican-American and Native American students seeking to force a Tempe, Ariz., school district to provide bilingual education. The 9th Circuit strongly rejected the argument that the 1974 federal education law or the Supreme Court's Lau opinion

require schools to offer bilingual education. The decision also signaled support for leaving the question to voters, legislators and educators, not the courts.

"Whether the children of this nation are taught in one tongue and primarily about one culture or in many tongues and about many cultures cannot be determined by reference to the Constitution," the 9th Circuit said. "(The) Constitution

neither requires nor prohibits bilingual and bicultural education. Such matters are for the people to decide." Civil rights lawyers

disagree, as does U.S. Education Secretary Richard Riley, who said the Unz initiative would "in all likelihood result in problems under federal civil rights laws." Civil rights advocates

say the Supreme Court's holding in the Lau case and the 1981 federal appeals court

ruling out of Texas support invalidating Proposition 227. The appeals court ruling, widely cited by bilingual education advocates, set up a three-prong test

that schools must meet to show they are complying with the federal equal education law, which orders schools "to take appropriate action to overcome language barriers" in classes. "There are very firm and solid constitutional arguments that

support striking 227," said Cynthia Rice, a lawyer with Sonoma-based California Rural Legal Assistance. She's pressing a state court challenge in Sacramento to

one district's decision to abandon bilingual education. But even the Texas attorney who prevailed in the

1981 case called the ruling "vague" in defining the future obligations of school districts. "They didn't try to explain what an 'appropriate

program' is," said lawyer James Herrmann, who noted that Texas wound up enacting bilingual education just as his

11-year court fight ended. "But to the extent free public education is provided by the state as a right, they've got a obligation. They can make a good case that teaching non-English kids in English is not providing an education." Backers of Proposition 227 insist that school children will get a sound education without bilingual instruction. As a result, legal experts say the lawsuit may have a better chance of success if it challenges that theory down the road with factual proof that Proposition 227 harms the educational opportunities of minority students. "If they can make that kind of factual showing, then 227 is going to be in trouble," said Sacramento law professor J. Clark Kelso. "The constitutional claim is much tougher to establish." Added University of Southern California law professor Erwin Chemerinsky: "The key question is going to be whether the alternative to bilingual education is going to be sufficient to provide equal educational opportunities. It can be eliminated only if there is a showing that there is an alternative there that will be effective." Attorney General Dan Lungren, whose office would presumably defend the law, has remained mum on the suit. The Proposition 227 campaign is only saying it has secured an unidentified major Los Angeles law firm to assist in the defense. There are probably going to be plenty of organizations willing to come to the aid of Proposition 227. Among others, the Sacramento-based Pacific Legal Foundation, a conservative outfit, is considering joining the case. "Everybody has a right to file a lawsuit," said foundation lawyer Sharon Brown. "But I think Prop. 227 will prevail. It's not inconsistent with federal law or the U.S. Constitution."

Meanwhile, the pace of the case has yet to be determined. The law does not take effect for 60 days, and lawyers do not expect a hearing on the request to block Proposition 227 until next month. The unsuccessful challenge to Proposition 209 was decided in just under a year. By contrast, the suit against Proposition 187, passed in 1994, has just reached the 9th Circuit and is likely to go on for at least another year. A federal judge has gutted most of Proposition 187's key provisions. U.S. District Judge Charles Legge, a 1984 Reagan appointee, has the task of determining the outcome of the Proposition 227 lawsuit. Legge provides a sharp contrast to his colleague, Judge Thelton Henderson, a liberal former civil rights lawyer who drew fire from conservatives for invalidating Proposition 209. That ruling was later reversed. Legge is widely regarded as one of the Bay Area federal bench's most conservative judges. A former partner at a top San Francisco law firm, the 68-year-old judge also is one of the court's most experienced

d members.

He's described as "exceptionally bright" by lawyers who reviewed him in the Almanac of the Federal Judiciary. In a 1985 interview with a legal newspaper, Legge described himself as a "moderate Republican." "You won't find me bringing down barricades with liberals," Legge told the Daily Journal at the time. "But you also would not find me putting up barricades."

ddSIDEBAR: ANTI-BILINGUAL EDUCATION MEASURE HELPED BY MANY FACTORS By Michael Bazeley Jun. 8" It

was little more than a week before the election, and Ron Unz, the usually upbeat and unflappable architect of Proposition 227, was nervous. An

internal tracking poll was pegging support for his anti-bilingual education initiative at just 54 percent even though months of statewide public opinion polls had pointed to a big victory. A large chunk of the electorate was still undecided. As Tuesday's

almost 61 percent vote proved, Unz needn't have worried. Political observers now say the victory was inevitable given bilingual education's persistent poor reputation and Californians' anxieties about immigration, education and the need for a common language. "This was an issue ripe for the picking,"

said Jim Shultz, the director of the Democracy Center in San Francisco and a Prop.

227 foe. The "English for the Children" initiative posed a simple educational question: Should schools be allowed to teach students in their home language

— most frequently Spanish — until they become proficient in English? But the issue immediately became bound

up in larger issues of language and concerns that immigrants in general are not learning English and assimilating quickly enough.

"Things having to do with language evoke an emotional response that stems from fears and concerns that are hard to pin down," said

Donna Christian, director of the Center for Applied Linguistics in Washington, D.C. "It evokes all our fears about immigrants not

learning English. ... For some it's xenophobia, for others racism. It all just all gets loaded onto language and language differences."

Unz tried to avoid the divisive racial politics that marked earlier debates over Propositions 187 and 209, which cut aid to illegal immigrants and ended affirmative action. He aggressively courted the Latino vote and refused to let critics of immigration be

associated with his campaign. To some extent he was successful, said Gregory Rodriguez, a media commentator and Pepperdine University research

fellow. "I think this debate was quite different (from 187)," Rodriguez said.

"Republicans were reluctant to rush headlong into racist politics, and Latino legislators were less likely to label this (initiative) racism." In the end, though, the initiative

appealed to California's largely white and conservative electorate, Shultz contended. The measure won with large margins among every ethnic group but Hispanics, who voted nearly two-to-one against it, according to a CNN-*Los Angeles Times* exit poll. Concerns about immigrants' lack of English date back to the late 19th century, said Stanford University socio-linguist Shirley Brice Heath. Americans became increasingly less tolerant of immigrants such as the Germans who brought their own languages and institutions with them to their new homeland and did not become literate in the common language. "People began to worry about the functional difficulties of them not speaking English," said Heath, author of "Language in the U.S.A." "There was a strong sense that you had to make people good, and to do that, you had to make them speak English." The hostility toward non-English speakers accelerated during the first and second World Wars, when national unity became more important in the face of an outside enemy, she said, and continues today. Given that history, it's not surprising that bilingual education, created by federal law three decades ago, has long rested on shaky political ground. When voters declared English the official language of California with Proposition 63 in 1986, supporters said they also wanted to abolish bilingual education. Less than a year later, then-Gov. George Deukmejian allowed California's bilingual education law to expire, although state education officials continued to enforce its intent. Since then bilingual instruction has come under periodic attacks, including a hard-hitting 1993 report by the Little Hoover Commission. Harry Pachon, director of the Tomas Rivera Policy Institute in Claremont, said one of the problems is that "bilingual education" was saddled with an inappropriate name that "didn't take people to the idea it was about teaching people English." Educators may have compounded the confusion by selling bilingual education as a cultural pride issue, said Christian. "The Civil Rights movement opened a lot of things that made people nervous," Christian said. "The notion of pride in your background makes people nervous." That anxiety was reinforced by the anecdotal evidence — exploited relentlessly by Unz and other critics and repeated by the media — that some bilingual classes failed to educate students or make them fluent in English. In his campaign, Unz pointed to the relatively high Latino drop-out rates as evidence of bilingual's failure — even though only 30 percent of the students who speak little or no English were placed in bilingual classes. But there were also stories about Latino students reaching high school unable to read or write English, or English-speaking children getti

ng placed  
in bilingual classes simply because of their Spanish surnames. "From  
everything I read, the system wasn't working," said  
an unidentified, middle-age  
male voter as he left a San Jose voting booth last Tuesday. "I want a system  
that works for the kids, and  
I'm not convinced the current system is working."  
Supporters of bilingual education could have quelled this criticism  
by acknowledging  
those weaknesses and reforming the system, argues Rodriguez. Instead, scho  
ol administrators often dismissed  
criticism of their bilingual programs and igno  
red the problems, he said. And Latino lawmakers and special interest groups repe  
atedly  
blocked reform legislation, only producing a watered down bilingual educa  
tion bill after it became clear Prop. 227 might win. "They  
were so intent on sa  
ving these controversial programs, they never took the time to reform it," Rodr  
iguez said. If you want to reform  
a program, then just reform the damn thing."  
By the time Unz began collecting signatures for his "English for the Children"  
campaign  
last July, public sentiment was already strongly in favor. In one of t  
he first polls on the initiative, 80 percent of the electorate approved  
of it. A  
lthough his staff was minuscule, Unz mounted an aggressive and sophisticated pub  
lic relations campaign, telling the media  
and voters a story about immigrant par  
ents in Los Angeles who had to boycott a public school just to get their childre  
n educated in  
English. Shultz, author of the "The Initiative Cookbook," is sh  
arply critical of the opposition's response. Opponents \_ backed by the  
Californi  
a Association for Bilingual Education and the Mexican American Legal Defense and  
Education Fund \_ presented an  
unfocused, "jargon-laden" message driven by foc  
us groups that never moved voters emotionally, he said. "You didn't hear from t  
he  
people who had benefited from bilingual education," he said "You heard from  
advocates, and groups like MALDEF and P.R. people  
or school administrators. It  
played right into Unz's characterization of a bilingual education bureaucracy ou  
t of control." Sacramento  
political consultant Richie Ross, the architect of t  
he opposition campaign, did not return phone calls. But the  
campaign's spokeswoman  
n, Holli Thier, said on election night that Unz began with a big advantage that  
was hard to overcome. "I think  
our message got out," she said. "But his got  
out much earlier." If there is an irony, said Heath, it's that the effect of Pr  
op. 227's victory  
may be the opposite of its intent. "The outcomes people predi  
ct will not be there at all," Heath predicted. "...Now there will be a  
backlas

h. Now people will say, "I want to keep my language."

dd" Visit Mercury Center, the World Wide Web site of the San Jose Mercury News, at <http://www.sjmercury.com> "n

Publication#W\ PP# 38. The Pueblo Chieftain"Publication" #:\ PP# 06/08/98

Headline#\ PP# Surge in Teacher Retirements Challenges Colorado

School District

tsHeadline #:\ PP#

By Steve Henson

ddColorado's public schools will need to hire 5,000 teachers within the next five years, a scenario very familiar to both Pueblo school districts.

There are two main reasons:

- A large number of school teachers are in their late 40s or early 50s.

dd- Beginning July 1, a teacher who is at least 50 years old and has at least 30 years of experience "the so-called "Rule of 80" "

will be able to retire with

75 percent of his or her highest salary, averaged over a three-year period.

ddPreviously, a person had to be at least 55 to access that level of retirement benefits.

ddThis year, 24 teachers retired in District 60; another eight resigned for various reasons. The total number of full- and part-time teachers is 1,029.

ddIn District 70, 11 teachers retired this year; another five resigned. District 70's instructional staff numbers 350.

ddDistrict 60 hasn't done a formal study on how many teachers it could lose in the next few years, but officials know the new retirement benefit levels are very appealing.

dd"And ours is a very mature staff," Superintendent Henry Roman said Friday.

ddDistrict 70's associate superintendent, Randy Schade, said there are 55 teachers at his district's top pay scale who have at least 19

years of experience, a

and a group of 11 more experienced teachers at the next step below that.

dd"We've discussed (the issue) extensively," Schade said. "We're keeping a close eye on state figures."

ddBoth districts are fairly confident they'll be able to fill positions as teachers retire.

dd"Our numbers are good. We have 200 to 300 applications on file, thanks to our recruiting efforts in the Denver area and other

areas," Roman said. "People like

to work in Southern Colorado, so that helps."

ddSchade said District 70 is enjoying similar success, saying, "We're really doing well with applications. We haven't had any trouble filling positions."

ddHowever, both Roman and Schade said their districts reflect the statewide difficulty of finding special-education and foreign-language teachers.

dd"I would tell any college student studying to be a teacher to consider special education," Schade said. "They can choose their market."

ddBoth districts lament the fact that they will lose so much experience as older teachers retire. But there's an upside: money. ddFor example, District 70's top teacher salary is \$45,304. "Starting next year, a starting teacher will earn

\$23,120," Schade said.

"Do the math. That's a lot of savings per teacher."

ddDistrict 60's school board and administration will face many options in the years ahead about how to spend its savings. But District 70's options already are limited.

dd"We have to purchase new teachers and portables (portable classrooms) due to our huge growth rate," Schade said. "We're going through tremendous growth, so we have to plan for those needs."

ddThat's one of the reasons District 70 offered a retirement incentive this year. A teacher with at least 10 years of experience in the district and 55, 56, or 57 years of age qualified for a 20 percent salary bonus if the teacher announced his or her intention by Feb. 15, 1998.

ddAll of the district's 11 retirees took advantage of that deal, Schade said.

ddThere may be a handful of teachers who announce their retirement after July 1, but there certainly will be many more considering the option because of the new guidelines, Roman and Schade agreed.

dd"The figure I've heard is that Colorado will need 5,000 new teachers over the next five years," Schade said.

dd"

ddVisit The Pueblo Chieftain Online at <http://www.chieftain.com/>

dd"n

Publication#W\ PP# 39. Eugene Register-Guard"Publication" #:\ PP# 06/08/98

Headline#\ PP# Discipline is Top Issue in Oregon SchoolsHeadline #:\ PP#

By Harry Esteve

ddJohnny reads all right, but he also talks, fidgets, taps his desk, gets up and wanders around when he's not supposed to, ignores

commands to knock it off and

dd generally gives his teacher fits. For the umpteenth time the teacher interrupts class to warn Johnny

and, inevitably, sends him to the principal's office.

ddThe next day Johnny's back, and so is the disruptive behavior.

ddIt's a situation that Bill Sizemore, Republican candidate for governor, says should be at the top of the list when it comes to reforming Oregon's frequently maligned education system.

dd"I believe the lack of discipline is the number one problem in our public schools," Sizemore said. Teachers "need the authority to decide when a student should

be removed from the classroom, because they're preventing the other students from learning."

ddTo date, the debate over school reform has centered largely on the relationship between class sizes and academic achievement.

Classroom discipline "or the lack

of it" should be addressed first, Sizemore said.

dd"Every teacher I talk to says if given the choice between a smaller number of students in a class, or the ability to remove disruptive children and maintain

order, they would choose the latter," Sizemore said.

ddBut educators, including teachers, administrators and teacher union representatives, wonder which teachers Sizemore has been interviewing.

dd"Class size has a direct relationship to order in the classroom," said Kevin Boling, vice principal at Eugene's Kennedy Middle School. "One of the best inte

ventions that this state could do to enhance orderly classrooms would be smaller class sizes."

ddBoling, who taught elementary school for 14 years before becoming an administrator two years ago, agrees that student discipline has become a bigger issue in recent years.

ddBut diverting attention away from steadily growing classrooms will only make the problem worse, he predicted.

dd"With smaller class size, teachers have the ability to establish individual relationships with students, rather than herd them like cows," Boling said.

ddSizemore, a successful tax reformer who wants to unseat incumbent Democratic Gov. John Kitzhaber, issued an eight-plank education platform last week, his first major issue paper of the campaign. Issue one of his education "white paper" is classroom discipline.

ddOther proposals include an end to what Sizemore calls "social promotion," which would entail stricter guidelines on who graduates to the next class level; a

return to basic teaching methods and subjects; a one-year English immersion program to replace bilingual education; competitive bidding for school services; tax credits for private school tuition; a limit on administration spending; and more

local control of education guidelines.

ddSizemore said his proposals would improve "lackluster achievement" by Oregon students without costing more money.

ddSizemore said he came up with his classroom discipline proposal after talking to teachers about their concerns and after comparing public schools to private

ones, such as the school his children attend. The big difference between public and private education is in the teacher's authority to demand students pay attention or leave, he said.

ddPublic schools are overburdened by rules that tie teachers' hands when it comes to dealing with problem students, Sizemore said.

ddExacerbating the problem, he said, are federal laws that require schools to educate students who have developmental disabilities or learning disabilities, a

system commonly referred to as "mainstreaming."

dd"Mainstreaming has been a disaster," Sizemore said. "When it's possible for a child with a mental handicap to be mainstreamed

in the classroom without dragg

ing the rest of the kids down, we should do so. But when they are dragging the rest of the class down, they should not be mainstreamed."

ddSizemore suggested segregated classes for problem students, such as the "toug

h love academies" in Texas. "It's working for them," he said.

ddBoling, the Kennedy Middle School vice principal, says Sizemore has his priorities muddled.

dd"This is public education," he said. "Students have a right to public education. The system is quite lenient in what we are allowed to do in terms of discipline."

ddHowever, he agreed that there are few if any alternatives for persistently disruptive students. Such alternatives would be quite expensive, he said.

ddWhen Fred Wilbur, a seventh-grade language arts teacher at Madison Middle School in Eugene, heard Sizemore's reasoning, he was nearly incredulous.

dd"I keep hearing about class size and how that's not an issue," Wilbur said. "You can't tell me it's not an issue. I've got more kids than I've got desks for."

ddWhen students are crowded, they act out, Wilbur said, and teachers don't have time to deal with them one-on-one.

dd"It's a matter of too many people, too close," he said. "Sizemore is way off base."

ddWilbur said the atmosphere at public schools has changed over the past 20 years, in part because many of today's kids have less stable home lives. In some students, the respect for authority simply is missing.

ddBut, he said, "stronger discipline doesn't equal better learning."

ddSizemore's opponent, Kitzhaber, doesn't give as much weight to disciplinary problems in classrooms, said the governor's campaign manager, Curtis Robinhold.

dd"They're both important goals " keeping class sizes small and dealing with problematic students," Robinhold said. "Both cost a pile of money. Kicking kids out of the classroom doesn't relieve the school or the state of the obligation to educate them."

ddRepresentatives from the union that represents most Oregon teachers, the Oregon Education Association, were highly critical of Sizemore's proposal.

dd"It made me chuckle," said Laurie Wimmer, the union's main lobbyist in Salem. "Disruptive students are a problem, but he wouldn't know about it. His kids don't go to public school."

ddWimmer said school disciplinary rules are handled on the district level and depend on union contracts, relations with the parents and the community and a host of other factors.

ddA "simple solution," such as the one proposed by Sizemore, won't work, she said.

ddSizemore dismisses his critics as people who will argue in every case to spend more money on schools.

dd"Their solution to the problem is to give us more money so we can reduce class sizes," he said. "They are putting the cart before the horse. The reason class size is a problem today when it wasn't a problem 20 years ago " when class sizes were bigger than they

are today " is because teachers can't control a large  
class today because they don't have the authority to maintain discipline."  
dd"

ddVisit The Register-Guard, Eugene, Ore., on the World Wide Web at [http://www.r  
egisterguard.com](http://www.registerguard.com)  
dd"

Publication#W\ PP# 40. The Kansas City Star"Publication" #:\ PP# 06/08/98; Ed  
ition: METROPOLITAN; Section: NATIONAL/WORLD; Page A1

Headline#\ PP# Seeking a better alternative

Headline #:\ PP#Subhead#[\ PP# In KCK School District, change aims to boost t  
est scores, cut dropout rate.

