

RECORD TYPE: PRESIDENTIAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:16-JUN-1998 15:38:31.00

SUBJECT: Clips

TO: Don_Barrett ("Don_Barrett/HQ/EDUC"@ed.gov (Don Barrett/HQ/EDUC) [UNKNOWN])
READ:UNKNOWN

TO: Anne_Barrett (Anne_Barrett@ed.gov (Anne Barrett) [UNKNOWN])
READ:UNKNOWN

TO: Beverly_Blondell (Beverly_Blondell@ed.gov (Beverly Blondell) [UNKNOWN])
READ:UNKNOWN

TO: Carolyn_Adams (Carolyn_Adams@ed.gov (Carolyn Adams) [UNKNOWN])
READ:UNKNOWN

TO: Christina_Anzelmo (Christina_Anzelmo@ed.gov (Christina Anzelmo) [UNKNOWN])
READ:UNKNOWN

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

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

TO: Connie_Barnes (Connie_Barnes@ed.gov (Connie Barnes) [UNKNOWN])
READ:UNKNOWN

TO: Daniel_Bernal (Daniel_Bernal@ed.gov (Daniel Bernal) [UNKNOWN])
READ:UNKNOWN

TO: Dennis_Berry (Dennis_Berry@ed.gov (Dennis Berry) [UNKNOWN])
READ:UNKNOWN

TO: Eleanor_Briscoe (Eleanor_Briscoe@ed.gov (Eleanor Briscoe) [UNKNOWN])
READ:UNKNOWN

TO: Ellen_Bass (Ellen_Bass@ed.gov (Ellen Bass) [UNKNOWN])
READ:UNKNOWN

TO: Hugh_Berry (Hugh_Berry@ed.gov (Hugh Berry) [UNKNOWN])
READ:UNKNOWN

TO: Humphrey_Barnes (Humphrey_Barnes@ed.gov (Humphrey Barnes) [UNKNOWN])
READ:UNKNOWN

TO: Jim_Borches (Jim_Borches@ed.gov (Jim Borches) [UNKNOWN])
READ:UNKNOWN

TO: Jim_Bradshaw (Jim_Bradshaw@ed.gov (Jim Bradshaw) [UNKNOWN])
READ:UNKNOWN

TO: John_Blake (John_Blake@ed.gov (John Blake) [UNKNOWN])
READ:UNKNOWN

TO: Keith_Berger (Keith_Berger@ed.gov (Keith Berger) [UNKNOWN])
READ:UNKNOWN

TO: Kristin_Bunce (Kristin_Bunce@ed.gov (Kristin Bunce) [UNKNOWN])
READ:UNKNOWN

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

TO: Nina_Aten (Nina_Aten@ed.gov (Nina Aten) [UNKNOWN])
READ:UNKNOWN

TO: Patricia_Adelstein (Patricia_Adelstein@ed.gov (Patricia Adelstein) [UNKNOWN])
READ:UNKNOWN

TO: Patricia_Brennan (Patricia_Brennan@ed.gov (Patricia Brennan) [UNKNOWN])
READ:UNKNOWN

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

TO: Regan_Burke (Regan_Burke@ed.gov (Regan Burke) [UNKNOWN])
READ:UNKNOWN

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

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

TO: Stephanie_Babyak (Stephanie_Babyak@ed.gov (Stephanie Babyak) [UNKNOWN])
READ:UNKNOWN

TO: Wilma_Bailey (Wilma_Bailey@ed.gov (Wilma Bailey) [UNKNOWN])
READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

NOW AVAILABLE: The clips are also posted on the network under the

"EDNET News and Information" group. Look for the icon, "Education

News."

To unsubscribe to this list, e-mail "OPA."

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

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

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

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

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2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

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

Carlin Hertz

OPA

- 06161998.win - 06161998.w51===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

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WPC

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##*0 x7##What Follows

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NATIONAL

1. Richmond Times Dispatch

Teacher, volunteer shot at Armstrong

2. Associated Press

Two shot at high school in Richmond, Va.

3. The Washington Post

2 Are Shot At School in Richmond

4. Worldview (CNN)

Ninth Grader Under Arrest in Latest School Shooting
in the U.S

5. Catholic World News

Brigham Young University Censured For Lack Of
Academic Freedom

6. Newsday

2 Teens Are Presidential Scholars

7. Detroit Free Press

Cream of crop scholars

8. Boston Globe

Four area students among Presidential Scholars
honored by Clinton

9. Christian Science Monitor

Remedial Ed Loses Ground at Colleges

10. Christian Science Monitor

So That's What The Principal Looks Like

11. Christian Science Monitor

Parents Go Back to School to Help Their Children

12. Christian Science Monitor

Praying At School

13. Family News in Focus

Calif. School Enacts Civility Policy

14. Business Day (CNN)

FCC Trims Net Subsidies

15. The Washington Post

Debate on Wiring School for the Internet Ignores a Larger, Sillier Phon
e Subsidy

16. The Wall Street Journal

Low Xpectations: Here's Y the Teaching Of Algebra in the U.S. Has Been
Such a
Flop

17. Good Morning America (ABC)

TWO STUDENTS INJURED IN SCHOOL SHOOTING VISIT GMA

- 18. CyberTimes (New York Times on the web)
Family Sues Library for Not Restricting Children's Internet Access
- 19. Memphis Commercial Appeal
CONGRESS VOWS TO CUT SCHOOLS' INTERNET SUBSIDY
- 20. Orlando Sentinel
SCHOOL INTERNET HOOKUPS TO LOSE SOME FUNDING
- 21. Christian Science Monitor
Giving Parents a Peek at School Lesson Plans

TRADE

- 22. Education Daily
ED Issues Final Rules For Use Of DrugFree Funds
- 23. Education Daily
Harkin Amendment Would Lower Student Loan Fees
- 24. Education Daily
Guide On Troubled Youths Due By Fall, Clinton Says
- 25. Education Daily
Mediation Helps Solve SchoolReligion Conflicts
- 26. Education Daily
FCC Trims, Saves ERate; Poor Schools Get Priority

LOCAL

- 27. Chicago Tribune
SCHOOLS CRACK DOWN ON KIDS' THREATS
- 28. Richmond Times Dispatch
Volunteers applauded for effort
- 29. Associated Press
State to pay most costs through '99
- 30. Dallas Morning News
More opt for choice of schools
- 31. Dallas Morning News
Summer students now must pass to move up
- 32. Austin AmericanStatesman
Schools considering increase in computer spending
- 33. The New York Times
ExSchools Chancellor Gets a New Post
- 34. San Diego UnionTribune
Bersin unveils school reorganization
- 35. Miami Herald
Certification will pay off for talented teachers
- 36. St. Petersburg Times
Plan to prepare schools to deal with gunfire
- 37. Chicago Tribune
HIGH SCHOOLS GET TOUGH ON PRANKS
- 38. St. Paul Pioneer Press
St. Paul schools budget expected to top \$440 million
- 39. Milwaukee Journal Sentinel
Expulsions plummet in 2 big districts
- 40. Philadelphia Inquirer
Academy entrance is altered
- 41. Baltimore Sun
Scholarships supply hightech incentive
- 42. Washington Times

- ' ' ' Clerics demand school equity
- ' ' ' 70. The Dallas Morning News
- ' ' ' Mauro says TEA ignoring classsize limits
- ' ' ' 71. The San Diego UnionTribune
- ' ' ' Prop. 227 hearing is July 15
- ' ' ' 72. The Dallas Morning News
- ' ' ' Technology funding may rest on meeting

INTERNATIONAL

- ' ' ' 73. TheVancouver Columbian
- ' ' ' PARENTS, NOT LIBRARIES, MUST POLICE INTERNET
- ' ' ' 74. BBC News
- ' ' ' 'Keep drug users in school'
- ' ' ' 75. BBC News
- ' ' ' Israel drops new teaching plan for east Jerusalem
- ' ' ' 76. BBC News
- ' ' ' Violence greets new exam for Greek teachers
- ' ' ' 77. Sydney Morning Herald
- ' ' ' State teachers in protest over funds for private schools

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- ' ' ' 78. Manchester (N.H.) UnionLeader
- ' ' ' Phone Tax " Thank Al Gore for Those Bigger Bills Come July
- ' ' ' 79. San Diego UnionTribune
- ' ' ' Kip Kinkel: listening to Prozac?
- ' ' ' 80. Christian Science Monitor
- ' ' ' Learning to Love Learning, Even if It Isn't Always 'Fun'
- ' ' ' 81. Investors Business Daily
- ' ' ' Is The End Near For Bilingual Ed?
- ' ' ' 82. Washington Post
- ' ' ' A Community Disservice
- ' ' ' 83. Los Angeles Times
- ' ' ' Student Loan Rates
- ' ' ' 84. The Washington Post
- ' ' ' Toward Consensus On Schools
- ' ' ' 85. The New York Times
- ' ' ' Will Vouchers Ruin Public Schools?
- ' ' ' 86. The New Orleans TimesPicayune
- ' ' ' LET THE CHILDREN GO TO SCHOOLS OF CHOICE
- ' ' ' 87. Greensboro News & Record` ' ' WE SHOULD DO WHAT WE CAN TO MOTIVATE S

TUDENTS

- ' ' ' 88. The VirginianPilot and The LedgerStar
- ' ' ' BOOKS A KEY TOOL TO TEACHING BOYS EMPATHY
- ' ' ' 89. The New Orleans TimesPicayune
- ' ' ' GOING BACK TO EDUCATION BASICS GOOD SIGN
- ' ' ' 90. Buffalo News
- ' ' ' PROBLEM COLLEGE DRINKING IS ROOTED IN HIGH SCHOOL
- ' ' ' 91. Wisconsin State Journal
- ' ' ' TWO VIEWS ON THE SCHOOL CHOICE RULING
- ' ' ' 92. The Atlanta Journal Constitution
- ' ' ' Bilingual education Painful lesson
- ' ' ' 93. Wisconsin State Journal

- ' ' ' WHO IS REALLY BEHIND 'SCHOOL CHOICE' DRIVE?
- ' ' ' 94. Wisconsin State Journal
- ' ' ' SCHOOL CHOICE? THAT'S NOT NEW
- ' ' ' 95. Chicago Tribune
- ' ' ' SKIMMING OFF THE BEST STUDENTS HARMS THE REST
- ' ' ' 96. Los Angeles Times
- ' ' ' Counselors Should Never Discourage
- ' ' ' 97. The Nation
- ' ' ' School's Out
- ' ' ' 98. Salon
- ' ' ' Fight the power!
- ' ' ' 99. St. Paul Pioneer Press
- ' ' ' State on right path with tests
- ' ' ' 100. Syracuse PostStandard
- ' ' ' VIOLENT ACTS FROM KIDS IS BEHAVIOR WE ALLOW
- ' ' ' 101. Memphis Commercial Appeal
- ' ' ' TEEN VIOLENCE SPAWNED BY GUNS AND CULTURAL ROT

EDITORIAL

- ' ' ' 102. Seattle Times
- ' ' ' Taking a strong stand for affirmative action
- ' ' ' 103. New York Post
- ' ' ' A FINAL PUSH FOR CHARTER SCHOOLS
- ' ' ' 104. Christian Science Monitor
- ' ' ' Saving Public Education
- ' ' ' 105. Newsday
- ' ' ' Investing in Ideas About Schooling and in Kids
- ' ' ' 106. Seattle PostIntelligencer
- ' ' ' ZERO OUT ZERO TOLERANCE
- ' ' ' 107. Portland Press Herald
- ' ' ' YOUTH VIOLENCE CRIES OUT FOR ATTENTION FROM STATE LEADERS
- ' ' ' 108. Tacoma News Tribune
- ' ' ' TRUE VOUCHER TRIAL IN CLASS, NOT COURT
- ' ' ' 109. New York Daily News
- ' ' ' THE MYTHS ABOUT SPECIAL ED
- ' ' ' 110. New York Post
- ' ' ' THE BIG MATHSCORE SPIN
- ' ' ' 111. The Sacramento Bee
- ' ' ' ZEROTOLERANCE HYPOCRISY
- ' ' ' 112. The Seattle Times' ' ' NEW TESTS IN SCHOOLS DEMAND NEW THINKING
- ' ' ' 113. Sacramento Bee
- ' ' ' High school dropouts: Keeping numbers down as expectations rise
- ' ' ' 114. Boston Herald
- ' ' ' Kids win in Milwaukee
- ' ' ' 115. The Tampa Tribune
- ' ' ' Gore's tax finally shows up on radar
- ' ' ' 116. Denver Post
- ' ' ' Teaching the teachers
- ' ' ' 117. Miami Herald
- ' ' ' When silence isn't golden
- ' ' ' 118. Forbes
- ' ' ' Ignoring the facts

"Publication" #:\ P#P#June 16, 1998

Headline#\ P\$P# Teacher, volunteer shot at ArmstrongHeadline #:\ P%P#Subhead#
[\ P&P# Freshman, 14, faces five charges Subhead#:\ P'P#
BY JIM MASON AND WES ALLISON

Times-Dispatch Staff Writers

ddA ninth-grader at Armstrong High School opened fire in the hallway yesterday morning, police say, wounding the basketball coach and a 75-year-old volunteer and shifting the nation's spotlight on school violence to Richmond.

ddPolice quickly arrested and charged Quinshawn Booker, 14, after an officer as signed to the school chased him through some nearby woods and into the dragnet of other officers who responded.

ddBooker apparently had been pointing the gun in the direction of another student he had recently fought with, authorities said.