Subhead#:\ PP# By DIANE CARROLL

Staff Writer

Tired of low test scores and high dropout rates, the Kansas City, Kan., Schoo  
l District is trying something new: turning all of its  
schools into alternative  
schools.

ddOver the years, alternative schools across the country have shown that studen  
ts can succeed in the right setting. But no district  
has ever created alternati  
ve settings in all of its schools, according to a Philadelphia consultant worki  
ng with the Kansas City, Kan.,  
district.

dd"Kansas City, Kansas, is out ahead of everybody," said Jim Connell, preside  
nt of the Institute for Research and Reform in  
Education. If district leaders s  
ucceed, he said, "they will be a model for the rest of the country."

ddThe district has been working on sweeping changes since the Ewing Marion Kauf  
fman Foundation brought Connell to Kansas  
City two years ago to discuss reform.

The changes, which include keeping small groups of teachers and students toget  
her for years,  
begin this fall at Wyandotte High School and the nine middle and  
elementary schools that feed into it.

ddThe changes will spread to the district's 32 other schools over the next thre  
e years.

ddThe district hopes the changes dramatically reduce its 40 percent dropout rat  
e and increase its test scores to at least meet state  
averages.

dd"For the first time we are standing up and saying, 'We will not let this con  
tinue,'" said Steven Gering, who is leading the  
improvement effort for the dis  
trict. "We understand our district has to change."

'Critical features'

ddGering visited Wyandotte High School a year ago to tell teachers about the pl  
anned reform. The initial reaction was not positive.

dd"None of us were nice about it because for a lot of teachers you say 'school  
reform' and they go, 'Oh yeah, here we go again,'"  
said art teacher Patty Kam

per. "The district throws all this stuff at you, and you get no follow-through

.dd"It's lucky (Gering) walked out in one piece."

ddGering told the teachers about "First Things First," a framework that Conne

ll and his organization had put together. It has seven  
 ``critical features" th  
 at Connell thinks must be present for successful reform.  
 ddNone of the critical features is a new idea:  
 ddLowering student/adult ratios.  
 ddKeeping teachers and students together over time.  
 ddSetting high, clear and fair behavioral and academic standards.  
 ddUsing a variety of teaching methods.  
 ddMaking students, teachers, parents and the community all responsible for learning.  
 ddGiving teachers training, support and instructional autonomy.  
 ddBeing flexible about how teacher teams use their time, money and building space.  
 ddFirst Things First does not tell schools how to incorporate the features. That's up to the teachers and staff in each school. Mary Stewart is a curriculum specialist who is coordinating the changes at Wyandotte.  
 ddOne decision Stewart and the staff at Wyandotte made was to form seven learning communities: performing arts, visual arts, vocational technology, business, health careers/life sciences, hospitality and humanities. The school's 1,300 students have picked their communities for the fall, and they'll stay in them, with the same core group of teachers, throughout high school.  
 ddBesides theme courses, each community will focus on the basics of English, science, math and history.  
 dd``Most everybody thinks it's pretty cool," said 15-year-old Ladarius Kinsey, who will be a sophomore in the fall. ``You get to do what you want to do, what you want to be in life."  
 ddA key component of the plan calls for each teacher to be an adviser for about 20 students during their high school years, Thompson said. They will have a responsibility to make sure those students succeed.  
 ddWyandotte also has set up an ``opportunity center" for students who have failed to advance to their next year. Once they reach their proper grade levels, they will move into learning communities.  
 ddThe district is not spending any extra money to make the changes for its 21,000 students. A \$2 million grant from the Kauffman Foundation and other grants are paying for travel, staff development and consultants' costs.  
 ddWashington High School and its cluster schools, as well as the Sumner Academy of Arts and Science, are planning their reforms now. Their changes will begin in fall 1999. Changes at the two other high school clusters - Schlagle and Harmon - will begin in the fall of 2000.  
 ddA few teachers and students at Wyandotte didn't like the changes, teachers said. But most seem excited about it.  
 dd``This is the way school should be," Stewart said. ``It's what kids need."  
 Positive results  
 ddConnell co-founded his network of consultants in 1989 and formed his First Things First program two years ago. Connell's

consultants work with foundations,  
school districts and states.

ddAt one school using the seven critical features, Central Park East Secondary  
School in New York, the dropout rate now is about  
5 percent, said a spokeswoman

at that school. Similar success was reported at University City High School in  
Philadelphia, where

the graduation rate nearly doubled in three years, said Pr  
incipal James Lytle.

ddThe school also had become safer, he said, because students tended to fight l  
ess when they worked with the same people every  
day.

ddOn the Missouri side, the Kansas City School District is familiar with First  
Things First, said Phyllis Chase, the district's  
superintendent for curriculum  
and instruction. The district is using some of the seven critical features, she  
said.

ddThere was no talk about going to learning communities now in Kansas City, she  
said. The district is concentrating on getting out  
from under its desegregatio

n lawsuit, she added, and plans to move back to neighborhood schools.

ddThe trend in urban reform today is going to smaller schools within a school,  
as Wyandotte High plans to do, said Kathy Christie,

a policy analyst with the E  
ducation Commission of the States.

dd`Hopefully, (Kansas City, Kan.) can pull it off," she said.n

Publication#W\ PP# 41. The Hartford Courant"Publication" #:\ PP# 06/08/98; Ed  
ition: 7 HARTFORD NORTH FINAL; Section: TOWN NEWS; Page B1

Headline#\ PP# SCHOOLS MAKE EFFORT TO CUT FAILING

GRADESHeadline #:\ PP#

By TINA A. BROWN;

Courant Staff Writer

A foreign language teacher has 42 students, or 46.7 percent, of his students  
failing his class.

ddBut the Bloomfield High teacher is not putting F's in his marking book, at le  
ast not before he gives the students a chance to  
improve through extra credit w

ork, by providing after-school help and calling their parents.

ddThe teacher's strategy is designed to help students improve their grades by t  
he end of next week, the final marking period. School

officials started requiri

ng teachers in March to prepare weekly failure rate accountability reports.ddTh

e officials took action after the end of the second marking period, when it was

found that 49 percent of the school's 760 students

had F's in one to five cour

ses, and another 130 students had D's in at least one course.

ddNow, the school's administrators are trying to make teachers accountable for  
the number of students failing their classes,

Superintendent Paul Copes said. T

eachers must update school administrators weekly on their failure rate reductio  
n goals, and that

information is forwarded to Copes and the school board.

dd"One of the performance goals assigned to high school administrators for the 1998-99 school year will be the monitoring of teachers/departamental plans to improve student achievement," Copes said.

ddBloomfield High Principal Benjamin Foster Jr., who is resigning at the end of this school year, finished a long-term failure reduction plan last month. But his plan has not been made available to the public.

ddA long-term failure reduction plan is a requirement of the New England Association of Schools & Colleges. Reducing the failure rate is one of the things the school system must do in order to retain its accreditation.

ddEarlier this week, school board members reviewed the weekly reports, and some questioned whether teachers are lowering academic standards to help students make the final passing grade.

ddBoard Chairwoman Barbara Thornton asked, for example, why teachers had extended deadlines for class papers and replaced homework rules with a homework club.

dd"This is a problem for me if we are lowering standards," Thornton said.

ddSchool board member Dick Dale asked how much progress the overall school system is making to reduce its retentions.

dd"The number has been scaled down," Copes said. "The numbers provided in December were conservative estimates. It was a warning from teachers about potential retentions that had a real effect on students and their parents."

ddCopes said he won't know if the new accountability system has worked until after students complete their final examinations. The last day of school is June 15.n

Publication#W\ PP# 42. The New Orleans Times-Picayune"Publication" #:\ PP# 06 /07/98; Edition: FIRST; Section: METRO; Page B1

Headline#\ PP# BLACK COLLEGES WIDEN GRASPHeadline #:\ PP# By ANDY KANENGISER

Mississippi's historically black universities last fall saw a slight increase in white students stemming from a desegregation case.

ddThere were 355 white students at Jackson State, Alcorn State and Mississippi Valley State universities in fall 1997 compared to 308 in fall 1996, reports show.

ddThe trend should continue. About half the students in Jackson State's new doctorate in business administration program this fall will be white. And at Alcor

n's Natchez campus, about 60 percent of nursing students are white. White enrollment is surging at

Mississippi Valley. Valley reported 50 white students in fa

ll 1997, including 34 at its new Greenwood center. There were 18 white students

at Valley in fall 1995.

ddJackson State, Alcorn and Mississippi Valley will spur more white enrollment

with new academic programs and more "other-race" scholarships that target nonblack students, officials said.

The question of whether white students are showing up in increasing numbers at the three universities was in the spotlight during a recent hearing in Oxford on the 23-year-old desegregation lawsuit.

As university presidents looked on from front-row seats in federal court, U.S. District Judge Neal Biggers heard lawyers touch on creating programs that could boost white enrollments.

At Jackson State, they include doctoral programs in business and social work, a School of Allied Health, a School of Engineering, a master's degree program in urban and regional planning, a bachelor's in health care administration, and a master's in communicative disorders.

Many of the new programs at the three institutions are in the planning stages, awaiting financing or needing national accreditation.

But Jackson State leaders point out their new programs will attract all races.

That's why officials say it's too early to see huge changes in white enrollments. Some school leaders said they are busy recruiting students and faculty, or just getting the word out.

"It will take time to build those programs," said Sen. Alice Harden, D-Jackson, a Jackson State graduate. "It will take 10 to 15 years. A lot more needs to happen at Jackson State."

Harden wants the 1999 Legislature to do a better job to support court-ordered enhancements at Jackson State, Valley and Alcorn.

The 1998 Legislature supplied \$3 million, far short of the \$13 million universities requested.

"You can't run quality programs without funding," she said. "If we are to attract other-race students, it is because we have a variety of programs."

The Legislature has given \$15 million to the three historically black universities for endowments. Other-race scholarships will be launched from endowment earnings, officials at the universities said.

Thanks to new scholarships, new programs and improvements campuses, Mississippi Higher Education Commissioner Tom Layzell said, the three universities are "making some progress" enrolling white students.

"They are putting programs out there that will be attractive to a wide range of students," he said. Each new program is less than 3 years old.

"Some are not completely ready to go. It is too early to make realistic projections" on white enrollments, Layzell said.

With its School of Business nationally accredited, Jackson State's doctorate in business administration expects to enroll 10 to 12 students this fall. About half will be white students, business Dean Glenda Glover said.

Of 1,200 undergraduates in the business school in 1997-98, about 5 percent are

e white; some 33 percent of 125 graduate students in business at Jackson State are white.

ddSome white students at Jackson State are not waiting for new programs to arrive. Myrna Jordan, 34, of Pearl, a parent and a part-time paralegal, is convince

d academic quality exists at Jackson State right now.

dd"This is a very good, highly educated university," said Jordan, a senior studying criminal justice and making plans to attend law school. "The teaching is up to par. I have great professors."

ddAn other-race scholarship covering her tuition for two years also is making a Jackson State education attractive for Jordan. She

boasts a 3.8 grade-point average on a 4.0 scale; her tuition scholarship covers \$1,190 per semester.

ddA Pearl High and Hinds Community College graduate and a paralegal for 16 years, Jordan said she feels welcome at Mississippi's urban university.

dd"Race is not a barrier. I'm on the main campus every day. I've never been treated better. I've made many friends," she said.

ddAlthough Jackson State is surrounded by some crime-ridden neighborhoods, Jordan said she feels safe on the 6,500-student campus because of its security.

ddHigher education leaders said they welcome a growing presence of white students such as Jordan at the historically black universities.

dd"It is clearly what we would like to see. That's what the goal is," said state College Board member D.E. Magee Jr. of Jackson. "You just have to plug along a little at a time."

ddBoard member Nan Baker of Winona also predicts no substantial surge in white enrollments at the three institutions, where black students make up more than 95 percent of enrollment.

dd"It will take time. Any change will be incremental. It has happened - slowly," she said.

dd"If we have the programs, we will attract white students," Jackson State President James Lyons said. "Our numbers are increasing as we continue to add high-demand, quality programs. We will be more attractive to white students."

ddBut he quickly noted improvements to academic programs are not just designed for white students. "We can do a better job serving central Mississippi - all the people," Lyons said.

dd"A lot more needs to be done" money-wise to enhance academic programs being offered or those in the planning process, he said.

ddThe discrimination lawsuit was filed by Jake Ayers Sr., the parent of a Jackson State student, in January 1975. He accused Mississippi of operating a dual system of higher education, one for white students and one for black students.

ddAs the case winds through federal courts, white students are showing up at Mississippi Valley in increasing numbers:

ddMany are signing up for classes at Valley's year-old Greenwood center. It caters to working adults and offers programs in business,

management, accounting, education, computer science, industrial technology and insurance.

Most of the record 80 to 90 white students enrolled at the 2,300-student Valley in spring 1998 took classes in Greenwood, President William Sutton said. Four to five years ago, Valley enrolled about eight to 10 white students, he said. There were 50 white students at Valley last fall.

Boosting white enrollment at Alcorn State is its Natchez campus, which enrolls more than 300 students and is home to the School of Nursing with a 60 percent white student population. The nursing school began in 1977. "It is an excellent model," Alcorn President Clinton Bristow Jr. said.

Alcorn's master's in business administration degree debuted in Natchez last fall. The program enrolls 27 black students and seven white students. Plans to build a business building on the Natchez campus should heighten interest in future years.

Alcorn also expects to draw more white students to the main campus in Lorman because of the opening in January of a \$10 million science and math building.

"We are putting a lot of emphasis on trying to attract other-race students in science and math," said Malvin Williams, Alcorn vice president for academic affairs.

Bristow also stresses improvements aren't offered with just white students in mind. He said there are no specific goals for white enrollment. "This is the university for southwest Mississippi. We want academic programs of high quality."

Publication#W\ PP# 43. The New Orleans Times-Picayune"Publication" #:\ PP# 06 /07/98; Edition: FIRST; Section: NATIONAL; Page A1

Headline#\ PP# SCHOOL GUNPLAY RARER THAN IT SEEMSHeadline #:\ PP#Subhead#[\ PP# VIOLENCE DOWN, BUT PUBLICITY UPSubhead#:\ PP# By GRACIE BONDS STAPLES

We had barely gotten over the carnage in Jonesboro, Ark., when a young gunman sprayed a high school cafeteria with a barrage of bullets in Springfield, Ore.

When he was done, 24 students had been hit. Two died. Police have accused Kipland Kinkel, 15, of killing those students, and his parents, who were shot earlier.

And so the speculation begins anew. What is this world coming to? Why are kids so violent? And why aren't we doing a better job of socializing them?

But despite what appears to be a wide and growing tide of violent juvenile crime, statistics show declines at the local, state and national levels.

"These are horrible events that shock us, and should shock us," said Alfred Blumstein, professor of operations research and public

policy at John Heinz School of Public Policy and Management at Carnegie Mellon University. "But a few incidences a year, however distressing, are still short of a tide."  
A study released in January by the Texas Criminal Justice Policy Council bears that out, showing a significant drop in violent juvenile crime in that state.

In 1996, violent and weapons offenses by Texas juveniles dropped 12 percent, despite a 1.4 percent rise in the juvenile population.

And in May, the Department of Public Safety reported a 2.4 percent drop in juvenile arrests statewide last year, the first decrease since 1988.

Violent offenses such as homicides, aggravated robbery and sexual assaults have been declining in Tarrant County for the past several years, said Carey Cockerell, director of Tarrant County Juvenile Services.

Cockerell attributed the local decline to better community programming, such as the Tarrant County Advocate Program, YMCA, Boys and Girls Clubs, community policing and efforts that "put resources with kids and their families in their neighborhoods."

If children are more violent, he said, it is because "we haven't provided the right skills for kids to deal with conflict."

"I'm convinced that a lot of adolescents do not have appropriate role models who care about them enough to set limits," he said.

Cockerell and others blame the media for the growing negative perception of juveniles and say that media coverage might encourage juveniles to commit crimes.

"What never gets conveyed is, we're still talking about a very small minority of kids that commit the most heinous crime," said Judy Briscoe, chief of staff at the Texas Youth Commission.

At least one major newspaper - "The Chicago Sun-Times" - agreed that teenagers are influenced by the news they see and read, and accordingly opted to change the way it covered the Springfield shooting. Instead of running the story on the front page, Editor in Chief Nigel Wade decided to play it on Pages 2 and 3.

On the front was a message to readers explaining the newspaper's "concern that

more prominent coverage might harm or frighten vulnerable children."

"Some children see only the front page of a newspaper, in a box, on the street, on the porch or over the breakfast table," Wade said in a "New York Times" column.

"I did not want to take the risk that another front-page story about another school shooting

might cause some 15-year-old to add one more disaster to the recent series."

Whatever the reason, Briscoe said, children seem more violent than they were 20 years ago. But so are adults, she said.

In 1973, when I got into this business, the predominant offense for which kids were committed was stealing and then

disobedience (running away,)" she said.

dd"Today, 35 percent of our kids are committed for violent offenses, but children aren't doing anything adults aren't doing. Our youth violence is a microcosm of what's going on in society."

ddBlumstein, however, is not convinced that youths are more violent. They just have more access to lethal weaponry, he said.

dd"It's the access to the weaponry that results in the tragic consequences, because youth have always fought with each other," he said. "But when it's a battle with fists, the dynamics run much more slowly. With a gun it evolves very rapidly, too fast for a third party to intervene. That also raises the stakes and encourages others to arm themselves, thereby triggering a pre-emptive strike: 'I

better get him before he gets me.' "

ddAlthough schools have been the focal point of much of the tragedy, a survey of major North Texas school districts shows that few weapons were confiscated from students this past year. Arlington had the highest number, with five. Fort Worth officials confiscated four, and none was found in the Hurst-Euless-Bedford district.

Publication#W\ PP# 44. Bangor(ME) Daily News "Publication" #:\ PP# 06/08/98; Edition: ALL;

Headline#\ PP# UMaine to receive grants for educational programsHeadline #:\ PP#

WASHINGTON " The University of Maine has been chosen to receive multiple grants from the Department of Education , according to Sen. Susan Collins. The university is to receive \$401,153 for its Talent Search program and \$511,117 for its Educational Opportunity Centers. These programs are part of the National TRIO programs, which Collins has supported as a member of the Senate Labor and Human Resources Committee.

dd"The TRIO programs were established by Congress as a series of programs to help low-income Americans enter college and graduate. An estimated 2 million TRIO students have graduated from college, and it is clearly a worthwhile program.

I am proud that the University of Maine's good work with the TRIO programs will continue," said Collins.

ddThe Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career and financial counseling to its participants, and encourages them to graduate from high school and continue on to the post-secondary school of their choice.

ddThe Educational Opportunity Centers provide counseling and information on col

lege admissions to qualified adults who want to enter or continue a program of post-secondary education. An important part of EOC is to counsel participants on financial aid operations and to assist in the application process.

dd"Higher education is a common good that both serves the interests of society and provides individual benefits to students. We must work to ensure that every qualified American citizen has the opportunity to attend the higher educational institution of his or her choice," said Collins.

Publication#W\ PP# 45. Albuquerque Journal"Publication" #:\ PP# 06/06/98Section: METRO & NEW MEXICO; Page B1

Headline#\ PP# Some Fear Clinic Closing To Hurt DyslexicHeadline #:\ PP# By Matthew Franck Journal Staff Writer

ddThe closure of an Albuquerque Public Schools tutoring clinic has some parents and teachers questioning whether the district can meet the needs of dyslexic students.

ddBut APS officials say the move will help more students learn to read.

ddLast month, APS shut its Language Clinic, which for 20 years has assisted middle- and high-school students who have difficulty reading.

ddThe clinic at the APS Stronghurst complex on 120 Woodland NW typically served about 25 students through one-on-one tutoring sessions. Students were bused to

the clinic from their home school four days a week.

ddUnder the new plan, the clinic's four teachers will travel to the students, offering them support at the schools they attend each day.

ddElizabeth Lawrence, head of APS Special Services, said the move will save money previously spent on busing.

ddAnd in sending the four instructors to separate quadrants of the city, she said, the district can double the number of students it serves.

dd"Realistically, they were not serving the number of children they could be by staying at the clinic," she said.

ddBut not all are satisfied with the changes.

ddLawrence said at least two of the clinic's four instructors have quit as a result.

ddClinic supporters said they are concerned the changes might ultimately hurt dyslexic students.

dd"I fear that these children might not get the type of help that they need without this clinic," said Julia Heinzelman, a special education teacher at Monte

Vista Elementary School.

ddHeinzelman said the one-on-one support offered at the clinic is critical.

ddShe said she would oppose any changes that would seek to replace that form of direct tutoring with teaching the students in larger settings.

dd"It is really impossible to do this in large groups," she said.

ddLawrence said none of the changes would require instructors to abandon one-on-one tutoring.

ddShe said each of the four teachers will have time to teach 18 students a week

in individual sessions.

ddCombined, the four could assist 72 students compared to the 26 who now get help, she said.

ddThe clinic was aimed primarily at students with Specific Developmental Dyslexia, or "high potential students with severe reading, writing and spelling problems."

ddThe therapy uses phonics and multi-sensory techniques to develop "associations made with eyes, ears, and muscles."

Publication#W\ PP# 46. Albuquerque Journal"Publication" #:\ PP# 06/06/98 Page 1

Headline#\ PP# Students' Test Scores Top U.S. AverageHeadline #:\ PP#  
By Andrea Schoellkopf  
Journal Staff Writer

Exam Used in State First Time

ddRio Rancho Public Schools test scores are above the national average, according to a report released Friday by the district.

ddThe scores, for tests taken in March, are the first under the state's new Comprehensive Test of Basic Skills TerraNova Survey Plus exam. Students are tested

in reading and language arts, mathematics, science, spelling and social studies.

ddDespite some below-average math scores at some schools, one Rio Rancho principal said the numbers were surprisingly high.

dd"Usually the first year (of a new test), the test scores fall," said Carl Leppelman, principal of Enchanted Hills Elementary.

ddAcross the district:

ddFourth-graders had a total median score of 55.1, with a 55.4 in reading, 59 in language and 49 in math.

ddThe sixth-grade total score was 51, with a 52.9 in reading, 55.7 in language and 46.6 in math.

ddThe eighth-grade score was 60.3, with a 64.2 in reading, 59.2 in language and 52.1 in math.

ddScores are interpreted by percentiles. A student who performs in the 50th percentile did better than 49 percent of other test-takers.

The scores are based on

the median, or middle score, for the students who took that test.

ddLeppelman said while the standardized questions were similar to those asked in past years, the new test is different.

dd"It took us a lot longer to complete the test," Leppelman said. "But the students seemed to respond to it better because ... it's more child-friendly."

ddCTB-McGraw Hill, the test's publisher, was unable to compare the results with scores from the previous year because last year's test was given by a different company.

ddUnder the new format, fourth- and sixth-graders joined the eighth-graders in taking the six-hour exam. Tests for third- and fifth-graders were eliminated.

ddLeppelman said the state's decision to test fourth- and sixth-graders meant three weeks of testing in March for those students because the state also requires

res those grades to take a state writing test at that time.

dd"I think it was a little much," said Leppelman, who plans to request the writing test be moved to February.

ddThe exam also included a special section that tested students under New Mexico academic standards. Results from that portion of the exam will not be available

le until after Labor Day, said Michael Kean, CTB-McGraw Hill vice president.

ddDistrict and state officials were not available for comment Friday afternoon.

ddRio Rancho's goal is to raise test scores to the 75th percentile by the 1998-99 school year.

ddAt the high school, 93.2 percent of 10th-graders who took a different competency test passed all six sections of the exam, which is required for graduation by the state.

ddStatewide, the average in the previous year was 88 percent.

ddRIO RANCHO TEST SCORES

ddRio Rancho students ranked above the national average in tests given last March. These are median, or middle scores, for each school. The average national score is 50.

ddReading Language Math Total Fourth grade

Colinas del Norte Elementary 52.5 58.5 5.7 55.5 Enchanted Hills Elementary 58 62.5 56 57.3 Ernest Stapleton Elementary 55.8

59 53.7 58.5 Martin Luther King Jr. Elementary 59.7 59.6 47.5 54.4 Puesta del Sol Elementary 50.2 48.7 39.7 49

.4 Rio Rancho Elementary 56.8 62.7 48.7 57.8 Sixth grade

ddEagle Ridge Middle School 44.1 49.3 38.3 44.8 Lincoln Middle School 53.8 53.6 44.3 47.7 Mountain View Middle School 59.7 66.6 59.4 62.8

ddEighth grade

ddEagle Ridge Middle School 60.8 55.4 45.6 53.9 Lincoln Middle School 65.4 64.8 52.4 62.4 Mountain View Middle School 67.4 58.8 57.9 63.5

SOURCE: Rio Rancho Public Schools

Publication#W\ PP# 47. Tulsa World"Publication" #:\ PP# 06/06/98; Edition: FINAL HOME EDITION; Section: NEWS; Page 6

Headline#\ PP# Keyboards, everyone! Clinton pushes for computersHeadline #:\ PP#

By TERENCE HUNT

CAMBRIDGE, Mass. " President Clinton challenged America's schools Friday to make all students computer-literate before they reach high school, and said all children " poor as well as rich " should share in high-tech opportunities.

dd"All students should feel as comfortable with a keyboard as a chalkboard, as comfortable with a laptop as a textbook," the president said. "It is critical to

insuring that they all have opportunity in the world of the 21st century."

ddClinton came to a citadel of high-tech learning, the Massachusetts Institute

of Technology, to expand his goal of wiring all classrooms to the Internet by the year 2000. On a cool spring day, he spoke to 2,400 graduates sitting on folding chairs on the lawn. The president's black robe bore the colors of Yale University, his law school alma mater. It was a day devoted both to the promises of the future and remembrances of the past. The president also visited Walden Pond to help dedicate a research center honoring Henry David Thoreau, the 19th century naturalist and writer who decried commercialism and urged people to simplify their lives. Amid acres of preserved forest and meadow, the institute boasts the largest collection of Thoreau writings. Paraphrasing Thoreau, Clinton said, "We must not forget for a moment the value of self-reliance ... We must be both self-reliant and interdependent. And in a world that is getting smaller and smaller and smaller, that is a very important lesson indeed. "So let us hope and pray that Walden Pond will flourish," Clinton said. "Let us hope and pray that people will come to these woods forever to learn not only more about themselves and their relationship with nature but the proper order of human society and the responsibility of every citizen to preserve it." The president also met with about 40 members of the Kennedy family at the home of Rep. Joseph Kennedy II, D-Mass., on the 30th anniversary of the shooting of Robert F. Kennedy. At a dining room table surrounded by Kennedys, including the late senator's wife, Ethel, Clinton taped his Saturday radio address in which he honored Kennedy's legacy. Clinton said Kennedy ran for president in 1968 to close the gaps between black and white, rich and poor, old and young. "In a time of division, more than any American, he bridged those gaps," the president said. "We still hear his voice appealing to the best qualities of the American spirit. We still strive to answer his insistent challenge to do good and to do better." Clinton was the first sitting president to speak at MIT, and he addressed the largest graduating class in the school's history. He said states should make technology literacy a requirement for middle school graduation, much as reading and writing proficiency already are. "We shouldn't let a child graduate from middle school anymore without knowing how to use new technologies to learn," the president said. Ten states already have such a requirement for high school graduation, but Clinton said the same standard should be applied for younger children. He offered the states modest help to promote high-tech literacy. His proposal would provide each middle school with \$20,000 over three years to train teacher-technology experts. That would cost the federal government \$180 million between

een fiscal 2000 andfiscal 2002.

ddWithin a year, more than half of the nation's classrooms will be hooked up to the Internet, Clinton said. He urged Congress to reject the call of telecommunica-  
tions companies to repeal service charges used to give discounts to poor schools, libraries and rural health centers.

dd"If we really believe that we all belong in the information age, then at this sunlit moment of prosperity we can't leave anyone behind in the dark," the president said. "Every child in America deserves a chance to participate in the information revolution."

ddHe urged private companies "to invest in a school, embrace a community in need, endow an eager young mind with opportunity."

Publication#W\ PP# 48. Buffalo News"Publication" #:\ PP# 06/07/98; Edition: FINAL; Section: NEWS; Page A8

Headline#\ PP# SUBURBAN SCHOOLS SEE A GRADUAL RISE IN STUDENT BEHAVIOR PROBLEM

SHeadline #:\ PP#

By JAMES HEANEY

News Staff Reporter

Buffalo schools aren't the only ones dealing with an increase in student misconduct. Many schools in suburban districts are experiencing increasing difficulties, although the degree of their problems is less severe than the city's.

ddSchools in the Buffalo area, both city and suburban, remain relatively safe, according to local school officials and studies.

TD Buffalo schools experience fewer problems involving violence and other serious misconduct than most big-city districts.

ddAnd while numbers are harder to come by for the suburbs, anecdotal evidence suggests schools here are experiencing fewer serious problems than in many other suburban districts across the nation.

ddHowever, districts everywhere are experiencing some of the same problems, beginning with a growing lack of student respect.

Two-thirds of suburban teachers

union presidents said in a survey that students are becoming more defiant. More than 80 percent

said discipline problems were on the increase in the suburbs.

ddThe suburbs have fewer students coming to school with problems and more resources to deal with them. But the undercurrent of

youth disrespect for authority

and resulting misconduct is on the rise in suburbia as well as the city.

dd"I don't profess it's an overwhelming problem, but it's escalating. There's been a gradual, incremental deterioration," said Ronald

Uba, regional director of

the New York State United Teachers, which represents 90 percent of the state's classroom teachers, including

those in most of Buffalo's suburban districts.

ddJust how serious a problem security is depends on which side of the schoolhouse door you're on.

ddThe public, in a Gallup poll, ranks lack of discipline as the top problem facing public schools and violence as the third-most-pressing problem.

ddTeachers see it differently. Security-related concerns trailed complaints about parental involvement, student apathy, academic preparedness and poverty in a

survey of teachers conducted by the National Center for Education Statistics.

ddA series of national and state studies shows modest but growing security problems in schools:

ddThe number of students falling prey to violence and theft in public schools has remained constant from 1989 to 1995, according to a report released in April

by the U.S. Department of Justice based on a national survey of students.

ddThere was, however, a notable increase in those who were victims of violent crime, up from 3.4 to 4.2 percent over the six years.

dd"What's changed is the nature of the crime " there has been an increase in serious violent crime," said Bill Modzeleski, director of the Safe and Drug Free

Schools Program for the U.S. Department of Education .

ddThe survey also indicated there's not a substantial difference nationally between urban, suburban and rural schools.

ddThe victimization rate in urban schools fell from 16.1 percent in 1989 to 14.7 percent in 1995. The current rate in the suburbs is 14.6 percent; in rural ar

eas, it's 14.3 percent. Unlike the cities, those numbers are increasing.

dd"I don't find the numbers surprising " what you find is these are societal issues that are not necessarily confined to cities,"

Modzeleski said. "Urban scho

ols recognized they had a problem earlier than the suburban systems and have taken steps to stem the problems."

ddPrincipals and disciplinarians cited tardiness and absenteeism as the most serious discipline problems in a 1997 report issued by the National Center for Education Statistics.

ddPhysical conflicts among students ranked third. Fighting among students was reported as more of a serious problem in city schools, and those with high concentration of impoverished students.

ddOnly a very small fraction of respondents cited weapons, drugs and assaults as serious problems.

ddEighty-two percent of teacher union officials in Erie County said student discipline had declined in the previous five years, according to a 1993 survey an

swered by union presidents in 22 of Buffalo's suburban districts.

ddIn the survey, conducted by New York State United Teachers, 59 percent of local union presidents said fighting among students was increasing. Forty-five per

cent said violence toward teachers also was on the upswing.

ddThe survey results mirrored the responses of union leaders throughout the state, although the numbers statewide indicated problems were more pronounced elsewhere.