Neither he nor any of the other students milling about in the first-floor hallway was hurt.

ddRichmond Schools Superintendent Albert Williams said hand-held metal detectors are randomly used at Armstrong, but they were not being used yesterday. And even if they had been, he said, the gun wouldn't necessarily have been discovered.

dd"I have two human beings who have been injured, I have a child in custody, and it's frustrating," Williams said.

ddInformation on where the gun was obtained wasn't available yesterday, but Richmond City Councilman Leonidas B. Young, whose 7th District includes Armstrong, complained that "you can buy them anywhere on the street."

dd"Our children are being groomed by television and movies to believe the cool thing to do is to have a gun," Young said.

ddGreg Carter, 45, a social studies and history teacher and the Armstrong Wildcats boys basketball coach, was shot in the lower abdomen. He underwent surgery yesterday afternoon and was in stable condition at Virginia Commonwealth University's Medical

College of Virginia Hospitals last night.

ddEloise Wilson, 75, a longtime volunteer who worked with preschoolers in a Head Start program housed at Armstrong, was shot in the shoulder after she heard a

shot and went into the hallway to warn others, hospital officials said. She was treated at MCV and released yesterday evening.

ddA source close to the investigation said Booker had been a disciplinary problem at the school for some time. He had apparently been in a fight with the other boy on Friday, and had either been expelled or was in the process of being expelled.

ddThe source alleged that Booker came to school yesterday about 10 a.m. with a handgun, confronted the other boy and then fired down the hallway. The first shot hit the coach. When Wilson then stepped into the hallway, she was hit in the shoulder.

ddRichmond police officer Ron Brown, who is assigned to Armstrong, said he was

in the school's second-floor hallway when he heard gunfire and darted down a stairway. He chased a suspect out the back door while using his hand-held radio to report the shooting and call for backup.

Brown chased the youth a half-mile through some woods to the corner of Melton and S streets, where several officers arrested him. They also recovered a .32-

caliber, semi-automatic pistol they believe was used in the shooting.

Booker is charged with two counts of malicious wounding, two counts of using a gun in a felony and one count of taking a gun into a school. He was being held

last night in the city's Juvenile Detention Center, with a hearing scheduled for today in Richmond

Juvenile and Domestic Relations District Court.

Although he's considered a juvenile, state law allows prosecutors to try to charge him as an adult.

The shootings occurred on the next-to-last-day of school. Floyd Peace, a freshman at Armstrong, said he was taking an exam in a classroom on the second floor

when he heard shots. The shootings shocked him. "I've heard of this happening in other places, but you

wouldn't think it would happen here," he said.

Wilson was a longtime "foster grandparent" for the Capital Area Agency on Aging, which has about 80 senior citizens such as her working with at-risk children

in hospitals, day-care centers, schools and Head Start programs.

Wilson, a retired teacher, had been helping 4-year-olds in a Head Start program held at Armstrong since 1993. Before that, she volunteered in a pediatric unit at MCV.

"Whenever she was out, the children missed her," said Barbara Lea-Kruger, a spokesperson for the agency on aging. "She just loves children and wanted to help them."

At her home last night, Wilson's son, Bernard, said that his mother was shaken up and didn't want to talk about the shooting.

Carter, a teacher for 20 years, became the school's head basketball coach last season, and his shooting caps a violent year for his team: This winter, players

Kennard Wyche and Bennie Callahan were wounded by gunfire off campus. Wyche, the team's top player,

required surgery to repair his right knee and left ankle.

During an interview several days after the Feb. 7 shooting, Carter reflected on kinder times when he was growing up on Church Hill.

"Any family was your family. Everyone looked out for each other," Carter said. "Some of us teachers were talking the other day

and saying we were glad we came

up at the time we did. I see a lot of I-don't-care attitudes out there now.

I see the lack of family.

I see the lack of God."

Emergency room doctors extracted the bullet from Carter's right side during a

40-minute operation. He remained in stable condition last night and was expected to make a full recovery.

Meanwhile, the national attention that recently besieged schools after shootings in Springfield, Ore., Jonesboro, Ark., and West Paducah, Ky. turned to Richmond. But City Councilman Young cautioned against a misdirected, knee-jerk response.

"There's going to be this tremendous push to increase security in the schools," with such things as metal detectors, he said. "But the problem is not in the

schools. The problem is in the homes. The problem is in our young people."

Young has been trying to establish a private middle school in the East End for African-American males for more than a year. It would be aimed at children who have caused trouble in traditional schools.

"We have a problem, and there has been a problem for some time," Young said.

"We know some children live in home situations that cause them a tremendous degree

of stress and pressure, and we haven't done anything to get them out."

By setting up what he called "alternative education sites," the city could take such children out of traditional schools "before they explode."

Melvin D. Law, Richmond School Board chairman, also blamed the media, and said he was astonished to see 20 television trucks covering an isolated shooting.

"As long as the media cover events like this the way they have in the past, students are likely to continue this kind of behavior, because it draws this kind of attention," he said.

"No one could have prevented what happened today " you can only minimize the possibility by having adequate security," Law said. "I believe our superintendent and our security people have a firm grip on what has happened, and they have a firm grip on what has to be done."

Staff writers Gordon Hickey, Bill Wasson, Alan Cooper and John O'Connor contributed to this report.

NATIONAL

Springfield, Ore.: May 21 " Two students are shot to death and two dozen wounded at Thurston High School. A 15-year-old boy is charged.

Fayetteville, Tenn.: May 19 " A boy is shot to death in a parking lot at Lincoln County High School. An 18-year-old honor student, whose ex-girlfriend had been dating the victim, is charged.

Pomona, Calif.: April 28 " Two teen-age boys are shot to death and a third is wounded as they play basketball at an elementary school. A 14-year-old boy is charged.

Edinboro, Pa.: April 24 " A science teacher is shot to death in front of his

students at a graduation dance at Parker Middle School. A 14-year-old student is charged.

ddJonesboro, Ark.: March 24 " Four girls and a teacher are shot to death and 10 other people are wounded at Westside Middle School. Two boys, 11 and 13, are charged.

ddWest Paducah, Ky.: Dec. 1, 1997 " Three students are killed and five wounded in a hallway at Heath High School. A 14-year-old student is charged.

ddPearl, Miss.: Oct. 1, 1997 " Nine students are shot, two fatally, at Pearl High School. A 16-year-old boy, also accused of killing his mother, has been convicted.

dd
ddVIRGINIA

ddFairfax: April 29 " A former student at George C. Marshall High School is shot in the school parking lot. Two teen members of an Asian youth gang are charged in the slaying.

dd
ddRICHMOND AREA

ddFairfield Middle School: Feb. 8 "Two teen-age boys and a 25-year-old man are shot and wounded while they play basketball in the school gym on a Sunday. A 19-year-old is charged. The school was open under a Henrico County recreation program.

ddGeorge Wythe High School:

ddDec. 20, 1997 "A teen is wounded when at least 10 shots are fired on a parking lot after a basketball game.

ddHenrico High School: Oct. 24, 1997 " A 19-year-old man is wounded in the school parking lot during a football game with Highland Springs. Three men are charged.

ddJohn F. Kennedy High

ddSchool: Oct. 30, 1995 " Four students are shot and wounded outside the school. An 18-year-old is convicted.

ddGeorge Wythe High School:

ddSept. 13, 1993 " An 18-year-old junior is wounded in the cafeteria by someone who did not attend the school.

Publication#W\ P(P# 2. Associated Press"Publication" #:\ P)P#6-15 7:01p

Headline#\ P*P# Two shot at high school in Richmond, Va.Headline #:\ P+P#
By BILL BASKERVILL

Associated Press Writer

ddRICHMOND, Va. (AP) - A 14-year-old student opened fire Monday with a pistol in the hallway of a high school as students took final exams, wounding a basketball coach and a volunteer aide, police said.

ddThe injuries weren't life-threatening, doctors said. Several students were in the hallway at the time of the shooting, and investigators believe one of them

was the intended target, not the coach or aide, police said.

ddThe student was arrested and will be charged as an adult with two counts of a

aggravated assault and two counts of using a firearm in a felony. Police refused to identify him.

Monday's violence follows recent fatal school shootings in West Paducah, Ky.; Pearl, Miss.; Jonesboro, Ark.; and Springfield, Ore.

The boy was held in the Richmond Juvenile Detention Center pending a detention hearing Tuesday.

The shooting followed an argument earlier in the day between two groups of juveniles but was not gang-related, said Deputy Police Chief Theresa Gooch. Witnesses said nine or 10 shots were fired.

The shots were fired from a .32-caliber Llama semiautomatic handgun, police said.

Ron Brown, a police officer assigned to the school, heard shots and called in an alarm to the police station. He then chased down the suspect and arrested him three blocks away.

A second teen was held for questioning, but was not involved in the shooting.

Gregory Carter, 45, a basketball coach and a history teacher for 20 years at the school, underwent a 40-minute operation to remove a bullet from his abdomen.

He was in stable condition and expected to fully recover.

Eloise Wilson, 74, a volunteer aide, suffered a flesh wound when a bullet grazed her right arm. She was treated and released.

Students were in classrooms taking exams on the next-to-last day of school when the shooting occurred around 10 a.m.

Ninth-grader Floyd Peace said he was taking an exam in a classroom on the second floor when he "heard shooting and screaming" outside the main school office on the first floor.

"I'm stunned, shocked. I've heard it happened other places, but I never thought something like this would happen in Virginia," the 15-year-old Peace said.

School was dismissed for the day.

Publication#W\ P,P# 3. The Washington Post"Publication" #: \ P-P# 06/16/98; Edition: FINAL; Section: A Section; Page A01

Headline#\ P.P# 2 Are Shot At School in RichmondHeadline #:\ P/P#Subhead#[\ POP# Coach, Aide Hurt; Boy, 14, Arrested Subhead#:\ P1P# By Donald P. Baker and Spencer S. Hsu

Washington Post Staff Writers

A ninth-grader arguing with another student opened fire today in a crowded hallway at Richmond's Armstrong High School, wounding a popular coach and a volunteer aide as youths who had gathered for the confrontation scattered, police said.

Students at Armstrong, a school on the city's lower-income East Side that has been troubled by violence in recent years, described a chaotic scene in the hallway outside the school office as the suspect fired eight or nine rounds from a .

32-caliber, semiautomatic pistol.

dd"People were falling over each other, trying to get up the stairs," said Melissa Heart, 16, who said she was heading to her 11th-grade history class when she heard other students yelling, "Fight! Fight! Fight!" Most of the students rushed toward the fight, but Heart said she ran away, hearing gunshots as she fled

ddThe victims, neither of whom suffered life-threatening injuries, were identified as Gregory Carter, 45, a social studies teacher who also coaches the school's basketball team, and Eloise Wilson, 74, who has volunteered in a Head Start program the last five years.

The program, which helps prepare preschoolers for school, is located in part of the 700-student high school.

ddAlthough today's shooting had a different sort of genesis from the tragic school shootings in Oregon, Arkansas and elsewhere across the nation in recent months,

it nonetheless rattled school officials and politicians from here to Washington. No one was killed

at Armstrong today, but everyone there "students, school administrators and police" knew someone could have been.

ddVirginia Gov. James S. Gilmore III (R) called the shootings "a terrible experience for everyone involved" and said that "the shocking pattern of violence that

is terrorizing our nation's schools must end. Students cannot learn and teachers cannot educate in an unsafe environment."

ddAt the White House, presidential press secretary Michael McCurry said that although the Richmond shooting was different in

many respects from the random, fatal

shootings at other schools, "it is again a reminder of the difficulty of dealing with these

situations."dd"It raises issues with respect to . . . the copy

cat nature of some of this violence," he said. "It calls for further exploration of what

we know and what can we understand about the motivations of young people who do this."

ddRichmond School Superintendent Albert J. Williams said today's shooting "should bother every human being in our society."

ddSchool-related violence nationwide actually has declined in recent years, but it remains a top concern at many schools and in

surrounding neighborhoods. Nationally,

15 people have been killed and 42 have been wounded in multiple-victim school shootings

during the past nine months. In the District, two teenagers were

killed during that period near their high schools, and in February a former

student at Fairfax County's Marshall High School was fatally shot while sitting in his car outside the school. Richmond

prosecutors said tonight that they will

seek to have Quinshawn Booker, 14, the suspect in today's shooting, charged as an adult on

two counts of aggravated assault, each of which could bring 20

years in prison; two counts of using a firearm in a felony, which could bring a

total of eight years; and possession of a firearm in a school, which carries a sentence of up to five years.

Deputy Commonwealth's Attorney Todd Stone said he will try to have the case moved to the adult court system during a hearing before a juvenile court judge on Tuesday.

City Council member Leonidas B. Young, who represents the Church Hill neighborhood where the shootings took place, said

police told him that Carter "was try

ing to warn students that something was going on" when he was shot and that Wilson was shot

"when she stepped into the hall."

"They weren't singled out to be shot," Young said. The teenage gunman "was just shooting down the hall."

Carter, who was shot in the right side, underwent a 40-minute operation at the Medical College of Virginia Hospital to have a bullet removed from his abdomen.