ddLocal suburban school officials said student behavior is generally good and d

istricts have taken steps in recent years to deal with problems.  
ddNine suburban districts, for example, have established family service centers  
in conjunction with social service agencies to provide  
counseling and other se  
rvices to troubled students and their families.  
ddFights among students aren't as common as in city schools, and assaults on te  
achers are few and far between, suburban officials  
say. But they note there are  
a growing number of students who pose problems.  
ddVeteran principal Joseph Gentile doesn't see a lot of difference in the behav  
iors of his current students at Clarence High School  
and those at Hutchinson-Ce  
ntral Technical High School in Buffalo, where he previously worked.  
dd"We have very few fights," he said last week. "We had our third one yesterday  
for the year, and that's up one from last year.  
Hutch-Tech was no different."  
ddJoel Weiss, another former Buffalo principal who now works for the Clarence s  
ystem, sees differences and similarities between  
the city and suburbs. He ran a  
n elementary school in South Buffalo and is now principal of Clarence Middle Sc  
hool.  
ddHis current school has students with problems. But there are not as many of t  
hem as when he worked in the city, and their  
problems aren't as severe for the  
most part.  
ddIt's not a matter of night and day, however.  
dd"It's dusk and day," he said. "Most of the kids in Buffalo lead safe lives an  
d they to do the right thing. The difference out here is  
there's more accessibi  
lity to resources where problems exist."n

Publication#W\ PP# 49. Buffalo News"Publication" #:\ PP# 06/07/98; Edition: F  
INAL; Section: NEWS; Page A1

Headline#\ PP# SAFER THAN YOU THINK Headline #:\ PP#Subhead#[\ PP# DESPITE S  
OME TROUBLING SIGNS, MOST STUDENTS, TEACHERS  
FEEL SAFE IN CITY SCHOOLS

Subhead#:\ PP# By JAMES HEANEY -  
News Staff Reporter

The pot is not yet boiling. But the water is getting warmer.  
ddViolence in Buffalo's schools, while on the upswing, is not epidemic. There's  
growing anxiety, to be sure, fueled by a spate of  
school shootings across the  
country, a deadly domestic dispute that played out recently at School 18, and i  
ncreased media coverage  
of student assaults on teachers and other violent incid  
ents.  
ddBut ask most students and teachers, and they'll say they feel safe in school.  
And School Board statistics back them up.  
ddGuns? A grand total of one handgun has been confiscated this school year.  
ddDrugs? Seizures are up, but even with unannounced locker searches, drugs are  
found on the district's 47,000 students less than  
once a school day.  
ddRumbles? There hasn't been a serious incident reported at sporting events, pr

oms and other after-school activities for the past half-dozen years.

dd"I see public schools as not only a safe environment, but one that is generally free of drugs and violence," said Police Commissioner R. Gil Kerlikowske. "I

think the perception is worse than the reality, and I spend a lot of time in the schools."

ddAnd yet, there are troubling signs.

ddSuspensions for fighting are up, and suspensions for attacks on teachers have doubled in the past three years.

ddArrests for criminal conduct inside schools have doubled this calendar year.

ddAnd the number of students who are placed with outside agencies because teachers no longer can handle them has doubled in the past five years.

ddPaulette Ford, a 25-year teacher, said that while she considers the city's schools safe, she sees problems "slowly building up.

dd"Most of our kids come to learn and succeed, but kids have become more violent, and the frequent disruption of the class I see as a problem."

ddA Buffalo News investigation into school violence, based on more than 40 interviews and an analysis of numerous documents, shows:

ddThe modest level of violence can be attributed to the city's lack of organized gangs, the vigilance of school security forces, and

a close working relations

hip involving the district and city and transit police departments. City students also share some of the credit:

As more than one school official pointed out, most still show up for school to learn.

ddStudent conduct in the classroom is more of a concern than violent behavior.

Teachers at many, but not all schools, report an increase in classroom disruptions.

ons.  
ddStudent behavior varies from school to school. Magnet schools are more trouble-free than most non-magnets.

ddStudents in their early teens, and those in special education, are the most volatile. Seventh-, eighth- and ninth-graders received more suspensions than stu

dents in the other 10 grades combined. The suspension rate for special education students is four times

higher than for other students.

ddA small percentage of students are responsible for the lion's share of trouble. Teachers and building administrators complain that

the district shuffles its

troublemakers around rather than developing effective programs to deal with them.

ddSchools are reporting more anti-social behavior among young children. A growing number of children as young as 4 and 5 are

engaging in what several official

s described as bizarre behavior that ranges from kicking and biting to uncontrolled rages.ddA sense of security

ddThe view from the trenches varies, but the most common perception is echoed by Jeffrey Shapiro, who teaches in the magnet law program at Bennett High School

. He feels safe in his workplace.

dd"I personally don't feel this is a violent place. A majority of students are doing what they're supposed to," he said.

ddStudents feel the same way.

ddMelanie Syph, a senior at Kensington High School, said, "I feel pretty safe inside school. The only problem I have is with outside problems being brought in to school."

ddThe sense of security is the byproduct of a concerted effort. The district and law enforcement officials have put a lot of effort into maintaining the peace

.  
ddFor starters, the district works closely with the city and Niagara Frontier Transportation Authority police departments, and both departments have been willing to commit personnel to help the district.

ddCity police provide officers to instruct the DARE program to all fifth-graders citywide and also commit five officers who work full time with security officers and attendance teachers.

ddThe NFTA, meanwhile, commits a double shift of officers to police trains, buses and transit stations when students travel home in the afternoon and uses video cameras on trains and buses that finger troublemakers.

ddThe district complements the police presence with 24 security officers and, unlike most suburbs, uses aides on yellow buses that transport elementary pupils

.  
ddThe strategy is working. Calls for security assistance on yellow buses remained constant in recent years. The number of violent incidents on the Metro system, typically fights among students, has remained low. Last year there was less than one serious incident per week.

ddPolice officials said the lack of organized gangs in Buffalo also contributes to the relative absence of trouble in schools.

dd"We have some gang activity, but we don't have the organized, violent gangs," said Police Lt. Paul Reinig, who supervises a team of officers who work with school security and attendance personnel.

ddThe absence of gangs helps explain not only the scarcity of weapons in schools but the modest presence of drugs.

dd"When you look at schools with gangs, you see higher rates of crime, drug possession and guns. So there is a relationship between safer schools and the presence of gangs," said Bill Modzeleski, director of the Safe and Drug Free Schools Program for the U.S. Department of Education.

ddSchools redouble efforts

ddAdministrators and teachers in the schools also are working harder at maintaining order.

ddKensington, for example, deploys teacher's aides, equipped with walkie-talkies, in its hallways at all times. Principal Robert Barton said he and his staff

have had their hands full this year.

dd"We've had the potential for serious problems because of overcrowding and understaffing," he said. "We found our school dealing with a lot of hot items, but we managed to hold things together."

ddAt the same time, many teachers report growing disrespect toward them and other authority figures. There also is more disruption in the classroom at some, but not all, schools.

dd"I find a growing amount of youth disrespect toward authority," said Chris Bebe, an English teacher at South Park High School.

"They have disrespect for the police, for anyone they think is in a position of power over them."

ddA Buffalo News survey of city teachers in March 1995 revealed a growing concern about student behavior in the classroom.

Seventy-one percent said behavior in

the classroom had gotten worse in the past decade. While only 15 percent rated conduct poor,

more than half said it was only fair, as opposed to good.

ddMrs. Ford, a fifth-grade teacher at School 43, said classroom disruptions are becoming more common and make it more difficult for well-behaved students to learn.

dd"You can raise academic standards all you want, but when too much of your time is spent disciplining, you can't meet those standards," she said.

ddStudents at some schools complain about the conduct of classmates.

ddClassroom disruptions are commonplace, they say.

ddShawntrice Hardy, a senior at Bennett High School, said, "There's at least one or two kids acting out. It's an everyday thing."

ddAdded Jamil Crews, a junior at Bennett: "You have a few knuckleheads. There are a few people who come to school who hinder everyone else from learning."

ddTeachers in firing line

ddStudents and teachers alike agree fighting is on the increase, although most don't view it as a major problem. So-called

"superintendent" suspensions for the

most serious of offenses "ranging from disrupting classes to fighting to possessing contraband

"have nearly tripled the past decade, although they've leveled

off in recent years in the face of a push to find alternatives to suspensions.

ddThe one transgression that has dramatically increased is physical contact with staff. Two years ago, 126 students were suspended for such offenses; the projection for this year, based on first-semester suspensions, is 204.

ddPhilip Rumore, president of the Buffalo Teachers Federation, said, "Most of our teachers feel safe, but they're becoming more concerned about their safety."

ddThe increase in incidents has triggered a more aggressive response by teachers and their union. Teachers so far this school year have pressed criminal charges

es against at least 10 students, compared with three last year. And, for the first time, it has gone to court to obtain a half-dozen orders of protection to keep students out of schools where they have been charged with assaulting teachers.

Some schools trouble-free

The most dangerous part of the day for many students " particularly those traveling through rough neighborhoods " is the walk to and from school. And most of the trouble that starts inside schools doesn't originate there; it's brought in off the streets, educators and students said.

Fights among students and other serious discipline problems are uncommon at many schools. BTF records for the first semester show, for example, that two-thirds of schools didn't report a single episode of teachers being assaulted, menaced or injured breaking up a fight.

"You'll see some schools have virtually no problems. Others tend to have more," said William Jackson, the district's director of security.

Indeed, some teachers say three or four fights a week are becoming the norm at the most violent buildings.

"Kid on kid is regular," said Ms. Beebe, the South Park High School teacher.

And it's not just the boys.

"I'd venture most of our fights have been girl fights, and they're very out-of-control fights, they lose it," she said.

While fighting in high schools often finds its way into the spotlight, most of the serious behavior problems are in the lower grades.

"Our biggest increase in problems is at the elementary level," Jackson said.

"We're seeing more and more younger students with problems involving violence."

Problems with younger pupils

The problem isn't just fighting. It's children who simply can't control themselves.

"There's a lot of acting out, a lot more violence from very young children. It's becoming more common," said Marge Korzelius,

director of the district's state-funded prekindergarten program.

The problems escalate in the junior high years, when students are dealing with puberty and the transition of moving from elementary to junior high school, with its different curriculum and class schedule, and then to senior high school, which involves

a change of scenery, and often friends.

"Your two hardest grades are seventh and ninth. They're very difficult," said James Perry, the district's director of pupil personnel services, which handle discipline matters.

There is a common complaint among teachers and principals that a relatively small core of students accounts for most of the problems.

"I'm seeing repeat offenders over and over," Jackson said.

James Graczyk, an assistant principal at Bennett High School, estimated that

about 50 students are responsible for 80 to 90 percent of a typical high school's disciplinary problems.

dd"You see the same kids over and over, and you don't know where it's going to end," he said.

ddThere's another cadre of students who pose problems: teen-agers released from youth detention centers on probation, some of them wearing electronic ankle bracelets

so law-enforcement authorities can track their movements.

ddSecurity officials estimated there are 15 to 20 of these students in the high schools at any given time " but they can only guess.

The schools are not informed

of the student's status when they are re-enrolled in school.

ddPerry, the pupil personnel director, said the district's problems need to be put in context. The system has more than 47,000

students. Fewer than 10 a day are

getting suspended for serious offenses.

dd"There's been an increase, but I don't think it's been dramatic," Perry said.

"You have 99.9 percent of the students doing what they're supposed to be doing

."

ddMONDAY: Why problems are increasing.

Publication#W\ PP# 50. San Antonio Express-News"Publication" #:\ PP# 06/07/98  
; Edition: Metro; Section: Metro; Page 01B

Headline#\ PP# Good schools don't translate into urban revivalHeadline #:\ PP  
#

By Roy Bragg

Express-News Staff Writer

In the vision of urban planners, if you fix it, they will come back.

ddThat's the belief of some San Antonio educators and city leaders, who are hopeful a half-billion dollars' worth of construction and higher test scores in the

San Antonio School District will help spark an inner-city renaissance.

ddGood schools draw families. Families lure retail business and that boosts the economy. And a robust economy pours tax money

into school coffers and the cycle

continues.

ddIt's a great idea, but so far, it hasn't happened anywhere else, experts say.

ddIn El Paso, a nationally recognized turnaround of the Ysleta School District hasn't manifested itself in a rejuvenation of the economically depressed district.

ddHouston's schools have improved, and the city, as usually is the case, is in the middle of an economic boom. But it's hard to link the two developments.

ddFor 40 years, inner cities have been bled dry of their tax base as businesses and families fled older, downtown neighborhoods for the open spaces and better schools of the suburbs.

ddExperts say any turnaround could take just as long.

dd"It's not going to happen overnight," said Nelson Wolff, president of the Greater

ater San Antonio Chamber of Commerce and a former mayor. "It's not going to be one or two years, either. It's going to take a long, proven record of (schools) getting better to attract anyone's attention."

ddHis observation is shared by Michael Casserly, executive director of the Council of the Great City Schools, an organization that represents 50 of the country's largest urban school districts.

dd"We haven't seen significant numbers of families moving into these urban districts because the schools are getting better," Casserly said. "It's been going on since the early '50s. I wouldn't expect that two years of promising results would turn that trend around."

ddThe San Antonio district has struggled just as long to stem flight to better-performing districts. Enrollment in the inner-city schools has remained flat while districts on the North Side are gaining enough students to fill a new elementary school every year.

ddAt the heart of local optimism is a \$483 million bond package, approved by voters last year, that will allow SASD to replace or overhaul many of the schools in the 94-campus district.

ddSome of SASD's 60,000 students attend class in buildings that predate World War II.

ddBusiness and political leaders rallied around the cause, even though the bond package, the largest of its kind ever floated by a Texas school system, raised taxes nearly 17 percent.

ddThe bonds passed by a margin of 2 to 1.

ddThe building project came after SASD educators spent years trying to improve the district's scores in the Texas Assessment of Academic Skills tests. Those efforts paid off this spring when the district showed considerable improvement in nearly all subjects at all grade levels on the state's mandatory test. Although SASD still lags behind the state average, it's the fifth year in a row that the district has posted gains, said Superintendent Diana Lam.

ddFour years ago, 40 SASD schools were designated low-performing because of failing TAAS scores. This year, the number of failing schools was reduced to six.

ddLam cites staff training as the foundation for the district's academic achievements. And the academic achievements gave the district the ammunition to launch the state's largest school-bond campaign ever.

dd"I think for us as a school district, it was appropriate to start with building the human capital," Lam said. "The facilities came afterward. Had we not built a certain degree of trust and confidence in what we were doing, that bond issue might not have passed."

ddMayor Howard Peak said the effort helps showcase the inner city.

dd"I can't overemphasize how important it is to have a solid school district in the center of the city," he said. "I'm extremely pleased to see the turnaround

in both the academic and physical facilities. I think that's vital."

ddCasserly says a resurrected district is attractive to large companies.

dd"What the business community likes (is) that superintendents, like Lam, are focused on the bottom line," he said.

ddOther Texas districts have pulled off epic TAAS rallies, though none has been credited with saving the town.

ddThe Houston School District, the largest of 25 districts in the state's largest city, had its best TAAS showing ever, said Terry

Abbott, district press secretary.

Nearly 90 percent of its 212,000 students are minorities and 65 percent eat free school lunches.

ddBy focusing on reading programs and tailoring programs to each individual school, Houston improved. Five years ago, 20 percent

of its schools were graded "l

ow performing." This year, it's only 3 percent.

ddThe Houston district hasn't raised taxes in six years, he said.

ddHouston's current boom can't be traced to the schools, said Pam Lovett, economic development director of the Greater Houston

Partnership.

ddHouston's broad-based growth is responsible for \$1.7 billion in construction projects going on inside Loop 610, she said.

dd"Schools played a part in that, but weren't the only reason for the growth," she said.

ddIn El Paso, the 48,000-student Ysleta district, located on that border city's east side, was near a state takeover several years ago,

said Superintendent An

thony Trujillo.

ddThe district's enrollment is 85 percent Hispanic, and 75 percent of the student body lives below the poverty level, he said.

dd"We had to convince (the staff) that these children could learn and excel," he said. "Those who didn't (agree) were asked to leave."

ddNearly 2,000 of the 3,000 teachers were replaced as were half of the administrators, Trujillo said.

ddThere was no massive building program to accompany the changes, he said. Building improvements were paid for on a pay-as-you-go basis.

ddThe result is that all of Ysleta's elementary schools and all but one of the middle schools are ranked as recognized or exemplary,

he said.

ddBut that hasn't translated into a resurgent El Paso, he said.

dd"If anything, that's one of my biggest frustrations," he said. "I came to this district specifically to prove that a large, urban district could succeed and

its children could succeed. I'm very frustrated that the world is not beating a path to our door."

ddHe blamed it on El Paso's poverty and the lack of a large corporate business community that could direct commerce and growth into the district.

ddCasserly, of the Council of the Great City Schools in Washington, D.C., said it's a long process - academic improvements convince

voters to approve bonds, b

onds help the schools do better, and the second round of improvements begins to influence suburbanites

to move back to the central city.

ddLam agrees, saying her district's victories are only the beginning of the process.

dd"There's no way we can stop and say 'Wow, look what we've accomplished,'" she said. "We still have a long way to go."

Publication#W\ PP# 51. Springfield(ILL.) State Journal-Register "Publication" #: \ PP# 06/05/98; Edition: M1,M2; Section: NEWS; Page 4

Headline#\ PP# Anti-violence money for schools to be restoredHeadline #: \ PP#

By JASON PISCIA  
STATE CAPITOL BUREAU

Following outspoken concern from school officials, legislators and Attorney General Jim Ryan, the governor's budget crafter said

Thursday that money will be

set aside for school antiviolence and drug-prevention programs originally cut from the state's spending

plan. Bureau of the Budget Director Stephen Schnorf said

instead of rewriting the budget to include the \$5.5 million that was cut, the

state will borrow funds from related state agencies to pay for high-priority programs. He estimated that between \$1 million and

\$2 million will be borrowed

in the first six months of next year's program to keep new projects going. The state grant program,

administered by the State Board of Education, provides training

and materials for school personnel. Schnorf said existing programs would

not have been affected even if the money wasn't restored because federal funding pays for those to continue. "We will be

working with our state agencies to identify

funding for those critical new programs to at least get them through the first half the fiscal

year," he said.

It would then be up to the General Assembly, when it returns in the fall, to reimburse the agencies that are tapped, Schnorf said.

dd"We think we have found a mechanism so that in the interim those (program grants) can continue," Edgar said Thursday.

"Hopefully, the legislature will reconsider their decision."

The State Journal-Register reported Sunday that \$5.5 million for the programs was cut from the budget by the General Assembly

last month in an effort to offer

more funding for areas such as special education. That prompted Ryan this week to urge Edgar to

restore the funds. He and several educators and legislators

said the Substance Abuse and Violence Prevention program is necessary, especially

in wake of several schoolyard shootings throughout the nation in recent months.

"This is a victory for the children of Illinois," said Ryan spokesman Dan Curry.

"And the attorney general is hopeful the rest of the money can be restored."

Schnorf said the funds would be borrowed from agency programs that relate to fighting alcohol and substance abuse departments

such as Human Services, Children and Family Services, and Alcoholism and Substance Abuse. Sen. Steven Rauschenberger, R-Elgin, has defended the program cuts. He said spending on elementary and secondary schools has increased by \$1.1 billion since last year, so schools should make their own decisions on how to spend their money and not have to go through a competitive grant process. "If there's some specific few cases where a district wants a program and cannot afford to do it under the new financing program, then I'm willing to consider (grants)," Rauschenberger said. With the requests totaling more than \$8.2 million, 180 schools have applied for next year's set of grants. This year, 151 schools were funded by the \$5.5 million worth of grants. State Board of Education officials are hoping for about the same amount for the next fiscal year, which begins July 1. But it now depends on how much funding the legislature approves in the fall.

Publication#W\ PP# 52. Springfield(Ill.) State Journal-Register "Publication" #: \ P P# 06/05/98; Edition: M1,M2; Section: NEWS; Page 1

Headline#\ P  
P# Students ask: Why all the fuss?Headline #:\ PP#  
By CHAD ANDERSON  
STAFF WRITER

Some lawmakers may be stewing over what they view as explicit sexual description in test questions sent to 61 Illinois high schools, but 11th-graders who took the State Board of Education exam wonder what all the fuss is about. Springfield-area students say they are routinely exposed to sexual material at an early age, and they believe educators should concentrate more on enlightening younger students than wondering if questions about HIV prevention, intercourse and oral and anal sex are appropriate for high school juniors. "I think every kid has learned about things like that by their junior year," Lanphier High School junior Matt Goulden said. "It's really the elementary kids talking about that. They may not know what it means, but they're saying it. That's why they should teach it to them." Lanphier was one of the high schools that received the pilot test and distributed it to students before it was recalled. Springfield High School also got the exams, but had not given them to students. The test contained four questions about the least likely and most likely ways to be exposed to HIV and sexually transmitted diseases. The multiple-choice answers available included kissing, sharing drug needles, having unprotected sex, methods of birth control, oral and anal sex and masturbation. The choices did not

ot include abstinence on seven out eight tests.

"Abstinence wasn't one of the answers, and I was looking for it," said Lanphie  
r junior Candice Stoppelwerth.

Stoppelwerth said she, like Goulden, was not offended by the questions, and th  
ought educators should start teaching junior high  
students about the dangers of

exposure and prevention methods for HIV and sexually transmitted diseases.

"They probably need to start teaching that in the eighth-grade year, because s  
tudents are entering high school and will encounter new situations," Stoppelwert  
h said.

Athens High School junior Zac Chase said he was not shocked or offended by the  
material, but he was stunned that questions about  
explicit sexual acts were on  
the test.

"I was not really as offended by it as much as I was taken aback by it," he sa  
id.

Chase said he was confused momentarily by some of the wording used in the ques  
tions because "most people don't use the scientific  
terms."

Other students contacted by The State Journal-Register said they did not remem  
ber the questions specifically because they had taken  
numerous tests during the

spring term such as the Illinois Goals Assessment test. One student even said  
he thought the test "was

mostly pretty pointless" and did not think there was "

anything new" to him. The controversy over whether the questions, answer  
choice

s and terminology were inappropriate, Chase said, is a product of conservative  
groups who believe in the out-of-sight,  
out-of-mind theory. Stoppelwerth agreed

that student exposure to sexually orientated knowledge and material has increa  
sed over  
generations.

"I don't think those groups are out of line," Chase said. "I think they're jus  
t screaming, 'Where there's smoke there's fire.' "n

Publication#W\ P P# 53. Newark Star-Ledger "Publication" #:\ P  
P# 06/07/98;

Edition: FINAL; Section: PERSPECTIVE; Page 010

Headline#\ PP# Teachers well attuned to threats of violence Headline #:\ PP#S

ubhead#[\ PP# Training and experience give educators unusual insight into pro  
blems of

teenagersSubhead#:\ PP#

By Betsy Hammond and Steven Carter

Contrary to the impression left after the Springfield, Ore., shooting that te  
en-age talk of killing is too common to generate a  
response, experts say teache

rs take notice, and take action, almost any time students show signs of being a  
ticking time bomb.

ddSchools have low tolerance for anyone threatening violence, even in jest, acc  
ording to interviews with dozens of teachers,

principals, counselors and psycho  
logists.

And teachers, more than many parents, have a finely tuned radar for behavior that may signal a student is likely to hurt himself or others, experts say. Less certain is whether schools can marshal the resources to help such a student once he or she has been identified.

In the wake of the fatal shootings at Thurston High School, reports that suspect Kipland P. Kinkel talked frequently of violent topics and recently gave a detailed, how-to speech on bomb-making raise questions of whether adults at Thurston were listening.

How could a school turn a blind eye to signs that a child might be headed for homicide?

Springfield Superintendent Jamon Kent defended the Thurston High faculty. "If we detained every student who said they were going to kill someone, we'd have lots of kids to detain," he said.

Kent's message was both that such talk is commonplace and that schools don't have enough specialists to intervene every time

a child says something outlandish,

school district spokeswoman Cherie Kistler said this week.

Such statements left parents worried that there could be other Kip Kinkels talking about death at school, yet going undetected.

But educators and child psychiatrists say it is rare for students to make such threats at school. And it is unclear whether Kinkel

ever told a Thurston teacher

he planned to kill.

What's more, nearly all teachers respond quickly to the rare remark of that type and to more subtle warning signs, experts say.

Students who fixate on death in their writing, withdraw from social interaction, obsess about guns and bombs or angrily overreact

to minor frustrations quickly

find a teacher or counselor searching to know what's wrong.

Last year, a student in Hood River, Ore., included references to killing himself and others on a state writing exam. That drew swift

response, said school psychologist Rod Windle, who was called in.

Windle talked with the student and his parents and determined that it was just one angry outburst and didn't warrant further

treatment. But this year Windle

is working to secure residential therapy for a student who has repeatedly put themes of violence in

his school essays.

Thurston High had several students' state writing essays flagged. The concerns mostly proved to be false alarms, but child

protective workers were alerted to

one student whom educators confirmed was being physically abused at home, counselor Edie Baker said.

It's not surprising that a large percentage of referrals to psychiatrists who treat children and adolescents come via schools, doctors

say.

Teachers are familiar with the normal range of behavior for children at whatever stage they teach. Most of them observe dozens,

if not hundreds, of young people in a narrow age band in the course of a year and say they cannot help but spot behavior that stands out.

dd"Teachers do make identification of students as having troubles," said Michael Brody, a Maryland psychiatrist and author of a manual on children and violence

e. "To be able to predict violence is difficult even for psychiatrists. But if a kid is constantly

fantasizing in essays about blowing up the world, then yeah, you have to say something is wrong. And teachers do."

ddTeachers have a variety of ways to respond to and get help for students who exhibit warning signs.ddA typical first step is to alert a school counselor or principal and to talk with the student and his or her parents.

ddMany schools have formal screening committees of teachers, administrators and counselors who meet regularly to compare notes on students and brainstorm ways to get troubled students back on track.

dd"Sometimes the student won't appreciate the attention," said Bruce Plato, principal of Cleveland High in Portland, Ore. "But he is still getting the message

that someone cares, that people are noticing him."

ddWhen the educators agree that there are signs of deep-seated emotional trouble, they typically call on a school district psychologist to evaluate the student.

ddDistrict counseling and mental health resources tend to be stretched thin, however. If student threats of violence go unaddressed, it's likely the school lacks resources to do enough follow-up, or the parents decline to get mental health treatment for the child.

dd"School psychological services are basically a joke," said teacher Peter Masaitis, who retired from Portland's Grant High School two months ago. "At the very, very best, you might get a diagnosis. So what? Unless the parents decide to take the kid somewhere for treatment, there's not going to be any."

ddSome school districts exacerbate the problem by misallocating resources, said psychiatrists and psychologists.

dd"School systems love to do testing, love to diagnose kids," even when resources thrown at that mean none are left to provide treatment, Brody said.

ddSchool psychologists in particular complain they are pressured to spend nearly all their time diagnosing, evaluating and re-evaluating special education students, when their training would be put to better use consulting with parents and teachers on how

to handle particular students' behavior problems, said Kevin

Dwyer, assistant executive director of the National Association of School Psychologists.

ddMost school psychologists are too loaded down to provide individual or group counseling that could prevent violent outbursts.

Instead, schools mainly refer families to private psychiatrists or public mental health clinics.  
ddThat referral can be the step that prompts a family to get help.  
dd"Usually the final straw is the teacher saying something to the parents," Brody said. "Kids don't call me up for appointments. The school is very much involved in referrals to me. Parents usually won't make the call by themselves."  
dd(OPTIONAL TRIM FOLLOWS)  
ddTeachers needn't apologize for questioning a student who says he wants to kill someone, even if it proves to be an offhand remark by an otherwise well-adjusted kid, experts say.  
ddThere is growing appreciation among educators and parents for the way airlines respond to people who mention a bomb or weapon during security checks. Travelers know they can't even joke about guns or explosives without facing a series of unfriendly questions at a minimum, and the possibility of a fine or even criminal charges.  
ddThat no-nonsense policy has cost travelers personal freedom and convenience, but airline hijacking has been all but stamped out in the United States.  
ddSimilarly, many educators say schools should allow no threats of violence on campus, and some say their schools have wiped out references to "I'll kill you."  
"n

Publication#W\ PP# 54. Newark Star-Ledger "Publication" #:\ PP# 06/07/98; Edition: FINAL; Section: PERSPECTIVE; Page 011

Headline#\ PP# Dabbling in the arts helps students in reading, writing and arithmetic

Headline #:\ PP#

By Vicki Brown

ASSOCIATED PRESS

"Hello, Sara here," begins third-grader Chelsea Gifford, spinning a tale about a bright young girl who saves a fellow Girl Scout from drowning.

ddChelsea is expressive, using her hands to illustrate parts of the story. She sounds confident, speaking in a strong, clear voice.

ddThat's the idea.

ddStudents in Donna Barr's class at Eakin Elementary School use storytelling - through oral presentations, plays, papers, drawings and sculptures - to improve

their writing skills, better express themselves and build self-confidence.

ddIt's part of the "artful learning curriculum" used at 10 schools in Nashville and at one school each in Boston, Dallas, Miami, New York and Portland, Ore.

ddEakin was the original research and development school for the center, which opened in 1993. The artful learning program is fostered by the Nashville-based

Leonard Bernstein Center for Education Through the Arts.

ddFounded with \$1.5 million from the family of the late composer, the center provides grants, training, consultation and feedback

to the schools, which use the arts to teach traditional subjects such as math and science.

For example, young children studying the circulatory system might choreograph a dance, with pupils wearing blue shirts representing arteries and those in red shirts the veins, and all singing a chorus about the blood pumping through the body.

"I think in one way it's very radical. Academic teachers haven't been trained to use the arts. It means teaching in a different way," said Elizabeth Hamilton, academy coordinator at the W.E. Greiner Exploratory Arts Academy and Middle School in Dallas. "The mindset has to change, the philosophy has to change and some people are very resistant to that."

Last year, a team of outside experts analyzed schools using the Bernstein methods to come up with a model for other schools to follow.

"We'll be taking the program to new schools and new districts," said Scott Massey, founding president of the donor-supported center. "And we hope to develop some earned income with workshops, maybe publishing curriculum units."

Massey is the reason the center is based in Nashville rather than New York, where Bernstein lived and composed and conducted the New York Philharmonic.

In the late 1980s, Massey met Bernstein through the American Society of Composers and Artists. He asked for Bernstein's support on a plan to use the arts to teach in the public schools.

"Alexander Bernstein came down after his father's death to take a look at what was going on. A year later, he told us he had planned to say no but was so captivated by what was going on that he changed his mind," Massey said.

"Instead of just coming up with a plan, we wanted to work collaboratively with teachers to take the existing curriculum and deliver it in more exciting ways through the use of the arts."

The center's methods call for students to experience a work of art or performance, inquire about it, create something, then reflect on the whole process.

Teachers say using art and music throughout the curriculum excites and inspires students. Last year, a team of Greiner teachers, trained to use the Bernstein Center methods with the help of the Dallas Opera, used the opera "Carmen" to teach their pupils.

While no large study has been done of students who use the arts curriculum, Hamilton believes test scores from Greiner are a strong advertisement.

At the inner-city school, where 73 percent of the students get free or reduced-price lunches, those eighth-graders taught by the artful learning teachers outscored their counterparts in the Dallas school system in every area on the Texas Assessment of Academic Skills.

Publication#W\ PP# 55. Milwaukee Journal Sentinel"Publication" #:\ PP#June 8, 1998

Headline#\ PP# Supreme Court near decision on school choice Headline #:\ PP#  
By Alan J. Borsuk and Richard P. Jones of the Journal Sentinel staff

ddAcross the spectrum of the Milwaukee education scene, people are keeping one eye on Madison, awaiting a Supreme Court decision that will be the culmination of three years of arguments in state courts over whether public money should be used to pay for students from low-income families to attend religious schools.

ddThe decision is due by the end of June, when the court ends its current term.

It could come this week.

ddAlthough it may not be the final word " there's always the U.S. Supreme Court " the decision is expected to be a central and

perhaps controlling event in

the future of private school choice, with major implications for the future of schools in Milwaukee. It

also might have national significance.

dd"This is the decision we've been waiting to hear," said Dan McKinley, executive director of Partners Advancing Values in

Education, which has provided priva

tely funded scholarships to private schools in the city since 1992. "It's big."

ddThe eyes of observers are especially focused on Justice N. Patrick Crooks, the

only new member of the Supreme Court since it

deadlocked 3-3 on school choice

in 1996, the first time it was asked to rule on the constitutionality of the law

that greatly expands

the size of the choice program and includes religious schools.

choools.

ddJustice Ann Walsh Bradley abstained without explanation from that earlier decision

and will abstain again this time, leaving six

justices to decide the case

ddCrooks won election to the court last year with the retirement of Chief Justice

Roland B. Day, who voted against choice two years

ago.

ddJustices Donald W. Steinmetz, Jon P. Wilcox and Janine P. Geske voted to permit

choice then. If they keep those positions and

Crooks joins them, proponents

would prevail 4-2, with Chief Justice Shirley S. Abrahamson and Justice William

A. Bablitch

dissenting.

ddDuring oral arguments this spring, Crooks posed numerous questions for attorneys

on both sides. However, there was no indication

of how he might rule.

ddNor is it certain that other justices will hold to their earlier positions. Some

people involved are particularly watching Geske, who

startled colleagues earlier

this year when she announced she would resign from the court this summer.

dd"Judges could think differently about actions they're going to take if they know

now they're going to stay on the court or not," said Ed Marion, one of the lawyers involved in defending the law.

The court's tie vote in 1996 sent the case back to Dane County Circuit Judge Paul B. Higginbotham, who found that the state constitution prohibited public funding of religious schools. The state Court of Appeals arrived at the same conclusion in a 2-1 decision.

If another deadlock were to occur in the Supreme Court, the appeals court ruling would stand.

In addition to approving or rejecting the entire law, the high court could take a middle road by ruling against the use of public money for religious schools but allowing expansion of choice for secular private schools.

Such a decision would affect education in Milwaukee, but the effect would be far greater if religious schools are included in the program, choice supporters

and critics agree. Brad Adams, the state Department of Public Instruction official who oversees private school choice matters, said he expects that if the

court rules in favor, the number of Milwaukee students involved will jump this fall from about 1,500 to about the 15,000 maximum the new law would permit.

Others suggest the number would be smaller than that, at least in the first year.

Those involved say there would be no rush to open new private schools by September because such programs would not yet be eligible for funding.

Adams gave \$4,900 as a ballpark projection of how much money the state would pay for each student in a choice program next year.

Sam Carmen, executive director of the Milwaukee Teachers' Education Association, said the union is concerned that if choice is expanded, resources will be taken away from public schools.

For one thing, some students already in parochial schools could be eligible for choice money, resulting in a loss of revenue for the public schools separate from any loss caused by shifts in enrollment.