He was listed in stable condition tonight. Wilson, known as "Grandma" to the preschoolers who

meet in a room at the rear of the high school, was grazed in

the right shoulder. She was treated and released.

Armstrong High draws its students from low-income, predominantly black neighborhoods, including some of the city's larger

public housing developments. The school and its community have been the scene of several violent incidents in the

past few years.

Armstrong has stationary metal detectors, and security guards

occasionally use hand-held ones, but neither were in use today.

The students, who were in the midst of final exams when the shooting occurred, were sent home today, but Williams said that

Armstrong will reopen Tuesday for

the last day of the school year. With the help of extra security, Williams said, "I feel confident

that the safety of the children can be assured."

Authorities and several students said that the argument that led to the shooting may have been a continuation of a dispute that

began last week.

Toward the end of the school year at Armstrong, student Heart said, "there are a whole bunch of fights" as students, especially

those from rival neighborhoods,

try to settle old scores "because they know they won't see each other over the summer."

Deputy Police Chief Teresa Gooch said that authorities last night had not identified the intended victim of the shooting but were continuing to interview witnesses.

After the shooting, Booker was chased down by a uniformed city police officer who was stationed at the school as part of a

program to beef up the school system's security force.

The officer, Ronald Brown Sr., said he was on the second floor of the building about 10 a.m. when he heard shots fired on the

main floor. "I raced downstairs," Brown said, "and was told, 'He went thataway,' " motioning to the rear of the two-story red-brick building.

Brown radioed for help, and other officers, dispatched from a nearby precinct house, cordoned off a field several hundred yards from the school, where they caught Booker. After questioning him, police found what they believe to be the weapon used in the shooting.

Before the Richmond schools were integrated in the early 1970s, Armstrong had a rich history as a historically black school.

Among its graduates is L. Douglas Wilder, who went on to become Virginia's governor, the first black elected governor in the nation.

In recent years, however, the neighborhood has been plagued with violence.

On Feb. 26, 1997, three people, including a 14-year-old boy, were wounded nearby in a midday shootout in which nearly two

dozen bullets were fired. In October

1996, after an argument over a girl, three young men crashed into an Armstrong classroom and

struck an 18-year-old student with a chair.

Publication#W\ P2P# 4. Worldview (CNN)"Publication" #:\ P3P#June 15, 1998

Headline#\ P4P# Ninth Grader Under Arrest in Latest School Shooting in the U.S

Headline #:\ P5P#

JUDY WOODRUFF, CNN ANCHOR: A ninth grader is under arrest and charged with aggravated assault in the latest school

shooting in the United States. It happened

Monday morning at Armstrong High School in Richmond, Virginia. A teacher and a school

volunteer were injured. Police say the shooting was apparently prompted by an argument between students.

(BEGIN VIDEO CLIP)

DEP. CHIEF TERESA GOOCH, RICHMOND POLICE: We have arrested a 14-year-old suspect who's a student at Armstrong

High School. In addition we have recovered the

weapon we believe was used in the shooting. At this time, we still have a lot of leads

that we need to cover, a lot of leads we need to track down.

We believe there is a possibility that other juveniles may have been involved and we're not certain now, but the adults are not " were not the intended victim. We believe the shooting resulted between a feud between juveniles.

(END VIDEO CLIP)

WOODRUFF: Police say a policeman was on duty inside the school, when the shooting began. He chased the student into a

wooded area and arrested him.

Publication#W\ P6P# 5. Catholic World News"Publication" #:\ P7P#June 16, 1998

Headline#\ P8P# Brigham Young University Censured For Lack Of

Academic Freedom

Headline #: \ P9P#

ddSALT LAKE CITY (CWNews.com) - The American Association of University Professors issued a public censure of Brigham

Young University on Saturday, saying the

Mormon university promotes a poor climate of academic freedom.

ddThe 45,000-member association cited the university's refusal to grant tenure to Gail Turley Houston, an English professor who

has publicly spoken against the

teachings of The Church of Jesus Christ of Latter-day Saints. University officials said Houston attacked

the school in speeches and in an article published in a

non-off-campus newspaper, including encouraging students to pray to a "Mother in

Heaven as well as a Father in Heaven."

ddThe university will be placed on a list of censured institutions, but the school's accreditation will not be affected. A university

spokesman downplayed the

action, and said less than 5 percent of US university professors belong to the association.

Publication#W\ P:P# 6. Newsday"Publication" #: \ P;P# 06/14/98; Edition: NASSA
U AND SUFFOLK; Section: NEWS; Page A31

Headline# \ P<P# 2 Teens Are Presidential ScholarsHeadline #: \ P=P#

By Victor Manuel Ramos.

STAFF WRITER

When he is not studying, 18-year-old Neil Patel tries to beat the stock market by buying and selling shares over the Internet from

a computer in his Woodbury

home.

ddHis work in and out of school has earned him dividends: The Syosset High School

student is one of 141 high school seniors

nationwide named as presidential

scholars by the U.S. Department of Education. He is one of only two Long Island students to

receive the award.

ddThe other Long Island winner, Alan E. Schoenfeld, 18, of Hewlett, enjoys existential philosophy, literary theory and criticism.

The Hewlett High School senior

also writes a weekly column for the South Shore Record.

dd"Their accomplishments in scholarship, leadership, community service and the arts serve as a model for all," U.S. Secretary of

Education Richard W. Riley

said of the winners. Students were selected from among 2.5 million graduating high school seniors

across the country, the Department of Education said.

ddThe winners and their favorite teachers visited Washington yesterday and today to be honored at a White House ceremony. Patel

asked retired math teacher John

Titterton and Schoenfeld chose English teacher Marilyn Maxwell to accompany them to the

ceremony.

dd"I guess it's a nice honor," Schoenfeld said. "I enjoy everything I do and I

find a way to make time for it, so I see them more as fun than as challenges."

ddSchoenfeld, who plans to attend Yale University, has won other national and local awards, as well as school prizes, for his academic and community activities.

s. The co-salutatorian of his class, Schoenfeld coordinates a food collection program at his school

for homeless people on Long Island.

dd"He is a humanitarian and a very intelligent young man," said Maxwell, his teacher in Advanced Placement English. "It's funny,

but I see him more as a colleague

than a student, because he is so mature and intelligent."

ddHewlett High School principal Donald C. Robbins said Schoenfeld plans to become a teacher, like his sister and parents.

ddPatel also has earned several academic awards and has an ability with languages: besides excelling in English class, Patel is

president of the National Spanish

Honor Society and speaks Gujarati, a Hindu dialect. He was accepted to Harvard University and

plans to combine study of science with knowledge of the market

to manage a chemical research company.

dd"I love science because it explains a lot about the world around us. It is so interesting to learn how many things come together

to make the life that we live," Patel said.

dd"We are honored and thrilled for him," said Syosset High School principal Jorge Schneider. "He is brilliant, because he excels

academically and is active doing

other things."

n

Publication#W\ P>P# 7. Detroit Free Press"Publication" #:\ P?P#June 16, 1998

Headline#\ P@P# Cream of crop scholars Headline #:\ PAP#Subhead#[\ PBP# High school seniors make prestigious presidential list Subhead#:\ PCP#

BY PEGGY WALSH-SARNECKI AND MARYANNE GEORGE

Free Press Staff Writers

ddWho says you can't be perfect?

ddMichigan's winners in the 1998 U.S. Presidential Scholar awards, arguably the nation's most prestigious, must earn perfect high

school grade point averages

or perfect scores on the SAT college entrance exam.

ddThey also can be selected as one of the country's most gifted high school artists.

dd"They are the cream of the crop of the nation's high school seniors," said David Thomas, spokesman for the U.S. Department

of Education. The scholars will

be honored at a White House ceremony today.

ddMichigan's winners include James Cotner of Grand Rapids Forest Hills Northern High; Eluehue Crudup II of Saginaw's Center

for the Arts and Sciences and Arthur

Hill High School; Susan Hiniker of Ann Arbor Pioneer High School and Sophie Liao of Novi

High School.

ddDespite earning the kind of sterling high school records that would make any

parent brag, the scholars don't see themselves as academic stars. They are modest about their outstanding achievements.

dd"I didn't think there was any chance I would ever get it," said Liao, 18. "I know there's so many amazing people out there.

dd"I still don't feel I'm really up there."

ddHiniker, also 18, said she was thrilled to learn she had been named one of the nation's top students.

dd"I am especially excited about meeting all the incredible people" at the award ceremonies, she said.

ddTheir teachers say they have managed to find the balance between scholarly success and being just plain nice.

ddMary Jean Wilkins, Hiniker's counselor at Pioneer, said Hiniker's ability to balance her academic and athletic achievements "is just amazing."

dd"She will make a mark making the world a better place. She is a very unique individual," Wilkins said. "Through all the steeliness

needed to win tennis matches

and succeed, she has a real warmth."

ddHiniker is perfect on the tennis court, winning all 86 of her matches.

ddThe scholars' achievements include the following:

ddCotner has a 4.3 grade point average and a perfect 1600 SAT. Activities include: all-academic, all-state soccer player on a top 10

Class B team, debate team

and volunteering for the Kidney Foundation. He's heading to Harvard University, where he will major

in biology and literature. He hopes to become a lawyer or

a doctor. His uncle, John Vestal of Dallas, was a presidential scholar from

Ar

kansas in 1969.

ddCrudup was selected as one of 20 winners nationally in the arts. His selection was based on five poems he submitted to a national

talent search through the

National Endowment for the Arts. He earned a 3.5 GPA and a 25.5 on the ACT. He will attend Western

Michigan University and major in elementary education.

ddHiniker has a 4.0 GPA and a 1600 SAT score. Activities include: school newspaper editor and volunteer teacher's aide in special

education classes. She was c

ocaptain of the womens varsity tennis team and was named state high school Division I womens singles

champion. She'll attend Yale University this fall, majoring

in biology. She is considering a career in medicine.

ddLiao has a 4.0 GPA and a 1600 SAT score. Activities include: student senator, president of Interact and International clubs and

cocaptain of the debate team

. She will be a premed major at the University of Michigan this fall and plans to attend U-M's medical

school. Her sister, Peggy Liao, 21, now at Duke University, was a semifinalist in 1994.

ddThe award carries no financial prize " winners receive a medallion. And while Michigan's four winners have collected tens of

thousands of dollars in scholarship

money, they said the award is likely the most prestigious they've receive

d.
ddThe program was established by President Lyndon B. Johnson in 1964. Each year
, outstanding high school seniors are honored
for academic and artistic success
, leadership and their involvement in school and community affairs.
ddAbout 2,600 seniors from across the country make the initial list, based on t
heir SAT or ACT scores. These students are asked
to submit essays, transcripts
and letters of recommendation. From this group 500 semifinalists are picked.
ddFinally, 141 scholars are chosen: at least two from each of the 50 states and
, to be fair to students in more populous states, 15
additional scholars are ch
osen at large. Another 20 scholars are chosen based on artistic achievement.n
Publication#W\ PDP# 8. Boston Globe"Publication" #:\ PEP#June 16, 1998

Headline#\ PFP# Four area students among Presidential Scholars
honored by Clin
ton Headline #:\ PGP#
By Estella Duran, Globe Correspondent,
ddWASHINGTON - President Clinton honored 141 Presidential Scholars, including f
our Massachusetts high school graduates,
yesterday by saying their "brain powe
r could light up this entire city."
ddIn a South Lawn ceremony, Clinton awarded medals to Sarah B. Lamb of Brooklin
e, Christopher J. Hossfeld of Concord, Neal
E. Rosenberg of Sharon, and Jessica
J. Bulman of Amherst and other students from across the country for their acco
mplishments in
arts, academics, leadership and community service.
dd"I used to think the Presidential Scholars award was a final honor for all o
f the work I did in high school, but I realize now that
it is only the beginnin
g," said Hossfeld, 18, from Concord-Carlisle Regional High School. "This is r
eally an inspiration to go on and
do more."
ddHossfeld, who received the award for his skills as a composer, said he will b
e attending Harvard this fall.
ddEach student was asked to nominate an outstanding teacher, who would also rec
eive a presidential award.
ddHossfeld nominated his chorus teacher, Roger Mansen, who said he was honored
to receive an award but was beaming with pride
for his pupil.
dd"I've been teaching for 25 years, and Chris has been the absolute finest stu
dent I've ever had," Mansen said. "I definitely think we
will be hearing from
him soon in the arts."
ddThose in Washington will be hearing from Hossfeld as soon as tomorrow, when o
ne of his compositions, "Sonata for Solo Viola,"
will make its debut at the J
ohn F. Kennedy Center for the Performing Arts. A fellow classmate, Sarah Darlin
g, will perform the piece.
ddAlso winning an arts award was Lamb, 17, from Brookline High School, a ballet
dancer.
dd"This was just wonderful, and getting to meet all of these interesting, acco

mplished people is great," she said. "I really give a lot of credit to my school, Brookline, for giving me the quality education it took to get this far. I feel lucky that I was able to go to such a good school."

ddLamb plans to enroll in the Boston Ballet School after working a year for the Boston Ballet. She nominated her ballet teacher, Tatiana Legat, for the teachers award.

ddA perfect SAT score of 1600 helped Rosenberg, 18, from Sharon High School, earn his medal. "It's a great honor - a once in a lifetime thing, and I'm just trying to enjoy every minute of it," he said.