Howard Fuller, the former superintendent of Milwaukee Public Schools and a strong advocate of choice, said the fight over the program has gone on for so long

that he traces it back to 1974 that only the people who are most passionate on either side still seem to be involved.

But if the expansion of choice is approved, "you'll see some significant response from the community," he said.

A decision favorable to choice would set the stage for expansion of existing private schools and creation of new ones, such as schools based in small churches in the African-American community, Fuller said.

He said he remains convinced that choice would be "a very key lever in the overall effort to create learning environments for kids."

It would empower parents and lead to innovation in learning, he said.

Private school choice started small in Milwaukee, with 300 students participating in the 1990-'91 school year at seven private schools. It has grown to about 1,500 students at 23 schools. The state has spent about \$27 million altogether on the program, money that otherwise would have gone to MPS.

Eighty-one religious schools have notified the state they plan to register for choice school status for the 1998-'99 school year if the program wins in court. Eight additional non-sectarian schools also have applied, which would bring their number to 31.

By design, the choice program puts the responsibility of selecting and overseeing choice schools on parents. Almost no state strings have been attached to the money going to choice schools " teachers don't have to be licensed and curriculum isn't reviewed. Money is paid to the schools based on two checks of attendance records over the course of the year.

Publication#W\ PP# 56. San Francisco Examiner"Publication" #:\ PP#June 8, 1998

Headline#\ PP# How race colors learningHeadline #:\ PP#

By Annie Nakao

OF THE EXAMINER STAFF

It's a fact of education that few feel comfortable discussing: race matters when it comes to academic achievement.

Studies show that the most well-off African American youngsters " children of middle- and upper-income families that have come the farthest since the civil rights movement " generally perform worse than Asian and white children from lower-income families.

True, many African Americans are academic superstars, wooed by the nation's most prestigious universities and who later enjoy brilliant careers.

But many more lag behind their peers in school at every socioeconomic level and by every traditional measure of academic achievement, from standardized tests to college graduation rates.

Disparities in the academic performance of blacks and, to a lesser degree, Latinos and Native Americans helped fuel the affirmative action debate that led UC Regents to ban the use of race in admissions.

The result: a 51 percent drop in African Americans, Latinos and Native Americans from the 1997-98 freshman class at the system's premier campus, UC-Berkeley, to this fall's, and a 2 percent overall drop at the university's eight undergraduate campuses.

And, to the chagrin of educators, the gaps are largest among the most educated middle class.

"I don't know if anyone has an entirely persuasive explanation ... cultural o

r otherwise," said conservative African American political economist Glenn C. Loury of Boston University. "It's hard to talk about this without seeming to be pejorative, without judging. It confirms too many stereotypes. But it's alarming and it cries out for concern."

ddJared Boyd entered Oakland's Skyline High School with an A-minus average from junior high and a recommendation that he be placed in honors classes. He got none.

ddAfter his parents protested, Jared was placed in honors biology. Last fall, he entered UC-Davis. The Boyds are proud, but Jared's father, Clarence, doesn't believe Jared got the same education he himself did a generation earlier at a mostly white Catholic school in Detroit.

dd"Here's the difference: I was one of two blacks, so there was no way you could segregate," said the elder Boyd, an orthopedic surgeon. "I was exposed to the highest level of math, science, English. I had to perform like everybody else."

ddUnlike the widely discussed academic problems of disadvantaged blacks, the issue of middle-class underperformance has received scant public attention even though it has been known since the late 1960s. ddBut with college admissions increasingly a high-stakes lottery only for the best prepared students, the issue demands attention.

ddA three-month Examiner investigation suggests that explanations for the phenomenon are complex, provocative and disturbing and can be traced to factors inside and outside the schools:

ddHistorical racism and its impact on school practices.

ddTeacher expectations.

ddStudent attitudes and peer pressures.

ddEducation levels achieved not only by parents, but by preceding generations.

ddBlack/white differences in parenting styles.

dd"People tell me, 'You're almost out of school' " I tell them, 'No, I'm just starting,' " said 18-year-old Mishea McCoy of El Sobrante, a top-achieving senior at Richmond's De Anza High School who is headed for UCLA as a pre-med major.

dd"That," she said, "is where a lot of people's minds are at. Not many black kids go on to four-year schools. In fact, people call you names if you excel academically. They look at you like you're different. Like you're, you know, not black anymore."

ddDisparities in the academic performance of underrepresented minorities compared to whites and Asians are prompting a movement to ditch the SAT, one of the most widely used college entrance exams.

ddAmong college-bound students with at least one parent who had a graduate degree, the 1997 mean combined SAT verbal and math score (out of a perfect 1600) was 1165 for Asians, 1130 for whites, 1014 for Mexican Americans and 951 for blacks.

ks.

ddComparisons by income also showed blacks lagging.

ddA UC analysis last year of 1995 SAT scores in California found that blacks from the highest-income families scored lower than whites or Asians from the poorest families.

ddTwo years later, well-off black SAT test takers continued to lag behind many lower-income white and Asian families, especially in math.

ddFor example, blacks from California families earning \$100,000 or more per year had a mean math score of 498, 1 point less than whites from families earning less than \$10,000 and only 7 points more than Asians whose families made less than \$10,000.

ddSimilar patterns are found in lower grades.

ddThe 1994 National Assessment of Educational Progress reading test indicates that the average score of black high school seniors with a parent who graduated from college was 272 " 2 points less than for white seniors whose parents did not finish high school.

ddGranted, the score gaps have narrowed significantly since the 1960s: The gap between blacks and whites in mean SAT scores fell from 258 points in 1976 to 196 points in 1992, a 24 percent reduction. But they have not narrowed enough.

ddAffirmative action backlash

ddIt was the frustratingly tiny numbers of extremely well prepared non-Asian minorities that helped fuel California's affirmative action debate at UC-Berkeley and UCLA " two of UC's most selective campuses.

ddThe backlash resulted in UC regents voting in 1995 to bar the use of race in admissions, starting with the fall 1998 freshman class.

A year later, Californians

passed Proposition 209, which banned the use of race or gender in state hiring, education and contracting.

ddAlthough the real competition at these campuses was between the much more numerous Asians and whites, blacks and Latinos became the focal point in the controversy.

ddThis, in large part, is why:

ddCalifornia SAT scores for 1995 showed that whites accounted for 39 percent of those scoring 750 or more in math (out of a perfect 800), and half of those who scored 600 or more.

ddAsian American students comprised 46 percent of those scoring 750 or more and 30 percent of those scoring 600 or more.

ddThese represent many of the very best prepared applicants vying for coveted spots at UC-Berkeley and UCLA.

ddBy contrast, blacks, Latinos and Native Americans accounted for just 3 percent of those scoring 750 and 9 percent of those scoring 600.

ddStandardized tests attacked

dd"With data such as these, it is unsurprising that affirmative action admissions policies in the University of California system have become the subject of debate

ebate," said L. Scott Miller of the College Board, which oversees the SAT.

ddThat debate has since spilled over into a controversy about standardized tests themselves.

ddUpset that already small minority enrollments have dropped without affirmative action, critics want standardized tests eliminated from college admissions.

ddUC is studying such a proposal.

ddNot everyone is sure eliminating standardized tests from the admissions process would be a good solution.

dd"Tests rarely are indicative of everything a youngster can do," said Gloria Ladson-Billings, a professor of education at the

University of Wisconsin at Madison.

"So we're going to have to make better tests that show us what kids can do. But we can't just

blow off the tests and say they're biased. What do they tell

us? They tell us kids are exposed to impoverished curriculum, that kids are being

undertaught, that kids have skills deficits. And we aren't doing anything about it."

ddThe College Board formed the National Task Force on Minority High Achievement last year to probe the achievement gaps and

recommend strategies to increase the

number of top minority students.

ddSince such students are disproportionately drawn from the middle class, the underachievement of middle-class youngsters will

be a large part of the inquiry.

ddThe task force consists of 34 scholars, including Harvard University's Henry Louis Gates Jr. and National Academy of Sciences

president Bruce M. Alberts of

UCSF, philanthropists, corporate leaders and minority advocates.

ddNo single culprit

ddOn their plates: a veritable smorgasbord of factors that may interact to result in the achievement gaps.

dd"There's no one culprit, no single button to push," said Miller of the College Board. "It's a complex, multivariable equation with feedback loops all over the lot."

ddOne major factor might be the long-term impact of slavery and Jim Crow segregation laws that for generations slowed the progress of blacks in society.

ddNational surveys, for example, suggest that as many as 20 percent, or one in five whites, still believes blacks are genetically less intelligent than whites

while as many as 35 percent of whites believe blacks are less intelligent for other reasons.

ddOther factors may involve such school practices as tracking " which critics say segregates blacks and other minorities into

lower-ability classes " and low

expectations many teachers have of African American youngsters.

ddSuch experiences might make some black students ambivalent about academic success and the value of studying hard. Some might

be affected by pressure from peers

who reject what they see as white values and equate academic success with "acting white."

ddAnother possible factor might be what experts call the intergenerational accumulation of education, or human capital, that families pass on.

ddSince blacks until relatively recently were blocked from integrated education, generations " including today's middle-class parents " have less educationa

l achievement than other groups. This might affect what books and magazines are available at home,

the content of dinner table discussions, even differences in parent-child relationships.

ddStill other differences in the black and white middle-class experience might be at work.

ddBlacks work harder to be middle class. Though their incomes are similar to middle-class whites, they have less accumulated

wealth. This, along with segregat

ion patterns, can affect where a family buys a home and result in children having to attend school

in less desirable districts, where peers are less likely to aspire to higher education.

ddA volatile subject

ddSorting through these complexities is hard enough. But the task force study comes at a time when racial and ethnic group

differences remain a volatile subject,

thanks to the 1994 publication of "The Bell Curve."

ddThe best-seller by Richard J. Herrnstein and Charles Murray concluded that intelligence is largely inherited and intractable, linking

IQ to an array of soci

al problems from poverty to poor schooling. They cited score gaps among whites, blacks and Asians: blacks

have an average IQ that is 16 points lower than whites;

Asians have an average IQ slightly higher than whites.

ddCritics blasted the authors for ignoring the continuing controversy over IQ, heredity and environment.

ddMiller, who is directing the minority achievement task force, believes environmental factors " not genetics " are causing the gaps.

ddBut he said he nevertheless understands why it is difficult to discuss.

dd"It's a messy area in which stereotypes tend to be reinforced by real performance," he said. "You break the back of a lot of stereotypes with good news, with

large numbers of kids who are doing extremely well. We haven't enabled enough minority students

to do that yet."

ddRigid racial caste system

ddIt's just as difficult a topic for African Americans to broach, even as they anguish over the pressing academic issues affecting their children.

ddSurvivors of a rigid racial caste system that for generations was anchored in the belief that blacks were intellectually and culturally

inferior, many of them

view such discussions with the deepest suspicions.

dd"You have people who are constantly told they are dumb and ugly, that they're no damned good and their parents are no damned

good . . .," said Melvin P. Sik

es, professor emeritus of educational psychology at the University of Texas at Austin and one of the celebrated African American fliers of World War II, the Tuskegee Airmen. "They may have stopped the lynching of the body, but they're still lynching the minds of young black people." But Miller believes the time is right to start talking about what's causing these achievement gaps. "What's different now is that people's ability to avoid (that discussion) has gotten pretty limited," Miller said. "Heavy immigration from Asia over the past 30 years has led to a large increase in the number of top students, which has helped intensify the competition for admission to selective universities. That's one reason why the affirmative action debate is so hot."

Publication#W\ PP# 57. Associated Press"Publication" #:\ PP#06-09 2:36a

Headline#\ P P# USM professor discussing school violence long before Luke Wood

ham trialHeadline #:\ P!P#

ddHATTIESBURG, Miss. (AP) - Long before Hattiesburg was selected to host the trial of an alleged school shooter, a University of Southern Mississippi professor was discussing school safety issues.

ddProfessor Johnny Purvis' annual seminar on school violence will be held Wednesday on the USM campus, while across town in the Forrest County Courthouse, Luke Woodham stands trial for a shooting last fall at Pearl High School.

ddWoodham is accused of killing two students and injuring seven others during a shooting at Pearl High last Oct. 1.

ddWoodham has already been sentenced to life in prison after being found guilty last week of stabbing his mother to death hours before the shootings at the school. Convictions in the school shootings would bring at least two additional life terms.

ddThe 17-year-old Woodham claimed during a videotaped confession that he shot fellow students as instructions from the alleged leader of a cult-like group echoed in his mind. Several members of the group face conspiracy charges related to the school shootings. The incident in Pearl was the first of a series of school shootings nationwide.

ddPurvis' annual daylong seminar on "Gangs, Cults and Violence in the School Setting" has in the past attracted educators, law enforcement officials and others interested in recognizing signs of gang and cult activity and devising strategies for addressing it.

ddHis interest in gangs and cults is an offshoot of his academic expertise in student discipline and management strategies. While his seminar touches on such arcane topics as the graffiti of gangs, he also offers successful techniques and strategies for prevention, intervention and suppression of such groups.

ddPurvis, a professor of educational leadership and research, is an expert on s

afety strategies for schools and is called on as a consultant for school districts across the nation.

In 1993, he participated in a national forum on preventing violence in the nation's schools at the invitation of U.S. Attorney General Janet Reno and Secretary of Education Richard W. Riley. He has also served as a consultant to the Department of Justice.

INTERNATIONAL #\ P" P# INTERNATIONAL #:\ P# P#yq 'ddy

INTERNATIONAL #:\ P\$ P#Publication#W\ P%P# 58. Toronto Globe and Mail"Publication" #:\ P&P#June 9, 1998

Headline#\ P'P# Abuse claims against churches surgeHeadline #:\ P(P#Subhead#[\ P)P# Compensation ruling over native schools called major threat to social a

agenciesSubhead#:\ P\*P#

BY PETER CHENEY, Toronto ROBERT MATAS, Vancouver DAVID ROBERTS, Regina  
A landmark court ruling that ordered the federal government and the United Church of Canada to compensate victims of sexual abuse at a church-run native school could be a devastating blow to Canadian churches and social agencies, observers said yesterday.

"This is a major threat to every church in the country," said Gerry Kelly of the Canadian Conference of Catholic Bishops. "The potential costs are exceedingly high. I don't really know what's going to happen. The number of cases has just grown and grown."

In Ottawa, federal bureaucrats met with officials from several churches yesterday, trying to determine what should be done in the face of what appears to be a staggering number of claims.

At the moment, churches and the federal government face at least 1,000 abuse cases from native Canadians who attended the schools, and lawyers connected with the issue say the number may escalate.

Prime Minister Jean Chrétien said yesterday that Canada, which has been asked to defend its treatment of native children at the schools before a United Nations tribunal this week, is ready to accept its responsibility, although it will review each case separately.

"It looks like the court has attributed to the federal government some responsibility," he said. "If we have responsibility, we have to meet our responsibilities." In a court ruling released last week dealing with a residential school in Port Alberni on Vancouver Island, the B.C. Supreme Court found that both the federal government, which financed the school, and the United Church, which

ran it, were jointly liable and must compensate those who were sexually assaulted at the school by Arthur Plint decades ago.

The ruling is considered a landmark because it transfers accountability from

Mr. Plint to his employers. Although it has been cheered by victims, others warn that the ruling could have far-reaching effects.

"The price of this could be high," said Freya Kristjanson, a civil-litigation specialist with the Toronto firm Borden and Elliott.

"The implications are enormous. There might never be girls soccer in your neighbourhood again. The Boy Scouts could fold."

"This is a huge development," Ms. Kristjanson said. "It means that a bad employee can put his employer out of business. Until now, that is not what the law in Canada has said."

Ms. Kristjanson said if the ruling is upheld by higher courts, workers could destroy their employers. "There will be a cost to this. One bad person could bankrupt an organization " even an organization that is doing good works."

She said decisions relating to liability are keenly followed by lawyers involved in compensation cases, especially those involving sexual abuse. "It's a deep-pockets issue. Plaintiffs are trying to find someone who can pay them for the wrongs done to them."

Observers say the crucial aspect of the decision is the way it extends the concept of vicarious liability, which determines where an employer's accountability ends and an individual's begins. Until now, the courts have generally ruled that an employer can't be held liable for their employees' actions if there was no way to anticipate them.

Gary Hodder, a Toronto lawyer who specializes in litigation, explained the effect of the ruling by using the example of a truck driver who struck and killed a pedestrian. Traditionally, the employer would be held liable if the driver hit the pedestrian but not if the driver intentionally ran someone down.

Mr. Kelly of the Canadian Conference of Catholic Bishops said the B.C. court decision was surprising. "We hadn't expected it, to tell you the truth. It is a major development."

More than 80 residential schools for native children were set up in the past century in almost every province in Canada. Officials estimate that up to 125,000 native children passed through the system before it was closed in the mid-1980s.

This week, Mr. Chrétien (or a senior government representative) has been asked to appear before an international human-rights tribunal to defend Ottawa's record on caring for the children at the schools.

An international court, convened by tribal leaders from across North America, will hold three days of public hearings in Vancouver beginning Friday as a response to complaints of sexual abuse, assault and cultural genocide at the schools and pleas for justice.

The testimony is mainly for the benefit of the International Human Rights Association of American Minorities, which is formally

affiliated with the UN. The association is expected to report to the UN Secretary-General. It is believed to be the first time that the non-governmental organization has investigated a situation in Canada.

ddAlthough the tribunal does not have the force of law behind it, the association's findings could embarrass Canada at the UN, where

Canada often criticizes o

ther countries over human rights.

dd"I'd be surprised if the Canadian government chose not to send anyone to defend their management of these schools," said Rudy

James, an official from the as

sociation who will write the report.

ddHarriet Nahanee, 62, who said she was abused at the Alberni school and who pushed for the hearings, said the government is

giving money for healing to every

one but the victims. "They are giving money to the band offices, to the treaty commissions, but

not one cent has gone to the men who were sexually abused," she said.

ddMs. Nahanee, a member of the Pacheedaht Indian band around Port Renfrew, said she remembers seeing a girl killed at the school

more than 50 years ago and th

at the death was covered up. She intends to raise the allegation at the hearing s.n

Publication#W\ P+P# 59. Financial Times"Publication" #:\ P,P# 06/09/98; Edition: London Edition; Section: NATIONAL NEWS; Page 8

Headline#\ P-P# Labour MPs revolt over student grantsHeadline #:\ P.P#

By Andrew Parker and David Wighton

The government last night suffered one of its most serious revolts since the election when 33 Labour MPs voted against plans to scrap student maintenance grants.

ddThe rebels backed an amendment to the higher education bill aimed at retaining maintenance grants for students from low income families.

ddLabour leftwingers said the government was taxing education rather than wealth and warned the move would discourage poorer children from going to university

ddAfter the vote, David Blunkett, the education secretary, said it was a "difficult decision" but insisted it was "the fairest way forward both for students a

nd for universities". The issue, which caused soul-searching across the Labour party, prompted the biggest revolt

since the protest over the scrapping of lone

parent benefit premium, when 47 MPs defied the government. The rebels included Denzil

Davies, Austin Mitchell and Tam Dalyell.

ddEarlier, more than 13 Labour backbenchers abstained on a Tory bid to end a Scottish anomaly in the bill, whereby students from England and Wales who attend

Scottish universities will have to pay an extra year's tuition fees.  
ddBut another vote on the controversial proposal to make students pay GBP 1,000  
-a-year tuition fees did not take place because of  
what the Liberal Democrats d  
escribed as "filibustering" by the government. Phil Willis, the Liberal Democra  
t's higher education  
spokesman, described the government's tactics as "a disgra  
ce".  
ddMr Blunkett had earlier tried to defuse the rebellion by confirming additiona  
l financial assistance for mature students. He said  
the upper age limit on the  
availability of subsidised loans would be raised from 50 to 54.  
ddThe change, which will cost GBP 3m, has been prompted by an estimated 10 per  
cent fall in applications for university places  
by mature students. It forms pa  
rt of a GBP 143m package to increase access to higher education, which also inc  
ludes the retention  
of a GBP 1,000 grant for single parents.n

Publication#W\ P/P# 60. TVNZ One Network News"Publication" #:\ POP# 06/08/98

Headline#\ P1P# Govt Challenged Over Student LoansHeadline #:\ P2P#  
A Wellington father has challenged the Government over whether student loans a  
re legally enforceable for people under the age of  
18. John Carter has laid a c  
omplaint with the Disputes Tribunal saying the Government is putting large amou  
nts of money into the  
hands of young people whether they need it or not He says  
he was alarmed when his 16-year-old daughter took out a \$3,500 loan  
even thoug  
h he was paying her fees and she was living at home. He says many young people  
do not understand the consequences  
of debt and it is not fair they should be pu  
t in a position where they owe large amounts of money. The Disputes Tribunal sa  
ys while  
the claim is an interesting one, the case should be heard in the Distr  
ict Court and Carter has not decided whether he will pursue it  
in court. <br><b  
> Meanwhile Alliance spokeswoman for education Liz Gordon, says the bulk of st  
udent loans, which now amount  
to \$2.25 billion, will never be repaid. Gordon sa  
ys the scheme is a bad one and student debt is now escalating at an alarming ra  
te.  
She says the Ministry of Education's figures show the debt is going to keep  
growing until at least 2050. Gordon says people should  
think about the loan sc  
heme when the Government talks about its surplus which includes the amount of t  
he student loans and which  
the Government considers an asset. But she says in t  
he end the majority of this public money will not be repaid and by the middle  
o  
f next century a huge bureaucracy will be needed to track down debtors. A revie  
w is due to be completed next month on the scheme,  
which is being criticised fo

r growing debt levels. Education Minister Wyatt Creech says the scheme is generally in line with forecasts, and overall debt levels should peak by 2015. He describes a case in which a 16-year-old student living at home took out a \$3,500 loan as a marginal issue. Creech says it is hard to say how students choose to spend their loan money. Labour is calling for a Parliamentary select committee investigation into the Student Loans Scheme. The party's associate education spokesman Steve Maharey says he tried to get an inquiry last year so the public could have its say, but the Government blocked it. Criticism of the loans scheme is mounting with the total student debt now amounting to \$2.25 billion. Minister of Education Wyatt Creech says a review of the scheme is underway and should be out next month. But Maharey says he finds that hard to believe, because no Government agencies have carried out work on the social and economic impact of the scheme. The Banking Ombudsman, Liz Brown, says some former students are being denied home loans because of the size of their student debt. A review is underway into the student loan scheme, which is attracting criticism for growing debt levels. Brown says some former students have complained to her office of being turned down for home mortgage finance because of the amount of student loan still outstanding. She says in each case they had sufficient disposable income to meet both loan and bank repayments. A Wellington mother is hoping to form a group with other parents who are concerned about the impact of the Student Loans Scheme. A review is underway into the scheme, with the total student debt now amounting to \$2.25 billion. Gaye Stewart's daughter borrowed more than \$15,000 on a student loan at the age of 19. She says her daughter did not really need the money and she believes young people have access to credit far too easily. Meanwhile a group of Auckland legal advocates has taken on the case of a 15-year-old who is challenging whether her \$6,500 student loan is enforceable.

Publication#W\ P3P# 61. Washington Post"Publication" #:\ P4P#June 9, 1998

#:\ P5P#

Headline#\ P6P# The Big LieHeadline #:\ P7P#by Sandra Feldman, President American Federation of Teachers

ddTheres a big lie being circulated that teacher unions are the main obstacle to education reform. This is nonsense. The people responsible for this lie do

nt care about evidence in fact, evidence gets in the way of their antipublicschools agenda. So the public

needs to know that teachers and the unions they el

ect to represent them are working hard to make every American school a place wh

ere students can work and learn and parents can gladly send their children. But we can't do it alone. No matter how powerful we are, we need partners: parents, superintendents, school boards, and others.

This is not mere rhetoric. For example, teacher unions all over the country are moving front and center to help fix failing schools.

A while back, I wrote a column about how the New York City teacher union helped to turn around a Harlem school that everyone had given up on. And just the other day, Randi Weingarten, the new union president, offered to jointly operate, with the board of education, a troubled New York City school. There is nothing surprising about the prescription in these cases but it is powerful. It includes high academic standards; proven, research-based programs; smaller classes; special help for students who are falling behind; and professional development for teachers.

Good Medicine

And the prescription is not limited to New York City; its being used to good effect all over the country: in Los Angeles, Boston, Philadelphia, Dade and Broward Counties, Hartford, Corpus Christi. Its even making a difference in Washington, D.C., where a new superintendent and the union are sitting down together to work on bringing standards, accountability, and order to schools that have a national reputation for low achievement.

Although those spreading the big lie make a lot of noise, were not the only ones who say that unions are getting it right. A couple of weeks ago, at a meeting of the U.S. Conference of Mayors, I heard Mayor Richard Daley of Chicago and Mayor Thomas Menino of Boston talk about education reform efforts in their cities. Now, Chicago and Boston schools have had serious problems, but with the help of mayors who are committed to education reform, these schools are coming back. Both Daley and Menino went out of their way to praise teacher unions for the important role they are playing in education reform. Obstacles to reform? Daley and Menino scoffed at this idea. Indeed, they called teacher unions partners in their reform efforts. And Richard Riordan, the Republican mayor of Los Angeles, also says that he works well with the local teacher union.

When you look at it, teacher unions have taken on plenty of tough educational challenges. We were early leaders in the push for national standards and especially for higher academic standards for all our students. We've mounted strong opposition to social promotion the practice of just sending students on to the next grade regardless of whether they have learned the current years work.

And because, as teachers, we know that children cannot learn unless the classroom and the school are orderly places, we've

also  
campaigned long and hard for tougher discipline codes that are consistentl  
y and fairly enforced.  
ddTeacher Quality  
ddNor have we shirked the difficult issue of teacher quality. The union recogn  
izes that we owe it to our students and our profession  
to make sure that new a  
nd veteran (and, yes, even tenured) teachers who are not doing well in the clas  
sroom are identified and  
helped and, if necessary, counseled out of teaching.  
Peer review and intervention programs include the pioneer Toledo program and  
pr  
ograms in Minneapolis; Pittsburgh; New York City; Rochester, New York; Cincinna  
ti, Columbus, and Berea, Ohio; and Poway,  
California with more coming all the  
time. Weve also collaborated on procedures to streamline the process for firin  
g teachers who  
should not be teaching our students. ddThese are the kinds of th  
ings teachers want to concentrate on and that goes for both AFT and NEA member  
s. If our two  
organizations become one and the merger process could begin thi  
s summer we expect to spend most of our time working on  
improving public educa  
tion . But we still wont be able to do it alone, Well need superintendents and  
school boards, parents and  
other interested citizens to come forward, sit down  
with us, and put their passion and wisdom to work in the fight to make all our  
schools what they should be. #:\ P8P#n

Publication#W\ P9P# 62. The McLaughlin Group"Publication" #:\ P:P#June 6, 199  
8

Headline#\ P;P# Issue two: As California goesHeadline #:\ P<P#  
dd MR. MCLAUGHLIN: Eight states held primary elections this week, among them e  
lectoral giant California. Here are the  
highlights.  
dd California primary, governor; Democratic Lieutenant Governor Gray Davis won  
his primary.  
dd GRAY DAVIS (Democrat candidate for governor of California): (From videotape.  
) This is truly an experience money can't buy.  
(Cheers.)  
dd Davis will face Republican State Attorney General Dan Lungren in November to  
succeed incumbent Pete Wilson.  
dd DAN LUNGREN (Republican candidate for Governor of California): (From videota  
pe.) Let's make sure that we have a campaign  
that's based on issues.  
dd MR. MCLAUGHLIN: Propositions. No. 227; it bans bilingual education programs.  
Approved. No. 226; it would have obliged  
union bosses to get permission from  
their members before making campaign donations. Defeated.  
dd Oakland mayor, a comeback. Former California Governor Jerry Brown elected ma  
yor of Oakland.  
dd JERRY BROWN (Mayor, Oakland, California): (From videotape.) And I'm going to  
do my very best to make this city a place

where things can work.

dd MR. MCLAUGHLIN: U.S. House, another comeback. Former Republican Congressman Bob Dornan won his primary, setting up a rematch with Democratic Representative Loretta Sanchez, who defeated Dornan two years ago by a razor-thin 984 votes out of 95,000 cast.

dd Question: Why did the referendum on union political dues fail, and why did the bilingual education ban pass? Clarence Page.

dd MR. PAGE: Well, the union measure had a lot of money, \$20 million, and a big push by organized labor against it, and the other side had very little money.

Also, there was, rightly or wrongly, a lot of voters who were led to believe that the United Way contributions might be hurt, also there might be a future backlash that will lead to the ability of stockholders to check off what their

company can contribute to politically; it would just be a big mess.

dd On bilingual, it was a case of, you know, most parents want their kids to learn English. Bilingual education was supposed to do that. In California, it wasn't working that way. And I think this was really a vote on the effectiveness of California's bilingual education program.

dd MR. MCLAUGHLIN: David. I would point out, by the way, that the ban on union dues, that business was 53 to 47, which may have cost about a million dollars a point, I would say, maybe more. How much was the total, \$20 million? It was more than a million dollars a point. It was about \$3 million a point.

dd Please continue.

dd MR. FRUM: I think that one of the things that California showed us is the country is working its way to a new consensus on immigration, where immigration is okay but immigration attracted by welfare is not okay, and multiculturalism is not okay.

dd MR. MCLAUGHLIN: Now, wait a second. Let me get this straight. If bilingual education was defeated, forced bilingual education, you don't see this as a sign of anti-immigration fever?

dd MR. FRUM: No. I see it "

dd MR. MCLAUGHLIN: You see it the other way?

dd MR. FRUM: I think that the Republicans got bruised in California in 1996 by seeming too anti-immigrant.

dd The trick is going to be to find a way to show that we are not (against ?) immigration "

dd MR. MCLAUGHLIN: Yeah. Do you think "

dd MR. FRUM: " but we are against the excessive " (inaudible) " dd multiculturalism.

dd MR. MCLAUGHLIN: " do you think " I think it's 53 percent of Hispanics voted in favor of getting rid of enforced bilingual "

dd MR. BARONE: (Inaudible) " question to "

dd MR. FRUM: Right " (inaudible).

dd MR. BARONE: " (inaudible) " was not that high. The ballot papers that the left-wing organizations handed out, evidently persuaded them not to. But, John "

dd MR. MCLAUGHLIN: There are 11 states that have it. I want to know from you whether the other 11 states are going to follow California's lead.

dd MR. BARONE: I think they are going to follow it in time, and legislatures are already moving to limit Spanish language instruction to a smaller number of years. So they "

dd MR. PAGE (?): (Inaudible.)

dd MR. MCLAUGHLIN: But what about the costs, which they don't "

dd MR. BARONE: John, I think this is part of a broader thing that California has to teach us all, which is about education generally.

California's had a system

that's been run by the teacher's union, by government bureaucrats and by the education schools for 25

years. In that time, they've gone from the top test

scores in the nation to number 49.dd MS. CLIFT: That's not why "

dd MR. BARONE: And the voters have (suffered ?) this " (cross talk) " you listen, you listen "

dd MR. MCLAUGHLIN: Let him finish. Let him finish.

dd MR. BARONE: Eleanor, I have interviewed these candidates. Let me tell you about it.

dd MR. FRUM (?): (Inaudible) " he know.

dd MS. CLIFT: Yeah.

dd MR. BARONE: When you talk to the Democratic candidates for governor out there, they are talking about education reform

in the same tones and accents as Be

netts and the other conservative Republicans, who say "

dd MS. CLIFT: Yeah. And "

dd MR. MCLAUGHLIN: Let him finish.

dd MR. BARONE: " we have to have the basics, we have to have more accountability, we have to have rigorous standards. Gray

Davis, Al Checchi and Jane Harman

were all saying that, as well as Dan Lundgren. It's a real vote against the people who have had

custody of the public education system "

dd MR. MCLAUGHLIN: Not to lose the main point, do you see in this an implicit rejection of the strong hand of the educational bureaucracy in California?

dd MR. BARONE: Of the " (inaudible) " agreement.

dd MR. MCLAUGHLIN: All right. Let's go.

dd MS. CLIFT: Now, if the Republicans want to campaign against public-school teachers, that's a real dead end. And you are

glossing over the fact that California

went from the top to the bottom because all the money was bled out of those schools because

of Proposition 13.

dd MR. PAGE (?): Thank you. That's right.

dd MS. CLIFT: And also, on the union dues, let's not forget that business made a deal with the unions that they would not lobby

for that amendment because la

bor threatened to have a similar proposition that would require corporations to get permission from shareholders if they were going to do any political activity. So this is a double-edged sword for the Republicans if they continue on that route.

dd MR. MCLAUGHLIN: Does anyone want to talk here about the Lundgren win? Well, what's the " what do you have to say about the Lundgren "

dd (Cross talk, laughter.)

dd MS. CLIFT: Lundgren? Lundgren's a good candidate.

dd MR. MCLAUGHLIN: And did Dornan win?

dd MR. BARONE (?): Dornan?

dd MS. CLIFT: Dornan is (ripe ?) for Sanchez.

dd MR. BARONE: I think that's a sideshow. I think the interesting "

dd MR. MCLAUGHLIN: What do you mean a sideshow? He could defeat her this year, couldn't he?

dd MS. CLIFT: No.

dd MR. BARONE: No, I wouldn't bet heavily on it, John.

dd MR. MCLAUGHLIN: You would not? (Laughter.)

dd MR. BARONE: No. If he had put the effort into his campaign two years ago that he did this time, instead of being out there running for president, he would

have won two years ago. But he has burned his bridges to Orange County in my view, and he is not

going to " he is unlikely to win that "

dd MR. MCLAUGHLIN: Did the voter send a message to Clinton? That's a thoughtful question.

dd MR. PAGE: Which voters? (Laughter.)

dd MR. MCLAUGHLIN: Statewide or Californians?

dd MR. PAGE: Statewide?

dd MR. MCLAUGHLIN: No, district.

dd MR. PAGE: Well, for the most part, voters in California supported incumbents, the status quo, indicating to me a vote for the status quo over which President Clinton has presided.

dd MS. CLIFT: In moderation.

dd MR. : In moderation.

dd MS. CLIFT: In moderation. You're going to have Dan Lungren and Gray Davis now, one sort of center-left and one center-right, and they're going to fight over the middle-middle, the center-center.

dd MR. MCLAUGHLIN: I guess my question was too arcane about Kim? With Mr. Kim's background "

dd MS. CLIFT: Oh, yes!

dd (Cross talk.)

dd MR. FRUM: The crooked congressman.

dd MR. BARONE: You're referring to Congressman Jay Kim of the 41st district, who was convicted of campaign law violations "

dd MR. MCLAUGHLIN: Who is going through right now "

dd MR. BARONE: He's under "

dd MR. FRUM: House arrest.

dd MR. BARONE: He's under house arrest. He's got an electronic device. He lost

to Gary " (inaudible due to cross talk).

dd MR. MCLAUGHLIN: You want to know the message to Clinton?

dd MR. PAGE: He couldn't get around much.dd MR. MCLAUGHLIN: Until you're proven guilty, you get the benefit of the doubt. But if proven guilty, you're out!

dd MR. PAGE: (Chuckles.)

dd MR. MCLAUGHLIN: Exit: What broad message did voters send to the GOP? To all politicians?

dd MR. BARONE: I think they sent a message of contentment, generally, with incumbents, but also wanting repairs of the public sector that's not working.

dd MR. MCLAUGHLIN: What " repair it?

dd MS. CLIFT: Extremism is out.

dd MR. MCLAUGHLIN: Extremism is out?

dd MR. PAGE: That's what " it was a vote of great contentment. (Inaudible) " that's why incumbents did well.

dd MR. FRUM: Extremism is out, but so are liberal crank nostrums like bilingual education.

dd MR. MCLAUGHLIN: The " that's a good point, and Eleanor's point is good, but the broadest point is your point. Incumbency is in. People want the status quo, as verified by both Gray and by Lungren.