ddRosenberg, who will major in finance at the University of Pennsylvania's Wharton School of Business this fall, said he hopes to work on Wall Street after college.

ddRosenberg's English teacher, Tony Pane, who was honored with a presidential award for educators, said his former student amazed him.

dd"You don't get many students in the course of your career who do everything well - I mean everything," he said. "It was to the point that I had to put Neal's papers on the bottom of the stack when I was grading, because his papers always raised the standard for everybody else." n

Publication#W\ PHP# 9. Christian Science Monitor"Publication" #:\ PIP#June 16, 1998

Headline#\ PJP# Remedial Ed Loses Ground at Colleges Headline #:\ PKP# Mark Clayton, Staff writer of The Christian Science Monitor

ddWORCESTER, MASS. " Higher education in Massachusetts threatened to get tough this year with would-be college freshmen like Benjamin Chin. And it has.

ddInstead of relaxing this summer before his first year at a public four-year college, Mr. Chin spends his days in remedial algebra and English classes at Quinsigamond Community College here.

ddHe knows it's the price he must pay if he's going to attend nearby Worcester State College this fall. Mr. Chin graduated with "decent" grades from high school two weeks ago. But poor SAT scores "threw me away," he says.

ddEven so, in prior years Worcester State would have accepted him, no questions asked, and allowed him to take remedial courses as a freshman. This year, the school told Chin that before enrolling he must first pass remedial classes.

ddIn Massachusetts, as in many other states, public concern and political rhetoric are heating up over the one-third of all college freshmen nationwide who are taking at least one remedial math, reading, or writing course, according to government surveys.

ddWhile much blame is cast at high schools, fixing the problem involves raising

the bar at four-year colleges, some say. And that increasingly means trimming out courses that help freshmen get up to speed. Remedial or "developmental" courses water down curricula and represent "paying twice" to educate a student up to college-level ability, advocates say.

dd"From coast to coast, the quality of academic excellence in our colleges and universities is going down," says James Carlin, chairman of the Massachusetts Board of Higher Education. "If a student is not prepared for four-year college work, that student should not be in the institution. It's not fair to the taxpayer."

ddRaising the bar at college will pressure high schools to perform better, too, if they find their graduates are not being admitted to four-year institutions, he says.

ddRemedial work in colleges expanded greatly in the 1980s, following the 1970s adoption of "open-admissions" policies by most public institutions. Dropping most admissions requirements fundamentally "democratized" higher education, opening it to the masses.

For that reason, and the opportunity it brings, many tout remedial education in higher education as a vital tool.

dd"We need all Americans," says Robert McCabe, a senior fellow at the League for Innovation in Community Colleges. "We can't throw any people away. If we have large numbers of people who don't have the skills society is calling for, then we lose in every way."

ddThe changes under way at colleges vary by state, ranging from simply cutting funding for remedial courses - as South Carolina did at several research universities - to Louisiana, which funds three tries at passing a remedial course. In Oklahoma and Wisconsin, colleges charge extra for such courses. "Containment" is the policy in Massachusetts - transferring most, but not all, remedial courses out of public four-year colleges into community colleges. The number of freshmen at four-year colleges who may take remedial classes has been capped at 10 percent, dropping to 5 percent next year.

ddEven more radical, trustees at City University of New York (CUNY) last month approved chopping remedial classes out of its 11 four-year colleges. Students who do not pass placement exams in reading, writing, and arithmetic can't attend a four-year CUNY college until they do.

ddThe impact is potentially huge. Some estimate 13,000 freshmen and transfer students - about half those who enroll in CUNY's senior colleges - will have to boost skills at a community college first. "We are cleaning out the four-year colleges and putting remediation where it belongs," Anne Paolucci, chairman of CUNY'S board of trustees said recently.

ddCritics say colleges have themselves to blame for lowering admissions standards to keep enrollments up. At CUNY, remedial courses were up to 12 percent of total instruction. The focus will now shift to retraining these students in community colleges.

ddRemedial ed still offers a tempting target for budget cutters. But strictures like those imposed at CUNY are penny wise and pound foolish given the benefits and relatively low cost of remedial education, says Hunter Boylan, director of the National Center for

Developmental Education in Boone, N.C. "I find it interesting that legislators who have starved public high schools of the funds necessary to provide college preparatory courses, are now complaining students aren't prepared for college," he says. "We're getting what we paid for."

ddA study by the Brookings Institution in Washington pegs the cost for remedial education in the nation's colleges at about \$1 billion a year. That is less than 1 percent of the nation's higher education budget, Dr. Boylan says.

ddBut even if the CUNY decision does limit access to a four-year education for some, it still represents a major step in the right direction, says Bradford Wilson, executive director of the National Association of Scholars, a think tank on higher education,

dd"It [CUNY] provides the most powerful incentive now at our disposal to get high schools to live up to their obligations to prepare students for college-level

work," he says. "Until now, high schools have not had to live with the consequences of poor preparation: having their students get shut out of four-year colleges."

ddEven Chin, laboring over summer homework, agrees: "Maybe this is good for Worcester State. Instead of carrying a boatload of people - maybe they'll get a lot more people who want to learn."

Publication#W\ PLP# 10. Christian Science Monitor"Publication" #:\ PMP#June 16, 1998

Headline#\ PNP# So That's What The Principal Looks Like Headline #:\ POP# Marjorie Coeyman, Staff writer

of The Christian Science Monitor

ddNEW YORK " A squawking voice crackling out of a small black speaker above the chalkboard: That's the way most baby boomers remember starting the day in high or middle school. But for many of their children, the beginning of the school day has

recently come to include a different sort of ritual. In a number of schools today, morning announcements are coming to kids the same way their favorite sitcoms do: on a television screen.

dd"At some schools the impetus for this comes from Channel One," explains one

high school principal. Channel One is the in-school commercial TV network beamed to 12,000 middle and high schools in 47 states. In addition to wiring schools to receive its own broadcast, Channel One also provides equipment that can be used to create original shows. About 60 percent of the Channel One schools now rely on that equipment to produce a quick morning TV show that substitutes for announcements done over the public-address system, says Susan Tick, spokeswoman for Channel One.

In most schools students either prepare or help to prepare the TV broadcasts, and according to Ms. Tick, "Some of these kids are wildly, wildly creative. They put on costumes, make interesting use of colors, or run videos behind them" to create a background as they speak. "It's infinitely more interesting than the disembodied voice of some grownup," she says.

But not all schools involved in the trend are Channel One subscribers. At Oakcrest High School in Mays Landing, N.J., a group of students comes in early every morning to prepare a 10-minute TV show providing their fellow students with the information they need to get through the day. Principal Dennis Foreman sees the show as a valuable means of building a sense of community within the school.

In fact, Mr. Foreman is so insistent that no student will miss the broadcast that between 9:11 and 9:21 when it airs, physical-education classes are cancelled and no hall passes are granted.

The old public-address system, however, has not been dismantled at Oakcrest. Two or three times a week Foreman follows up the TV broadcast with his own announcements - done the old-fashioned way.

But not everyone agrees the reliance on TV is a good thing. "I kind of like the old way," says Faye Santero, the secretary and receptionist at Casa Grande High School in Petaluma, Calif., who puts together the announcements that are read in her school by students each morning. "They do the pledge [to the flag] at the same time and then the announcements. It kind of brings their ears to attention and they listen."

Publication#W\ PPP# 11. Christian Science Monitor"Publication" #: \ PQP#June 16, 1998

Headline#\ PRP# Parents Go Back to School to Help Their Children Headline #:\ PSP#

Marjorie Coeyman,
Staff Writer

of the christian science monitor

NEW YORK " In an effort to see their children better taught, about 700 South Bronx parents are finding themselves back in the learner's seat.

ddThe advocacy group "Mothers on the Move" is determined to shape neighborhood parents into a highly informed and powerful lobbying group on behalf of their children's education. In order to help parents understand how the system works, whom they should be speaking to, and what they should be asking for, MOM regularly offers workshops and open meetings.

ddSome of the topics covered in these meetings are understanding the power structure of the school system; what makes an effective school; how to advocate for your child; how to turn around a failing school; how to interpret statistics on school success and failure; and how school-board elections work.

ddThe group has also invited successful public school principals from other districts in as guest speakers in an effort to learn from their stories. Recently, a group of parents traveled to Chicago to meet with several local school councils there to garner ideas about school government.

ddBut for MOM member Lisa Ortega, one of the most exciting learning opportunities occurred two years ago when two of the group's members ran for the local school board. Ms. Ortega still remembers the enthusiasm she and others - many of whom had previously known or cared little about such elections - felt about canvassing the neighborhood to get the votes out.

dd"People who had never voted before, not even for the president, they voted," she recalls. "It was exciting, like another world. We always used to think that we're the poor people, that politics has nothing to do with us."

Publication#W\ PTP# 12. Christian Science Monitor"Publication" #:\ PUP#June 16, 1998

Headline#\ PVP# Praying At School Headline #:\ PWP#

Amelia Newcomb, Staff writer
of The Christian Science Monitor

ddBOSTON " Does prayer belong in public schools?

ddJust over a week ago, the House of Representatives said no - barely. In its first vote on school prayer in 27 years, the House narrowly rejected a proposal for a constitutional amendment to allow prayer in schools and religious displays in federal buildings.

ddBut amid all the adult sparring over establishment of religion and freedom of speech, one point seems to have been lost: Lots of students around the United States are already praying while on school grounds - and they're doing it legally.

ddIn the early morning, at lunch, or after the last bell rings, thousands of high school classrooms host gatherings of kids of varying faiths. There, sandwiched in between jobs, team practices, and homework, students congregate to pray about everything from upcoming tests to how to keep their school safe.

It's a phenomenon that may puzzle, anger, or thrill many of their parents, most of whom came of age in schools governed by the 1963 Supreme Court ruling that banned compulsory prayer in public schools and, for practical purposes, forbade religious activities while at school.

But the 1984 Equal Access Act is shaping a younger generation in an equally profound way. By 1990, when the act was upheld by the Supreme Court, federally funded schools were told they had to allow religious meetings if they also hosted other clubs not related to the curriculum. To skirt concerns about imposition on nonparticipants, it stipulated that prayer clubs be voluntary, student-led, and held outside class hours.

Since then, prayer clubs have become a hot ticket. First Priority, a Southern Baptist organization in Tennessee, has helped form clubs in 3,000 schools. Challenge 2000 Alliance, a group of Christian youth organizations, says there are more than 10,000 student-run Christian clubs in US high schools. The Fellowship of Christian Athletes has seen prayer "huddles" jump from about 3,400 in 1990 to about 6,500 today.

The rapid proliferation of groups, most of which are Christian, raises some concerns. Students of other faiths may feel left out or pressured to join in. The act's demand that clubs be student-run needs close monitoring to prevent adult manipulation. School officials also need to ensure that club members promote their activities in a way that doesn't offend others.

But in schools where clubs of different faiths operate, students can learn to coexist, to be sensitive to different points of view while still strengthening their own spiritual and moral values. Kids can see that faith doesn't have to be put on the bookshelf while at school, but can be a useful tool in times of need.

Publication#W\ PXP# 13. Family News in Focus"Publication" #:\ PYP#June 16, 1998

Headline#\ PZP# Calif. School Enacts Civility PolicyHeadline #:\ P[P#
By Karen Johnson, KWVE Radio,
San Clemente, Calif.

One of Orange County, Calif.'s largest school district has enacted a policy to enforce discipline. The new rules, however, are not intended for children. They are aimed at parents who become unruly. San Juan Capistrano Unified is punishing parents who display uncontrollable behavior toward any of the district's 4,000 educators. Dr. James Fleming is superintendent.

(James Fleming) When you come into a school and berate a teacher, that teacher is upset and will not be at her optimum that day.

ddA first violation carries a warning. If the parent does not respond, a written report is filed with the superintendent's office and the parent is subject to a cooling-off period lasting up to 30 days. If no agreement is reached, legal action is the next step. Fleming admits the downfall is a temptation to abuse the policy.

dd(James Fleming) If the district is not careful about enforcing the policy it becomes a short fuse situation allowing educators not to deal with parents.

ddKaren Everett is the PTA president for the district's Aliso Niguel High School. She is convinced that will not happen.

dd(Karen Everett) You will always be able to speak to a teacher first. If you don't have success with that, you can move on to an administrator. That avenue is always open to you.

ddIn the first 60 days, four incidents were severe enough to get written-up. Dr. Fleming says all of them were resolved.

Publication#W\ P\# 14. Business Day (CNN)"Publication" #:\ PJP#June 15, 1998

Headline#\ P^P# FCC Trims Net SubsidiesHeadline #:\ P_P#

DEBORAH MARCHINI, CNN ANCHOR: The Federal Trade Commission retreats some on its plan to force telecom companies to finance the link up of schools and libraries to the Worldwide Web.

ddSteve Young has that and more in this morning's "Digital Jam Minute."

dd(BEGIN VIDEOTAPE)

ddSTEVE YOUNG, CNN CORRESPONDENT (voice-over): The Federal Communications Commission is scaling back its program

to wire schools and libraries to the Internet

under pressure from Congress. The FCC will collect \$650 million from telecommunications companies for the program in the second half of this year, far less than the original target. Congress has been

urging the FCC to reform the program or scrap it altogether, hearing it will lead to phone companies hiking consumer bills.

ddMeanwhile, Vice President Al Gore announced the launch of a new \$450 million program to help public television stations make

the transition to digital TV. The

money will also support interactive learning programs that combine TV and the Internet.

ddAnd a U.S. district court shot down an attempt by Cable & Wireless to prevent

MCI from selling Internet assets to any other firm

within the next 10 days. Last month, MCI agreed to sell its Internet backbone business to Cable & Wireless for \$625 million in an

effort to appease regulators opposed to MCI's merger with WorldCom.

ddAnd that's the "Digital Jam Minute." I'm Steve Young.

Publication#W\ P^P# 15. The Washington Post"Publication" #:\ PaP# 06/16/98; Edition: FINAL; Section: Financial; Page C03

Headline# \ PbP# Debate on Wiring School for the Internet Ignores a
Larger, Sil
lier Phone SubsidyHeadline #:\ PcP#
By Allan Sloan

If you want to understand the current Washington flap about phone rates, don't bother reading the latest pronouncements from the Federal Communications Commi
ssion or listening to the sound bites emanating from political heavyweights suc
h as House Speaker
Newt Gingrich (R-Ga.) or Vice President Gore. Instead, trot
down to your local video store, rent a Three Stooges movie and watch
Moe, Larry
and Curly whack each other around.
ddWhy compare a multibillion-dollar phone fight to slapstick comedy? Because th
e fight is slapstick. Gingrich and Gore are fighting
over a small, symbolic pho
ne subsidy program " which assesses telecommunications companies to pay for wir
ing schools and
libraries to the Internet " but are ignoring a much bigger, sil
lier phone subsidy. To wit: the incredibly random way we subsidize
some "high-c
ost" and "rural" phone systems. Why obsess over wiring schools while ignoring t
he subsidy that pays \$4.5 million a
year to a phone company that is 51 percent
owned by Walt Disney Co. and serves Disney World? That helps keep phone rates l
ow
for multimillion-dollar villas in Telluride, Colo.? And if you're worried ab
out boondoggles, the school-wiring program is a rounding
error compared with th
e recently passed \$200 billion highway bill.
ddThe FCC voted 3-2 Friday to cut the school-wiring program's cost to \$1.28 bil
lion a year from its previous maximum of \$2.25
billion. The Democratic majority
wanted to preserve the plan; the Republicans voted to kill it. "Giving our kid
s access to this
technology is more important than political battles," FCC Chai
rman William E. Kennard said in an interview. But the political battle
is comin
g. By the way, even though this program is one of Gore's favorite things " whic
h helps explain why Gingrich hates it "
this isn't a
Republican-Democrat battle. Some Republicans, such as Sen. Olympia J. Snowe of
Maine, favor the program, while Democrats such
as Sen. Ernest F. Hollings of S
outh Carolina oppose it.
ddBefore this debate turns purely political, let's try to apply a little histor
y and a little math. The
schools-and-libraries program was approved as part of the
Telecommunications Act of 1996, which ordered the FCC to assess telecom compan
ies to wire these institutions to the Net. (It also
covers rural hospitals, but
to keep things simple, we'll ignore them.) The program was classic Washington
something-for- nothing:

The pols would take credit for wiring schools and the telecom companies would bury the costs deep in their books.

The FCC started collecting money for wiring schools and libraries in January, and long-distance companies promptly started adding surcharges to business phone bills. Some companies with few residential customers, such as Qwest Communications International Inc., started surcharging residences, too. These charges set off minor rumblings. Earthquake City arrived on May 26, when AT&T Corp. notified the FCC that it planned to start charging its millions of residential customers an extra 5 percent for interstate long-distance calls "and to break it out as a surcharge on millions of phone bills. MCI Communications Corp. soon followed, with a proposed 5.9 percent surcharge. Kiss those wired schools and libraries goodbye.

AT&T says it's trying to break even, not scuttle the plan. "We want only to recover the costs we're incurring for universal service," says Joel Lubin, an AT&T vice president. True, but universal service includes not only the schools-and-libraries assessment but also the rural and high-cost subsidies that AT&T and other carriers had absorbed for years. By my math, AT&T's costs were increasing by about 2.5 percent for the new programs, but it was planning to recover its entire 5 percent cost for universal service payments. In other words, a hidden rate increase. AT&T disputes my conclusions "Lubin even says he could have justified a 6.5 percent increase " but there's no space to go into detail. Note that I'm not blaming AT&T or MCI. Long distance is brutally competitive. If you were AT&T, wouldn't you prefer to advertise a 10-cents-per-minute rate and surcharge it by 5 percent, rather than advertise a 10.5-cent rate?

The real problem isn't whether AT&T and MCI want to collect more than their extra schools-and-libraries costs. The problem is that phone service is amazingly complicated: Long distance subsidizes local phone rates, call waiting subsidizes lifeline rates and on and on. Focusing on only the schools-and-libraries piece and calling it a tax is misleading. "If you insist on phone bills showing all the subsidies, your monthly bill will be the size of the Manhattan phone book," says former FCC chairman Reed E. Hundt, a Gore buddy who is a telecom consultant. "Untangling all of this is like trying to straighten out an elephant's intestines." A delightful prospect.

I tried to get Gingrich and Gore to discuss things, but I couldn't get either side to say anything of substance. So get ready to watch a telecom food fight. Maybe we can buy the combatants pies to throw at each other. And enshrine them in the Three Stooges Hall

of Fame.

ddNewsweek's Keara Ketchum and Rich Thomas contributed to this report. Sloan is Newsweek's Wall Street editor. His e-mail address is sloan@panix.com

Publication#W\ PdP# 16. The Wall Street Journal"Publication" #:\ PeP# 06/16/98 Page A1

Headline#\ PfP# Low X-pectations: Here's Y the Teaching Of Algebra in the U.S

. Has Been Such a Flop

Headline #:\ PgP#Subhead#[\ PhP# For Starters, Most Students Fear It, and Then Comes The Ninth-Grade

Crunch "- Milwaukee Looks for Answers

Subhead#:\ PiP# By June Kronholz

Staff Reporter of The Wall Street Journal

MILWAUKEE " It's a rainy Saturday morning and, in a lecture hall at the University of Wisconsin campus here, a cheer goes up among a hundred middle-school kids and their parents for . . . linear equations.

ddA cheer? For algebra?

ddYes, algebra. And it doesn't get many.

ddDoes any word strike greater fear in the hearts of American ninth-graders " and their parents " than algebra?

ddStudents dread algebra, approach it as if it were toxic and, not surprisingly, do badly at it. In the Third International Math and Science Survey, or TIMSS,

a huge world-wide comparison, U.S. high schoolers finished close to the bottom in math, largely because they didn't understand algebra.

ddFor all that, algebra is what teachers call a gatekeeper course; you have to go through it to reach the possibilities beyond. Algebra is the language of mat

h and science, "the language of problem solving," says University of Chicago math professor Zalman Usiskin.

It deals in abstractions " using letters to generalize math operations " that expand thinking skills. In a technology-fueled society,

says Mr. Usiskin, not knowing algebra "limits what you can do."

ddYoungsters who take algebra tend to go to college, research shows, and low-income youngsters who take it are almost as likely to go to college as middle- and

upper-income kids. The gap in test scores between students in private school and those in public

school largely disappears if they take upper-level math courses, beginning with algebra.

ddThat's why, on a morning better suited to sleeping in, James Newton Jr., a Milwaukee bus driver with a sense of the future, has brought his daughter, Charon

da, to a Saturday math class. It is part of a program designed by the College Board to get youngsters

into college by first getting them through algebra. An 11

1-year-old, Charonda is a C student in math who faces algebra in two years.

ddSo all semester she has spent part of her Saturdays studying graphing, measuring and density. Now, in a graduation exercise, kids

and parents alike labor over equations, cheering themselves wildly as they answer. And amid the din, Mr. Newton sounds an optimistic note. "We're looking at the big picture here," he says. "We're looking at college."

To sign on to this College Board program, the Milwaukee Public Schools agreed five years ago to require algebra of all ninth-graders. There are two ways to look at that decision. On the one hand, fewer than two-thirds of Milwaukee ninth-graders passed algebra in 1996, the latest year for which numbers are available. On the other hand, twice as many Milwaukee ninth-graders passed algebra in 1996 as even took it in 1991. And with algebra guarding the gates to college, that, says Chicago's Mr. Usiskin, "may be the more important number."

The TIMSS results hit a nerve in a country that is smug about its technological prowess and riding an economic surge. One-third of U.S. 12th-graders couldn't compute the price of a \$1,250 stereo that was on sale for 20% off. Only one in nine could plot a graph. Even the best U.S. students, presumably the next engineers, scored miserably.

But TIMSS does more than just show how U.S. students perform; it also helps explain why. The U.S. teaches math cursorily, often with teachers who have only a few more math courses than the kids they're hired to teach. It tracks youngsters into courses they're certain to pass, instead of into courses they're going to need. William Schmidt, an education professor at Michigan State University in East Lansing, studied 1,500 math textbooks from 50 countries under a contract with TIMSS. His conclusion: U.S. math education is a mile wide and an inch deep, a failing that begins with textbooks.

Publishing a math book is expensive: A new high-school math series being developed with a \$5 million National Science Foundation grant and published by Tribune Co., involves professors from five universities working for 10 years to write four books.

But almost every district wants something different from its math books: some start multiplication in second grade, some in third. Commercial publishers try to accommodate as many districts as possible, and boost sales, by including every math topic imaginable in every grade.

Ten years ago, James Flanders, now an educational consultant in Colorado Springs, Colo., surveyed four math series to see how much new material was added to books from one grade to the next. He found that only 40% of the material in a second-grader's book wasn't a repeat of first grade, and only 30% of the material in eighth-grade books was new. "It really was a message that we're going to sit here in limbo and practice arithmetic," says Mr. Flanders. He has looked at

new math books and found "not much has changed."

ddIndeed, U.S. schools do teach arithmetic well; the TIMSS scores for fourth-graders (TIMSS tested children in grades four, eight and 12) showed U.S. kids scoring above average. But they teach it over and over again, instead of assuming students have learned, say, fractions after a couple of years. In his study of textbooks, Mr. Schmidt found that U.S. books covered up to 35 different math topics a year " that means teachers fly through them at a speed of one a week " and didn't drop any of them until seventh grade.

ddIf some topics are taught over and over, algebra usually isn't taught at all until ninth grade because . . . well, because ninth-grade algebra has always been an American tradition. But isolating algebra that way means that about 90% of a ninth-grade math book is new material " a huge blast of abstract thinking after years of easy-going arithmetic.ddAssuming that math teachers will make up for curriculum lapses isn't the answer. Teacher licensing varies from state to state, but Ohio, with among the toughest requirements, asks a teacher to take only three math courses, aside from how-to-teach-it classes, to be licensed through eighth grade. That's because education colleges stress teaching skills like classroom management, and state legislatures increasingly want classes on social issues, like understanding diversity. "The subject people" " the math and English departments " "tend to lose because the state requirements affect health and safety," says Lynn Steen, a math professor at St. Olaf College in Northfield, Minn.

ddEven when states toughen teaching requirements, they often then ignore them. Nationally, one-fourth of new teachers either aren't licensed to teach the course they are hired for, or haven't any license at all, says the National Commission on Teaching and America's Future, based at Columbia University in New York.

Postgraduate teacher training doesn't fill many gaps either. Most states require teachers to return to college either for periodic recertification or to earn pay raises. But Glenda Lappan, a Michigan State math professor, says there's a divide between what returning teachers need to learn " a deeper look at a grade-school subject " and the research-oriented courses that many graduate departments want to teach. "There's no conversation going on between the universities and the schools," she says.

ddAnd because many districts ask how many credits teachers earn, not what they learn, Mrs. Lappan remembers one summer school where teachers bypassed the academic courses and enrolled "by the hundreds" in a dress-for-success class.

ddWhen kids also take the easy way out, it is even more troubling. Grouping by ability largely was dropped in U.S. schools in the

1970s " except in math, where even second- and third-graders often are still divided by skill level. "The powerful message children learn from tracking is, 'I'm not very smart in math,'" says Jeannie Oakes, an education professor at the University of California in Los Angeles.

Worse, it sticks with them in high school, where they can opt for dumbed-down math courses, with names like commercial math or vocational math. One reason 12th-graders scored so badly in TIMSS, Ms. Oakes says, is that two-thirds of them "have never been in a classroom where these subjects are taught."

The College Board decided to tackle math reform after Department of Education researchers concluded eight years ago that the gap in college " going rates between minorities and whites, and between haves and have-nots, was caused by math. "We looked at the variables, to see what would close the gap, and it was math," says Vanetta Jones, director of the program, which is called Equity 2000.

Indeed, there's a 100-point gap between the average scores of black and white students on the College Board's SAT exam, and a 50-point gap between whites and Hispanics. The reason, says the College Board, is that minorities just aren't as likely to take the tough math courses that will boost their scores.

The only obligation, when a school district signs on to Equity 2000, is that it require algebra of all its ninth-graders and geometry of all 10th-graders. The College Board then offers workshops on the nuts and bolts of math. Eight cities belong now; five more are joining. Equity 2000 has only the barest proof that it's succeeding. But a look at how math reform is going in Milwaukee points out the depth of the problem and some glimmers of hope.