Publication#W\ P=P# 63. Arizona Republic"Publication" #:\ P>P#June 9, 1998

Headline#\ P?P# Moses tries the shotgun approachHeadline #:\ P@P#By E.J. Montini

In the same booming voice he used when playing Moses, Charlton Heston, new president of the National Rifle Association, has told the American people, "Fellow citizens, IGNORE THE DEAD CHILDREN IN THE SCHOOLYARD! Pay no attention to the blood,

the gore and, most especially, THE GUNS!!"

ddOf course, those weren't his exact words.

ddWhat Heston actually said last week was, "Mr. Clinton, sir, America didn't trust you with our health care system. America didn't trust you with gays in the military. We did not trust you with our 21-year-old daughters, and we sure, Lord, don't trust you with our guns."

ddAmong those who study the art of war, this was a classic diversionary tactic.

At least it would have been a classic if it had worked.

ddIt didn't.

ddDead children can't be ignored.

ddThe very first thing a newly elected president of the NRA should talk about is the problem of guns and kids. Instead, Heston tried to get you to take your eyes off the ball.

ddFor someone who speaks unbearably about the right to bear arms, he can't bear to bring up the carnage in Springfield, Jonesboro, Edinboro, Fayetteville, Pomona, Paducah, Pearl and Bethel.

ddAnd I don't blame him.

ddHe claims to care about middle America, about small towns, about a world last seen on the old Andy Griffith Show, which in 1998

would have to be re-named Massacre in Mayberry.

ddRidicule, not truth

ddSo, rather than face the grim truth, he tries to change the subject, to ridicule homosexuals and the president. Anything to keep you from the fact that the firearm death rate for kids younger than 15 is 12 times higher in the United States than the rest of the industrialized world.

ddThe guns are out there.

ddThe children are out there.

ddAnd the NRA is way, WAY out there.

ddListen to what Heston said about the Second Amendment:

dd"Among freedom of speech, of the press, of religion, of assembly, of redress of grievances, it (the Second Amendment) is the first among equals. It alone offers the absolute capacity to live without fear. The right to keep and bear arms is the one right that allows rights to exist at all."

ddGuns above free speech?

ddAbove assembly?

ddAbove the justice system?

ddAbove religion?

ddAbove God?

ddIt's like, in this version of the movie, Moses comes down from Mount Sinai to find his followers worshipping a golden assault rifle.

dd6,000 expelled

ddThe sad fact is, the U.S. Department of Education reported that 6,000 students were expelled nationwide for bringing firearms to school during the 1996-97 school year.

ddMost weapons used in school murders come from home.

ddAdults aren't much different. A survey by the Criminal Justice Research Center found that only 27 percent of adult inmates said they'd bought a gun on the "black market."

ddThe easy availability of weapons is a problem.

ddHeston could have attacked that problem. He could have tried to find the middle ground Middle America is looking for.

ddInstead, he chose to attack Bill Clinton and gays, scattering his shot wildly rather than taking careful aim at a deadly dilemma. ddMaybe the problem is too abstract for the actor. Maybe Ben Hur needs a dose of reality. Maybe he needs to visit 41st and Ruth avenues in Phoenix.

ddOn Saturday at about 11 p.m., a car passed a group of teenagers from that neighborhood. Gang signs were flashed from inside the car but went unrecognized. A young man got out with a shotgun and fired into the crowd, killing honor students Renelyn Simmons and Andre Bradley. It made no sense. The shotgun approach never does.

Headline#\ PCP#Another try, another loss for school prayer Headline#\ PDP#  
Subhead#[\ PEP#Education is incomplete when it's gagged by a ban on religious  
discussion. Subhead#:\ PFP#

By James Hanak

dd Can you intelligently discuss any of the writings of Thomas Aquinas, Moses Maimonides, Siddhartha Gautama, Mohandas K.

Gandhi, Martin Luther, the Rev. Dr.

Martin Luther King Jr., Muhammad, Blaise Pascal, William Tyndale or William Wilberforce?

dd If you can't, you are probably a product of American public education.

dd You also may not know the real reason slavery was abolished in America or England. Nor would you understand the basis for

civil disobedience, the bankruptcy

of communism, or the driving force behind the medical mission movement responsible for our

modern hospitals. You may be uneducated about solutions to crime, drugs and sexual immorality.

dd You will have a limited awareness of what motivates the "pro-life" movement and an inadequate understanding of the reason for

the open hostilities in the Mi

ddle East.

dd In essence, your education is incomplete. This ignorance would not be tolerated in any other discipline of study. If our schools

taught politics but refused

to mention the Communist Party, we'd be as ignorant about politics as we now are about religion.

dd What brings this issue to the surface is the House's rejection last week of the Istook Amendment, also known as the Religious

Freedom Amendment. What the me

dia said was the big issue " whether prayer should be allowed in public schools " is a side

issue that obscures the real debate.

dd The real question is whether the existence or presence of God and God's influence should be allowed to be discussed openly and vigorously in our classrooms.

Sen. Ernest Istook (R., Okla.) and other authors of the amendment think it should: "The people's right

to pray and to recognize their religious beliefs, heri

tage or traditions on public property, including schools, shall not be infringed."

dd Ever since the Supreme Court ruled that "official" prayers should not be allowed in our public schools, powerful groups have used

this ruling to distort the

meaning of the First Amendment to the U.S. Constitution.

dd Under the banner of "sensitivity" to different beliefs, public-school administrators have systematically expunged all mention of

God, religion and religious

leaders and any significant discussion of the beliefs of the major religions of the world. This attempt to

get God out of the classroom has reached absurd pr

oportions. I read recently in a widely used fifth-grade history book that we now

celebrate Thanksgiving because the Puritans wanted to thank the Indians for a

If they had done for the early settlers!  
 Other groups have different motives. Within the education establishment is an organized militant minority that is actively seeking to eliminate all discussion of God. These people realize that if God exists, there may be absolute truths that will affect their lives. They know God may be concerned about injustice, sexual purity, the beginning of life, racism, protection of the innocent, and greed.  
 This minority should not be allowed to eliminate the discipline of study that seeks practical eternal values. In our pluralistic society, our schools should encourage students to study all religions. Our children will recognize the false elements.  
 The question is not "Should we let prayer into our schools?" but rather "Can we honestly tell our children that we are giving them a complete education while ignoring the most powerful and influential force in our society?"  
 Even if it is never passed, the Istook Amendment should encourage us to ask that question and debate its answers honestly and openly.  
 James Hanak is director of American Family Ministries in Westtown.

Publication#W\      PGP# 65. Bergen Record"Publication" #:\      PHP#June 9, 1998

Headline#\      PIP# Teachers: Unappreciated, oppressed, unsung heroes Headline #:\  
 PJP#

By DORIS PAPPAS

IT SADDENS ME TO SEE THE NOBLEST vocation struggling under the oppressive yoke of blame, suspicion, and recrimination. Daily, teachers labor "in the trenches" of our inner city public schools, where they are at once mediator, psychologist, surrogate mom, secretary, nursemaid, and teacher.  
 Critics need to walk in the shoes of the educator and experience a day in the life of the inner city teacher. Wearing so many hats is a daunting endeavor. I marvel at the resilience of these unsung heroes.  
 The ceaseless directives from the central office and mindless reports take time and energy from the teaching process. Teachers are so swamped in a quagmire of senseless tasks divorced from teaching it is astonishing that they remember why they became teachers in the first place.  
 I wonder how many young, optimistic teachers have left the profession within the last ten years, their hopes and dreams dashed on the boulders of bureaucratic banality.  
 Teachers, once revered, are straining in the quicksand of negativity attacked on all sides by parents, school administrators, central office, the media, and the general public.  
 Yet, in spite of this, who is "on the line" every day in overcrowded classrooms because they believe in what they do, believe they

can make a positive difference in the lives of young people, and somehow miraculously achieve that goal? Teachers succeed despite being forced to teach to tests, which has done more to suffocate the creative process than any other concept. Take a generous helping of overworked teachers, sprinkle liberally with criticism, combine a generous amount of regulations, blend in countless reports, and add an array of unrealistic objectives and the result is the perfect recipe for blame. If kids fail academically, blame the teacher. If kids are truant or tardy, blame the teacher. If kids fail to do homework, blame the teacher. Condemnation comes easy to those who never taught in an inner city public school, it is a comfortable out for administrators who have forgotten what teaching in an overcrowded classroom is like, and it provides a convenient escape for parents who have abandoned their parental responsibilities to the school. It might be an enlightening experiment to have school administrators and supervisors from central office be made responsible to teach a class on a regular basis so that they are not so far removed from reality. The perplexing concerns facing inner city public schools, and specifically teachers, are overwhelming. It is clear that teachers alone cannot be held responsible for the myriad problems that exist. The issue is far too complex and reaches far beyond the classroom teacher.

Doris Pappas, a Paterson resident, is a former 8th grade language arts teacher. She retired this year after more than 30 years in teaching.

Publication#W\ PKP# 66. Boston Globe"Publication" #:\ PLP#June 9, 1998

Headline#\ PMP# Creating neighborhood school in excellent idea Headline #:\ P NP#

By Maria Termini

Director Rafael Hernandez Community Park Roxbury

I am very interested in the plan currently being discussed in the Boston School Department to assign children to schools in their neighborhood. I believe this could be a positive step toward making education have relevance in the everyday lives of the children.

I work in a Boston public school where 80 percent of the students live outside the area and are bused to the school. It is not possible to get a sense that the school has any positive connection with the community. The school exists in isolation and as an island.

At the end of the school day it is a locked-up hulk of a building. Vandalism is rampant on the playground and school grounds. I believe that when children live and go to school in the same neighborhood, there are better possibilities for good relationships between the school and the

e area where it exists. The neighborhood can be a classroom to provide valuable lessons. The neighborhood school can be relevant to the everyday lives of its students by providing learning opportunities in which students can learn to get

along, maintain, improve, cherish, and respect their immediate surroundings.  
ddChildren could maintain their own playground, learn respect and physical work, and get to know their neighbors and their stories.

They could also plan improvement projects and learn practical math, gardening, and earth science, and how to provide themselves

with food, beautify the area with murals, create and share joy with their song and dance - and more.

ddBy becoming active participants in their neighborhood through attending their neighborhood school, they can learn a relevant,

useful curriculum that can be

of help all their lives. The alternative is being stuck in a boring classroom learning to solve dry

questions for standardized testing.

ddWhen education is relevant and there is thus high motivation, children learn better. Neighborhood schools can give children greater

opportunities to put the

ir education to use, pride in their school, and a sense of community and belonging to something.

Publication#W\ POP# 67. Christian Science Monitor"Publication" #:\ PPP#June 9, 1998

Headline#\ PQP# Procrastination 101: Blame It on the Computer Headline #:\ PR P#

Diane Bartley

ddBOSTON " All right, if there's one major thing I've learned in college, it's how to waste time. I don't just mean the kind of

amateur stalling that I pract

iced in high school. No, this is the big league here. I was officially awarded my black belt in

procrastination during finals last semester.

ddIn high school, I at least started my work for the next day by midnight. In college, however, my standard operating procedure is something like this: Do not

practice a presentation that is 25 percent of a political science seminar grade until a half an hour before

class starts.

ddNow, why am I so deadline-challenged? It's not just my evident lack of will power. No, I lay the blame squarely where it belongs

- on my computer.

ddI know how ironic it is for me to complain that my computer - an "educational aide" - is responsible for my lack of motivation.

ddBut little did I know that by bringing a computer to college, I would be introduced to so many programs that chip away at my time,

entertain me endlessly, a

nd generally encourage me to get as little done as possible.

ddThe best way to avoid doing work is, of course, the Internet. Armed with the latest version of Netscape (Netscape Communicator)

and an Ethernet connection (

instead of the dial-up modem, an Ethernet is a permanent and extremely fast way  
 of accessing the  
 Internet), I am able to kill incomprehensibly large amounts o  
 f time. I am addicted to the Weather Channel online (www.weather.  
 com), I endle  
 ssly edit my home page (www.duke.edu/~deb2), and there are so many online games  
 I don't have nearly enough time  
 to play them all.  
 ddMoving on through my desktop, we come to my in-box. I never fully appreciated  
 the power of e-mail until I went away to school  
 and started up a correspondenc  
 e with family and friends all across the country.  
 ddE-mail can even be educational - the top news stories are e-mailed to me dail  
 y (for free) from CNN. I subscribed to QuickNews  
 (www.cnn.com) a few months ago  
 , and I quickly discovered that it is of immeasurable help in breaking through  
 the isolation inherent  
 in campus life.  
 ddBut I still love e-mail best because it allows me to keep in touch with every  
 one without running up enormous phone bills.  
 ddTalking to friends for free gets even easier with the enormous popularity of  
 the ICQ (I Seek You) program (www.mirabilis.com).  
 With the click of a mouse it  
 instantaneously sends messages to friends next door or across the country. It a  
 lso provides a chat service  
 allowing two (or more) friends to get together and  
 "talk."  
 ddA similar program, the beta version of AOL's Instant Messenger, can be found  
 at www.aol.com - and this service is available for  
 free to non-AOL members. Its  
 scope is more limited than that of ICQ, since it allows chats only between two  
 people and not messages  
 or multiple chats, but the chances are that my friends  
 have one or the other. Naturally, this reduces still further the time allotted  
 to  
 work.  
 ddSo how can I possibly get anything done? In college, the ritual of procrastin  
 ation has reached an irresistible new level. As we sit  
 at our computers, this i  
 s what's really happening on college campuses all over the country - and the wo  
 rld. We are known to work  
 diligently on occasion, but the fun we have wasting t  
 ime is impressive.  
 ddOne Tuesday night at about midnight, for instance, I sat down to study for a  
 computer science quiz and instead found myself  
 writing this column.  
 dd\* Diane Bartley is a freshman at Duke University in Durham, N.C. She is study  
 ing economics and Spanish - although all plans  
 are subject to frequent changes  
 - and she has always loved to write.n

Headline#\ PUP# Ron Unz and 227Headline #:\ PVP#

ddWhat does it say about our system when a wealthy businessman can galvanize support on an emotional issue that is supposed to radically alter a core part of our children's education? Never mind that the businessman's information flew in the face of relevant research accepted by linguists, people who study aspects of language for a living, and educators. The evidence points to Ron Unz, a layman, leading a charge to wreak absurd havoc on our system.

ddAmazingly, the system and we will allow this. Could we let this happen in other arenas of our community? Could a fervent millionaire launch a proposition and get it passed in the area of public safety, say, radically changing the way firefighters respond to emergencies, despite the protests of knowledgeable experts in that field? Perhaps. Maybe it's time to consider protecting the well-being

of the community from further ill-informed, knee-jerk reactions that bear heavy consequences.

ddDOUGLAS LIGHTFOOT

ddWhittier

ddIs it any wonder there is apathy toward our election process? Prop. 227 is just the latest in a long line of measures where the vast majority of people spoke

by ballot, but one day later a handful of disgruntled individuals can file a lawsuit and hold up the will of the people for years in court.

ddIt's ludicrous for me to tell my kids "your vote matters," when, in reality, mine and a million others really don't mean anything in the end. Whatever happened to "a government by the people"?

ddMICHAEL GLEASON

ddTarzana

ddI am a Mexican American, L.A. native who is now living in the Washington area

. I have carefully followed the debate on Prop. 227. It is shocking to me that

teachers, who expect students to submit to a multitude of school rules, would be speaking of trying to

subvert the new bilingual education law through "civil disobedience." This attitude is particularly outrageous when considering that

they are directly influencing immigrant children, who are to be educated to know and respect the laws of their chosen country.

ddThe opponents of 227 had their arguments heard before the voters and they lost. They should be organizing to make sure that they can implement the plan. Instead,

they are acting in ways that will guarantee chaos when the next school year starts to the detriment of their students. As an attorney, I can say that the 227 dissenters will lose in court. But the real loss will be to the students in their

care who will be given the message, "If you don't like it, don't do it."

"

ddANTHONY SANCHEZ