The math department commands an entire well-equipped wing of sprawling Vincent High School, where inspirational messages (your brand of sneakers won't matter in 10 years; your education will) compete for space on the bulletin board with the district's weapons policy. In Milton Bond's ninth-grade algebra class, there are moans that the day's lesson, multiplying variables, is "too easy" " a complaint to cheer any teacher's heart. But for all that, this is an inner-city school with compelling social problems.

A boy who concedes he has been coming to class only once a week strolls in, vows that "I'm gonna start coming two times a week; you don't know what's going on in my life," and strolls out. A girl launches into a monologue on a favorite singer and, when admonished, answers coolly, "I'm not talking to you." A youngster who finished his work handily reads a magazine; another, apparently lost i

n the complexity of it all, puts his head in his arms and feigns sleep.
ddNext door, Nora Lofy's algebra class is plotting a graph, and she coos that a
lmost everyone got an A on a big exam the week
before. But an hour from now she
has a "reteach class" for the 10th-graders who failed algebra last year. Milwa
ukee youngsters must
pass algebra and a math-proficiency test to graduate, and
90 of Vincent's 220 seniors recently took the proficiency test for the third
ti
me.

ddDownstairs, Audrey Reineck's algebra class is taking its weekly turn in the c
omputer lab, working problems about an oil embargo,
construction supplies, a do
wnhill skier's speed. Keeping up with the new technology that teachers are expe
cted to master is "like
being on the freeway," she says. "You can't stop for an
ything or you get passed by."
ddFive years ago, fewer than one in four Milwaukee blacks and Hispanics took al
gebra, half as many as whites, and whatever their
race, about one in four or fi
ve failed it. Not only is the abstraction of algebra befuddling, it's often the
first class that parents can't
help with " they either never took algebra them
selves or can't remember it " and for many kids, there's no where else to turn.

ddSo Equity 2000 promotes safety-net programs: tutoring, Saturday workshops, co
llege mentors. Fort Worth, Texas, schedules
parent nights where it outlines its
math program, offers help with algebra anxiety " and, to boost attendance, pro
vides dinner.

Memphis, Tenn., holds a summer algebra camp and pays bus fare for
youngsters to attend. Milwaukee devotes \$600,000 a year to
algebra tutoring.

ddTeacher training is stepped up: Nashville, Tenn., holds 80 or 90 classes a ye
ar, including summer school and weekend workshops
on how to use a graphing calc
ulator. Guidance counselors are counseled themselves to raise youngsters' aspir
ations. School districts
and nearby universities are forming links: University
of Wisconsin professors help teach Milwaukee's Saturday Academy, then
finetune
their own curriculum based on what they see.

ddCertainly, not all is going well. Milwaukee's strong teachers' union demands
that perks like training sessions, which often come
with extra pay, go to the m
ost senior teachers instead of those who need them most. A community tutoring p
rogram collapsed when
the tutors dropped out. The insurance company that suppor
ted the Saturday Academy has withdrawn its funding; its customer base
in Milwau

kee is too small to justify the \$62,000 grant.ddTextbook math often remains dis
connected from real-life math: At Vincent High, a class struggles to square the
product of X times
Y " a classic algebra problem without much practical applic

ation and, in any event, one that calculators now solve.
 ddAnd most dauntingly, math scores are still weak. Milwaukee's 10th-graders scored in the 37th percentile on a standardized math test this year; that means that, on average, 63 of every 100 sophomores in the country scored higher. Moreover, because everyone is taking algebra now, not just the brightest, pass rates have plunged.
 ddStill, on the dreary landscape of urban education, Milwaukee offers some promise. A year from now, all middle schools will begin using the same math textbooks and curriculum; amazingly, it will be the first time every sixth-grader in the 104,000-student system will be taught the same thing. That will include some algebra in sixth and seventh grades. Algebra will become an eighth-grade requirement, and youngsters will have to pass it to get into high school, where they face three more years of math.
 ddMeanwhile, Emmett Upchurch Jr., a Milwaukee eighth-grader, figures the Saturday academy has raised his math grade to an A from a B in preparation for algebra next year. He has also put his sharpened math skills to practical use. He has calculated how much it will cost him "tuition, room and board, "everything, including weekend parties" to attend Atlanta's Morehouse College in 2003.

Publication#W\ PjP# 17. Good Morning America (ABC)"Publication" #:\ PkP# 06/15/98
 Section: NEWS;

Headline#\ PIP# TWO STUDENTS INJURED IN SCHOOL SHOOTING VISIT GMAHeadline #:\

PmP#
 By KEVIN NEWMAN

KEVIN NEWMAN, Host: Well, as Lisa just told you, President Clinton was talking about children and violence on the West Coast this weekend. He also stopped in Springfield, Oregon, where he visited Thurston High. That was the scene of that horrific school shooting in May. Now, the President met privately with shooting victims and their families, and then he addressed the school, promising to

do all he can to prevent another such tragedy.
 ddAnd joining us this morning from Eugene, Oregon, are two of Thurston High School students wounded in the attack, Tony Case and Jake Ryker. That's Jake on the left. And he was the varsity wrestler who first tackled gunman Kip Kingle.

Good morning, guys.
 TD TONY CASE, Thurston High School Shooting Victim: Good morning.
 ddJAKE RYKER, Thurston High School Shooting Victim: Good morning.
 ddKEVIN NEWMAN: Let's get caught up with how you're doing physically. Jake, you took a bullet in the chest. How are you feeling now?
 ddJAKE RYKER: A little bit sore, hurts " still hurts a little to breathe.

ddKEVIN NEWMAN: Yes? You're still in a fair bit of pain?

ddJAKE RYKER: No, it's just usually if I turn wrong.

ddKEVIN NEWMAN: Did "is" was there a tear in your muscle, or are you in rehabilitation, or...

ddJAKE RYKER: It went through my lung.

ddKEVIN NEWMAN: It went through your lung.

ddJAKE RYKER: And broke a rib, so...

ddKEVIN NEWMAN: Now, Tony, you took a couple of bullets. I think they're still in you, are they?

ddTONY CASE: Yes, there's two still in me, and they took two out during surgery.

ddKEVIN NEWMAN: Which ones are still in you, and where are they?

ddTONY CASE: There's one still by my right shoulder blade, and one in my stomach.

ddKEVIN NEWMAN: Now, you've been taking some rehabilitation to your foot, and I gather the President, that was one of the things when he visited your high school, talked to you about in your private meetings?

ddTONY CASE: Yes, we talked about the differences between our therapies, and how rigorous a workout he had.

ddKEVIN NEWMAN: What other things did you talk about?

ddTONY CASE: We talked about his saxophones, because we're both very musical, and about how he receives them from different countries. And we talked about Chelsea.

ddKEVIN NEWMAN: Now, Jake, did you have a chance to talk to the President?

ddJAKE RYKER: Yes, just briefly.

ddKEVIN NEWMAN: Just a very brief conversation? Did you exchange any information at all?

ddJAKE RYKER: Not really. We said hi. I got to meet him.

ddKEVIN NEWMAN: OK. One of the things the President said on the weekend in his radio address is that parents, having seen what happened in Thurston High, he said, "Parents cannot permit easy access to weapons that kill." Now, both of you have a very intimate understanding of weapons and what they can do to you. I'm interested in what you guys think about the debate, what's happening right now,

mostly among adults, whether or not kids have too easy access to guns. Tony, why don't you give me your answer to that first?

ddTONY CASE: I think definitely that they do have easy access to guns, but they have easy access to everything. And taking care of the gun problem is not going to solve it. They're going to make a bomb, or they're going to do something destructive no matter what.

ddKEVIN NEWMAN: So you think if they have it in their souls to do this, that they'll find a weapon no matter what's out there.

ddTONY CASE: They're going to find a way to do it.

ddKEVIN NEWMAN: Jake, what do you think about this?

ddJAKE RYKER: I think basically what Tony does. If they wanted to, they'll find anything to use. The gun is just usually what they're picking up first. And

...

ddKEVIN NEWMAN: Yes, but " you know, Kip " or the shooter in this had a .22 caliber rifle. Now, that shoots off several rounds at once. And, you know, there were 50 rounds that were shot in your high school, Jake. I mean, does " why does a kid need to have a rifle that's a semiautomatic?

ddJAKE RYKER: Why does he need to have a grenade? He had one of those in his bedroom. He had bombs. He had dynamite with him.

ddKEVIN NEWMAN: But his parents didn't buy him the grenade. His parents bought him the gun.

ddJAKE RYKER: Well, he didn't buy one of the guns that he had either. He stole that.

ddKEVIN NEWMAN: But the " yes, but the " his parents did buy him a gun, and it's possible to do that. You don't think that's an issue?

ddJAKE RYKER: My dad bought me a gun, and I'm not out there shooting anybody.

ddKEVIN NEWMAN: You're a hunter?

ddJAKE RYKER: Yes.

ddKEVIN NEWMAN: All right. Tony, let's talk about the future for a minute. You said you had an injured leg. You're a pretty good ball player, I understand.

What's the prognosis for that?

ddTONY CASE: It's kind of a wait-and-see kind of thing right now. Mostly right now, it's nerve damage. So we're kind of just waiting and seeing if it'll grow back and when it'll grow back.

ddKEVIN NEWMAN: You get to toss out a ball in a game tomorrow, I think?

ddTONY CASE: Yes.

ddKEVIN NEWMAN: Yes? I hear your pitch is still pretty strong.

ddTONY CASE: It's all right. I kind of use my upper body. But I can get it in there.

ddKEVIN NEWMAN: All right, good for you. And Jake, thank you, and we hope your wrestling career continues soon too. Take care, you guys.

ddTONY CASE: Thank you very much.

ddJAKE RYKER: Thank you.

dd(Commercial Break)

dd(Local News)

dd(Commercial Break)

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Publication#W\ PnP# 18. CyberTimes (New York Times on the web)"Publication" #:
\ PoP#June 15, 1998

Headline#\ PpP# Family Sues Library for Not Restricting Children's
Internet Access

Headline #:\ PqP#

By PAMELA MENDELS

ddIn what is believed to be the first lawsuit of its kind, a public library is being sued for having failed to restrict young patrons' access to the Internet.

The lawsuit was filed following an incident in which a 12-year-old boy is said to have downloaded sexually

graphic images from computers at a Livermore, Calif., library, and then printed them at a relative's home.

The suit, filed May 28 in California State Superior Court in Alameda County, asks among other things that Livermore officials be barred from spending public money on the city's public library computer system so long as minors can use it to find sexual material considered "harmful to minors" under California law.

"The library is violating its basic duty to the community: to provide a safe place to acquire knowledge," said Michael D. Millen, a lawyer who brought the case on behalf of a mother identified only as "Kathleen P." in court papers.

The suit does not directly ask that the library be required to use filters "software products that block access to Internet content deemed inappropriate.

But in a letter to the city, Millen suggested that one solution would involve the use of filters.

A lawyer for the city said the library intends to aggressively defend its current practice of providing open Internet access to all patrons, because library

board officials, in keeping with the policy of the American Library Association, believe there is no

mechanism for cordoning off arguably offensive material without also trampling on basic free speech rights.

"There is no effective way of screening the Internet without interfering with First Amendment rights," said Daniel G. Sodergren, the assistant city attorney

for Livermore. "Filters take out material protected by the First Amendment."

Nonetheless, the suit suggests that American public libraries are now between a legal rock and a hard place, as some patrons

demand filters while others ask

the courts to ban them. Late last year, in a federal case that could be seen as the mirror opposite of

the Livermore suit, the Loudoun County, Va., public li

brary system was sued by some patrons for providing only filtered access to the

Internet. That case is still pending, but the anti-filtering forces have won an important preliminary court victory.

Millen says that his client's son, identified as "Brandon P.", now 13, visited the Civic Center main library branch of Livermore

over a period of about 10 days last June and used computers there to

visit Internet sites containing sexually graphic images. The boy downloaded

the images onto a disk, used a relative's computer to reproduce them on paper and showed them to friends, according

to Millen.

He said the boy obtained "several dozen" images, and that they ranged from mildly pornographic depictions of semi-clothed

women, to what he considers obscene

ity: images of fully-nude women engaged in sexual encounters.

Millen believes that most of these images run afoul of California law, either

because they are obscene, a legal term referring to

graphic sexual material

at has no free speech protection, even for adult viewing, or because they are "harmful to minors," material that is protected for adults, but not for those under 18 years of age.

But determining what is "obscene" or "harmful to minors" is a matter for juries and judges to decide, not individuals like Millen, asserted Ann Brick, staff attorney for the American Civil Liberties Union of Northern California, which is watching the Livermore case closely.

Millen contacted the library about the incident in March, and urged library officials to come up with a way to fence off minors from pornographic material online. One solution, he suggested, was to install filtering software on computers that children have access to "allowing minors to use other unfiltered terminals with parental permission."

However, the library board "like many public libraries across the country" opposes filters, viewing them as a flawed instrument that too often blocks not just inappropriate sites but legitimate information as well, such as health or art-related material.

The suit puts Livermore at the forefront of a growing national debate about the wisdom of installing filters on computers used by children in public settings, such as schools and libraries. Last year, in a case now pending in federal court for the southern district of Florida in Palm Beach, a mother sued the Broward County School Board, demanding, among other things, that filters be put on local public school computers providing Internet access to students.

The Livermore suit is probably the first to make a similar demand on libraries, according to David W. Burt, a Lake Oswego, Ore. librarian and founder of a pro-filtering group called Filtering Facts.

Publication#W\ PrP# 19. Memphis Commercial Appeal "Publication" #:\ PsP# 06/
13/98; Edition: Final; Section: News; Page A6

Headline#\ PtP# CONGRESS VOWS TO CUT SCHOOLS' INTERNET
SUBSIDYHeadline #:\ Pu
P#

By Mary Deibel

Federal regulators, under sudden fire from Congress, voted Friday to scale back funding for subsidized Internet hookups that more than 30,000 schools and libraries hoped to share this year.

The Federal Communications Commission, on a 3-2 vote, said it will provide \$650 million in discounts for hookups between July and December this year, bringing the total for 1998 to \$1.275 billion - almost half of what the FCC originally sought.

"You're never going to satisfy everyone," said FCC Chairman Bill Kennard, who has been fighting to keep the program alive in the face of a flare-up of congressional opposition.

essional opposition to the program that President Clinton made a centerpiece of his promise to improve public schools.

ddThe 1996 telecommunications deregulation act authorized telephone companies to collect money to lower Internet rates for schools, libraries and rural health

facilities in the expectation competition unleashed as a result of the new law would drive down

phone bills enough to more than offset the subsidy.

ddHowever, the issue has taken on a life of its own since AT&T and MCI announced recently that they will start adding a 5 percent surcharge to long-distance b

ills starting in July to reflect the subsidy.

ddThe \$650 million the FCC authorized Friday will come from this surcharge.

ddClinton used a commencement address at the Massachusetts Institute of Technology last week to defend the program so that future generations of students aren't

digitally deprived, and Vice President Gore carried on the call for support this week.

ddBut lawmakers in both parties on Capitol Hill have promised to block the program.

ddHouse Speaker Newt Gingrich (R-Ga.) blasted what he labeled the "Gore tax" and said Congress will move to kill it before the month is out.

ddGingrich also attacked the FCC, saying, "It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

ddGore countered by calling on Congress and industry to put politics aside and work to put 21st Century educational technology in every classroom and library.

ddConsumer groups that have criticized phone companies for being slow to cut bills and fees also have been outraged by the schools and libraries program. The

Consumer Federation of America's Gene Kimmelman contends that phone bills could rise by more than

\$1 billion as a result of the school and library discount.

Publication#W\ PwP# 20. Orlando Sentinel"Publication" #: \ PwP# 06/13/98; Edition: METRO; Section: A SECTION; Page A14

Headline#\ PxP# SCHOOL INTERNET HOOKUPS TO LOSE SOME FUNDINGHeadline #:\ PyP#

WASHINGTON - Federal regulators decided Friday to scale back rather than eliminate money for cheap Internet hookups for schools and libraries. The Federal Communications Commission, in a 3-2 vote, agreed to provide \$650 million in subsidies for the

connections in the second half of the program's first year. That would bring the total for 1998 to \$1.275 billion, a 43 percent cut from the \$2.

25 billion the FCC originally sought. The program is paid for through fees the FCC imposes on telecommunications

companies, which pass them on to customers. n

Publication#W\ PzP# 21. Christian Science Monitor"Publication" #:\ P{P#June 1
5, 1998

Headline#\ P|P# Giving Parents a Peek at School Lesson Plans Headline #:\ P}P
#

Lawrence J. Goodrich, Staff writer of The Christian Science Monitor
ddWASHINGTON " When a group of parents in Chapel Hill, N.C., obtained the read
ing materials for the school system's
"multicultural action plan for the promot
ion of respect for diversity," they were upset by what they saw.
ddA required English course included works by gay and lesbian authors that cont
ained material the school board would not allow
to be read out at a public meet
ing, says John Reinhard, a biologist whose son is a local high school student.

dd"If the salacious depiction of homosexual, sadomasochistic behavior might be
inappropriate for a school-board meeting, why
would it be suitable for our chil
dren?" Mr. Reinhard asked a recent hearing of a House subcommittee.
ddOpinions about what is or isn't appropriate for school use vary widely. Some
parents' groups have objected to students reading
Shakespeare's "Romeo and Juli
et" because it ends in teenage suicide, or Arthur Miller's "The Crucible" becau
se it deals with
witchcraft.

ddSo a group of mostly conservative House Republican lawmakers has responded to
complaints from parents about the content of
school curricula, tests, and surv
eys, introducing the Parental Freedom of Information Act.
ddThe proposal would require states and local schools to let parents review tex
tbooks, manuals, and audiovisual materials used in
the classroom. In addition,
parents would have the right to see any testing materials administered to stude
nts, except for copyrighted
exams. The measure would also require written permi
ssion from a parent before any student could be required to undergo any
medical
, psychological, or psychiatric testing or treatment while at school, except in
emergencies.

ddIn the event of a dispute, the measure provides for mediation and arbitration
at the school district's expense.
ddThe bill's sponsors, led by Rep. Todd Tiahrt (R) of Kansas, say they mean to
clarify the 1974 Family Education Rights and Privacy
Act, which requires that p
arents have the right to their children's school records.
dd"This legislation is about removing barriers from including parents in their
children's education," Representative Tiahrt says. He
says he introduced the le
gislation after "an alarming number" of cases in which parents had to file laws
uits to gain access to materials
used in schools. "Plain and simple, parents sh

ould not have to go into the courtroom to find out what is going on in their child's classroom."

ddAhead of the curve

ddSome school districts already have these types of policies in place. Jim Means, principal of Wichita High School West in Wichita, Kan., told the subcommittee that public schools in his city allow parents to inspect any instructional materials, including teacher's manuals.

dd"Need for this policy became apparent as district programs approached sensitive materials, such as sex and AIDS education, [and] advisement programs, which included goal-setting and decisionmaking," Mr. Means said. "Also some parents had voiced concern about surveys given in the school setting which inquired about issues which those parents felt were private family matters or were not relevant

ant to the educational programs of the school."

ddThe policy gives parents the right to request that their children "opt out" of sex and AIDS education. "Though the efforts are time intensive, they do provide the school, students, and parents ... a certain sense of security that these issues are understood by all parties involved," Means said.

ddFriends in high places

ddThe Tiahrt proposal has some powerful friends: House majority leader Dick Armey (R) and majority whip Tom DeLay (R), both of Texas, are among the co-sponsors. But the National Education Association, the nation's largest teachers' union, is taking a

wait-and-see approach to the bill. "We're still in the question stage," says Adele Robinson, an NEA lobbyist. "We certainly don't have a problem

with parents seeing the curriculum. That's not an issue."

ddAmong things the NEA wants to clear up is whether the bill would preempt state requirements that teachers and administrators investigate and report suspected

child abuse. As it is written now, the bill makes exceptions only for federal child-abuse laws. dd"How would this bill practically work, and will it benefit children, or is there a chilling effect created that would be to the detriment

of those children who need that help?" Ms. Robinson asks.

ddThe union also wants to clarify the definitions of terms such as "psychological."

dd"When I give an essay test about 'The Crucible' or about the actions that Romeo and Juliet took, is that a psychological exam?"

Robinson asks. If a teacher

suspects a student is being sexually harassed or is smoking in the bathroom and asks about it, is that prying into that student's life?

ddOther critics say the bill goes in the wrong direction by setting federal mandates for matters that should be left up to states and school boards. Larry Dav

is of the Association of Texas Professional Educators, a group that opposes both federal-education requirements and national teachers' unions, called for a policy that state officials and school boards could use to develop their own approaches to parental access.
ddThe bill was up for consideration last week by the full House Committee on Education and the Workforce, but was pulled for further work. Tiahrt says he expects the committee to send it to the House floor as part of another measure within two weeks.

Publication#W\ P~P# 22. Education Daily"Publication" #:\ PP#June 16, 1998

Headline#\ PP# ED Issues Final Rules For Use Of Drug-Free FundsHeadline #:\ P
P#

by Pam Moore

ddThe Education Department has issued final rules on how state and local education grant recipients can use funds under the Safe and Drug-Free Schools program.

ddThe rules, effective July 1, emphasize research-based practices for reducing or preventing drug use, violence or disruptive behavior among youths.

ddThey also call for a needs assessment and thorough analysis of data about drugs and violence in the schools and communities to be served.

ddUnder the grant rules, grant recipients will be required to:

dd* Design programs to meet measurable goals, focusing on outcomes that include information about changed behaviors or attitudes related to violence or drug use; and

dd* Evaluate programs periodically to determine progress and fine-tune programs.

ddFor a free copy and information on "Principles of Effectiveness", contact William Modzeleski, (202)260-3954, or the Education Department, (800)USALEARN; Internet, www.ed.gov.

ddFor information on drug and violence research, see Preventing Drug Abuse Among Children and Adolescents via the National Clearinghouse for Alcohol and Drug Information, (800)729-6686. "Pam Mooren

Publication#W\ PP# 23. Education Daily"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Harkin Amendment Would Lower Student Loan FeesHeadline #:\ PP#

by Eli J. Lake

ddSen. Tom Harkin, D-Iowa, wants to lower the insurance premium students pay on federally subsidized loans, and he's willing to take back money from guarantee agencies to do it.

ddHarkin plans to offer an amendment to S. 1881, the Senate's Higher Education Act reauthorization proposal, that would lower

student loan origination fees on

family education loans (FEL) and direct student loans from 4 percent to 3 percent.

ddIf the amendment is approved, students could save as much as \$171.25 in fees they pay the Education Department and state loan guarantors to insure and service student loans.

ddIn order to pay for the students' savings, the amendment would eliminate the 1 percent fee guarantors are currently allowed to collect on subsidized student loans and require them to give the fees they collect on unsubsidized loans to the U.S. treasury.

ddState guarantors are concerned that Harkin's proposal would quickly deplete the already scarce federal reserve fund these agencies count on to pay banks for defaulted loans.

ddA 1996 balanced budget agreement requires guarantee agencies to return over \$1 billion in these reserve funds to the federal government (ED, June 12, 1997).

The House and Senate HEA proposals would siphon another \$215 million from this account.

ddBoth the Senate and House HEA proposals would restructure the accounts of guarantors so that these reserve funds could only be spent on reimbursing banks for defaulted loans and undertaking default aversion activities (ED, March 17).

dd"The reserve fund would be depleted rapidly if this [provision] was signed in to law," said Brett Lief, President of the National Council of Higher Education Loan Programs (NCHELP).

ddWhile the guarantee agencies are predictably alarmed by Harkin's proposal, ED, students and university groups are applauding the Iowa senator's plan.

ddIn a June 3 letter to Harkin, 11 university groups "including the American Council on Education" said the amendment "creates a benefit that will be extended to all students, and in particular, those with significant financial need."

ddDespite this support, until recently it appeared unlikely Harkin's plan would pass the Senate in light of estimates that showed the amendment would add costs to an already expensive law.

ddBut Senate sources say they are very close to a deal with the Congressional Budget Office, and expect the proposal would not increase federal spending.

ddThe Senate could take up the HEA bill this week. "Eli J. Laken

Publication#W\ PP# 24. Education Daily"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Guide On Troubled Youths Due By Fall, Clinton SaysHeadline #:\ PP#

by Darren Goode

ddPresident Clinton yesterday called for the Education and Justice departments to prepare a guidebook by September for parents, teachers and students describing early warning signals of "deeply troubled" youths.

ddClinton, speaking at a high school in Springfield, Ore. the site of a deadly M

ay 21 school shooting " said the guidebook should
"describe all the kinds of ea
rly warning signals that deeply troubled youth sometimes give " not just bringi
ng a gun to school, but
maybe other things as well."
ddAmericans must "learn more about the people with whom we live, and the kinds
of signals that are coming out," Clinton said.
ddClinton also labeled as a "very good suggestion," a bill introduced yesterday
by Sen. Ron Wyden, D-Ore., that would order youths
be placed in a juvenile hol
ding center for 72-hour evaluation if they bring a weapon to school. "Darren G
ooden

Publication#W\ PP# 25. Education Daily"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Mediation Helps Solve School-Religion ConflictsHeadline #:\ PP
#

by Rebecca S. Weiner
ddNEW YORK " Two-way discussions between religious organizations and school of
ficials often cool conflicts over students'
religious rights, a panel of religi
ous advocates and school children told the U.S. Commission on Civil Rights on F
riday.

dd"It's a matter of people not understanding," said Cruz Reynoso, the commissio
n's vice-chairman, at the group's second meeting
on religion and schools in New

York City Friday. "Things are worked out once people understand what the groun
d rules are."

ddVincent McCarthy, senior regional director for the American Center for Law an
d Justice, said his group "which represents
students in religious liberty dispu
tes "often merely sends a letter to schools outlining federal and state laws to
clear up religious
conflicts.

dd"When the school is informed of the law, we've been able to resolve the situa
tion," he said.

ddA group of New York elementary school students, represented by McCarthy's gro
up, said once their school officials met with the
center's attorneys, their rel
igious conflicts were resolved out of court.

ddRebekah Gordon, 9, said her teacher told her she couldn't sing the song "Happ
y Birthday Jesus" at a December assembly. After
a lawyer from McCarthy's group
met with Gordon's principal, she was able to sing the song.

dd"The Constitution says we have freedom of religion and speech," Gordon told t
he commissioners. "When they said I couldn't sing
the song, they took away some
thing from the Constitution."

ddLaying The Groundwork

ddThe commission, holding the second of three hearings on religion and schools,
expects to deliver a preliminary report on the issue
to Congress by Sept. 30.

The commission heard from civil rights advocates earlier this month at a hearin
g in Washington, D.C. (ED,

May 22).

ddAfter the first two hearings, the commission's chairperson Mary Frances Berry , said there doesn't appear to be an acute problem with religion in schools.

dd"From the witnesses we've heard so far, it is a less serious problem than it was in the past," she said in an interview. "The mere dissemination of information has been helpful to principals."

ddBerry was referring to guidelines issued by the Education Department in 1995 that outline acceptable school-site religious expression by students and teachers (ED, Aug. 18, 1995).

ddThe department announced last week that it plans to expand the guidelines regarding the wearing of religious garb in public schools, and when children should be excused from class for religious reasons (ED, June 2).

ddThe commission's hearings came on the heels of state and national activity regarding religion and schools.

ddThe Wisconsin Supreme Court ruled last week that public funds could support vouchers to help low-income students attend private religious schools in Milwaukee (ED, June 4).

ddAnd the House voted down a provision that would have guaranteed prayer in public schools (ED, June 8). " Rebecca S. Weinern

Publication#W\ PP# 26. Education Daily"Publication" #:\ PP#June 16, 1998

Headline#\ PP# FCC Trims, Saves E-Rate; Poor Schools Get PriorityHeadline #:\ PP#

by Jonathan Fox

ddResisting calls from Congress to suspend the controversial e-rate program, the Federal Communications Commission (FCC) voted late Friday to instead cut funding for the program by nearly half.

ddWhile more than 30,000 schools have requested \$2.02 billion in subsidies for the e-rate, the FCC will only disburse \$1.275 billion this year, all but assuring that many schools' requests " but not those from the poorest schools " will be partly unfulfilled.

dd"This nation has an obligation to make sure our neediest kids have an on-ramp to the network that leads to tomorrow's opportunities," said FCC Chairman William Kennard. "I hope our actions will allow us to get past the controversies, distractions and false choices, and focus on the promise communications holds for education."

ddThe new funding level will be accomplished by collecting \$325 million from telecommunications companies for each of the last two quarters of 1998, the FCC said

aid in a statement. During the first half of 1998, \$625 million was collected.

ddAll schools that applied will receive full support for telecommunications services, such as long-distance and local phone service, as well as Internet access

s, while only the neediest schools will receive funding for internal wiring, the agency said.

ddEvery school that met the early filing deadline "will get at least some funding," an FCC spokeswoman said.

ddE-Rate Survives, At A Cost

ddEducation groups and the Clinton administration had mixed reactions to the FCC decision, which was influenced by strong GOP opposition on Capitol Hill.

dd"The funding plan endorsed by the FCC moves us in the direction of helping the poorest schools in this nation overcome the digital divide," said Education Secretary Richard Riley, who expressed disappointment not all demand would be met.

ddThe Council of the Great City Schools, a collective of urban educators, was pleased by the decision, but the National Education Association (NEA), the nation's largest teacher union, condemned the cutback.

dd"We can talk all we want about how much we love our children," said NEA President Bob Chase, "but when push came to shove, profits for the telecommunication industry were apparently more important than our kids' futures."

ddChase also said the skimpier discounts would create "chaos" in many communities, since "thousands of school districts have already signed contracts and set budgets based on the discounts they were promised."

ddLawmakers Still Upset

ddDespite the FCC's decision to move forward, however, the e-rate program is not certain.

ddSome lawmakers want to kill the program. On Thursday, Rep. Jim Sensenbrenner, R-Wis., introduced H.R. 4032, which would repeal the entire e-rate program. More anti-e-rate legislation could be introduced soon.

ddDespite the cuts, the top two telecommunications lawmakers were outraged by the decision.

dd"The FCC blew it," said Rep. Thomas Bliley, R-Va., chairman of the House Commerce Committee. "The Telecommunications Act called for lower phone rates, not the 'Gore Tax,'" a reference program backer Vice President Gore.

dd"The FCC has shown yet again that it is incapable of exercising the responsible judgment that Congress has a right to demand," said Senate Commerce Committee chairman John McCain, R-Ariz, who vowed to push for legislation to "stabilize" the e-rate program.

ddMeanwhile, House and Senate lawmakers are moving forward to redirect a 3 percent excise tax on telephone charges, first instituted to pay World War I costs, toward the e-rate.

ddPhone Companies Started Squabble

ddRepublicans' ire was raised when both AT&T and MCI announced plans to add surcharges to phone bills to pay for the program.

ddMany Republicans in Congress then condemned the e-rate as a hidden tax on consumers, but the FCC maintains it provided long-distance companies access fee reductions to fully compensate them for the program.

ddOn June 4, Bliley and McCain, as well as Rep. John Dingell, D-Mich., and Sen.

Ernest Hollings, D-S.C., fired a salvo that shook the FCC, ordering Kennard to stop the program. That missive led to speculation the program would be halted or that the FCC would have its budget zeroed out (ED, June 8). Long-distance companies promised to study the decision to decide whether they will lower fees that will be charged in July to pay for the program, as well as other longstanding universal service costs that were previously "hidden" on customer bills. AT&T has indicated it may levy a flat 90 cent fee on customer bills instead of a 5 percent surcharge. The FCC's Kennard has said he supports such a move because it provides more "clarity." " Jonathan Foxn
Publication#W\ PP#27. Chicago Tribune"Publication"#:\ PP#June 16, 1998

Headline#\ PP#SCHOOLS CRACK DOWN ON KIDS' THREATSHeadline#\ PP#
By Stephanie Banchero
Tribune Staff Writer

ddTwelve-year-old Ryan Davies wonders why a friend got in trouble for saying he was going to kill someone after getting a bad grade on a math test. Ahmer Zaidi, 13, does not understand why a student got suspended for joking about shooting a classmate.

ddThe youngsters are not the only ones with questions.
ddAs the nation's schools endure one of the most violent years in recent memory "in the latest attack, a basketball coach and volunteer aide was shot in Richmond, Va., on Monday in the hallways of a high school, allegedly by a 14-year-old student

"educators and child's rights advocates are grappling with the issue of threatening comments. Some believe the punishments do not always fit the crimes, but others say stern vigilance is the only safe response.

ddUntil recently, talk of harming a teacher or a classmate likely would have been shrugged off as childhood braggadocio, landing the pupil in the principal's office for a stern admonishment or even a paddling.

ddBut in today's charged atmosphere "spurred by proof that some students make good on threats of unthinkable violence

"educators and law enforcement officials are taking each utterance seriously. In the last two weeks, police nationwide have arrested

at least nine students for making threatening comments. And even though some of the incidents were deemed nothing more than pranks, school officials have employed the full force of the law.

dd``We don't know what we can say anymore," said Davies, a 7th grader at Jerling Junior High School in Orland Park. Davies cannot remember ever making such a remark himself, but he said a lot of his friends do.

dd``It's like we're afraid we're going to get in trouble for every little thing we say," added, Zaidi, a freshman at Sandburg High School in Orland Park.

School violence, and the threat of it, has so befuddled educators and law enforcement that the two groups are gathering in unprecedented numbers to discuss the issue. Last week, officials from Springfield, Ore., Jonesboro, Ark., and Paducah, Ky. "cities that experienced schoolyard shootings" came together to seek ways to head off the tragedies that struck their cities. In Illinois, Atty.

Gen. Jim Ryan organized a task force to suggest ways to keep children safe. During a meeting last week in Chicago, the group discussed the seeming proliferation of student threats.

And some school officials already are rewriting student manuals and suspension policies to specifically address threatening comments.

"It's an issue we all have to take a long, hard look at because it's coming at us full steam ahead, whether we're ready or not," said David Kysilko, of the National Association of State Boards of Education. "But I think it's a good thing. I think it's time we began paying more attention to what kids say, now that we have seen where it can lead."

In a rash of school shootings, the alleged triggermen talked to others before embarking on their murderous schemes. In Springfield, Ore., a teen accused of gunning down two students in the school cafeteria allegedly told friends he was going to kill. In Jonesboro, Ark., a 13-year-old accused in the ambush murder of five, supposedly warned a classmate he planned to kill an ex-girlfriend. And

in Edinboro, Pa., a teen charged with fatally shooting a teacher during a prom allegedly bragged to friends that he wanted to "kill some people."

None of these threats was taken seriously. And in each case, a grieving nation wondered why. So, like airport officials, school authorities are treating even a seemingly joking comment about violence with the utmost seriousness.

Last month, a Glenbard North High School freshman allegedly told a friend he was going to kill classmates. A few weeks later, a 15-year-old New Jersey boy showed a teacher a drawing of a man in the cross hairs of a rifle. And two weeks ago, a 13-year-old

Will County boy was on a phone in the school office when he allegedly was overheard saying he was "going to kill someone" because his mother wouldn't let him leave school early.

In each of these cases, and many like them across the nation, the students did not directly threaten a classmate or teacher, nor did they use physical violence or bring a weapon to school. Yet in each instance, the student was questioned by police, suspended from school and charged in juvenile court with crimes ranging from assault to solicitation to commit murder. Most were ordered to undergo

psychological evaluations.

This newfound, uncompromising stance, while widely hailed by parents and educators, has left children's rights advocates wondering if the fallout from the schoolyard killings has prompted an overzealous response.

These types of comments need to be taken seriously, but school administrators and prosecutors are not using their discretion wisely to discriminate between

comments made by children who are disturbed and pose a threat, and typical adolescent bravado,"

said Steven Drizin, supervising attorney at Northwestern University Legal Clinics, Children and Family Justice Center. "This sort of abandonment

of discretion is a mistake. It teaches students the wrong lesson when the punishment is so overbearing that it doesn't fit the conduct."

Educators counter that they must take each comment seriously, or risk tragedy.

We have a different cultural experience today than we had a few years ago in terms of violence and young people in the schools,"

said Supt. Julius Rogus,

of Summit Hill School District 161, which recently suspended a student when he allegedly made a

threatening comment about a teacher to other students. "With

the recent shootings, we have to be more vigilant because we don't want to take

the chance that the joke might become a reality." No one keeps track of the number of students charged for making threatening comments, but anecdotal evidence suggests the number is growing.

Kysilko said the current national mood about threats mirrors an attitude adopted in the early 1990s after the U.S. Supreme Court ruled that students who are

sexually discriminated against can sue their schools for monetary compensation. A slew of highly

publicized and questionable suspensions followed, including a 6-year-old North Carolina boy who was suspended after he kissed a classmate.

"I think a lot of them were reacting to the frightening possibility of lawsuits, and we may be seeing the same scenario today in regard to threats," Kysilko said.

Students, meanwhile, are pondering what the line is and whether the apparent consequences of crossing it will deter the flippant remarks. Davies, of Orland

Park, said he's not convinced it will.

"It won't matter, because a lot of kids just say things when they're mad, and they don't really mean it or think about it before they say it," he said.

Even if they know they're going to get in trouble, they can't stop themselves because they just say what they're thinking."

Rajan Sharma, 13, of Elk Grove Village, said punishment should depend on the situation and the student's history.

dd`If you get a bad grade on a test and tell your friend you're going to kill the teacher, I don't think you should get in trouble for that," said Sharma, a n 8th-grader at Mead Junior High School. ``But if it's a kid who's always sayin g things like that and getting in trouble all the time, they should get kicked out of school."

dd`Sometimes we just have to say things because we are frustrated," Davies said. ``I mean, you can say `I hate my mom or I hate my dad' when you're mad, but that doesn't mean you really hate them. Just 'cause you say you're going to ki ll someone doesn't mean you're really going to."

ddSteve Glink, who has spent two decades defending children in juvenile court c ases, said educators may be turning to the judicial system too quickly.

dd`It may seem like the easy answer, but the end result is we have put a bunch of kids in front of juvenile court judges and stigmatized them "maybe for life "for actions that are nowhere near criminal," said Glink, who worked in the C ook County public defender's office for nine years before going into private pr actice. ``It's a quick fix, but very short-sighted."

n

Publication#W\ PP# 28. Richmond Times Dispatch"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Volunteers applauded for effort Headline #:\ PP#Subhead#[\ PP
School shooting underscores 'need for support' Subhead#:\ PP#
BY GARY ROBERTSON AND
WES ALLISON

Times-Dispatch Staff Writers

ddAbout 1,800 volunteers are active in Richmond's 60 schools.

ddAnd despite the shooting yesterday of Eloise Wilson, a 75-year-old volunteer in the Head Start program at Armstrong High School, volunteer efforts received a strong endorsement. Head Start, although designed for preschoolers, uses spac e at Armstrong.

ddOne of those endorsements came from the Capital Area Agency on Aging, where W ilson was among about 80 so-called "foster grandparents."

ddThey volunteer with young people in hospitals, schools and day-care centers. None had been injured in a violent episode until yesterday.

ddBarbara Lea-Kruger, a spokeswoman for the agency, said her organization and i ts volunteers remain "committed to helping children at risk," no matter where they are.

ddBut the shooting likely will prompt the agency to address the safety of its v olunteers, she said.

dd"We'll probably be in touch with our contact at Head Start, and we'll probabl y discuss it with our other foster grandparents," she said.

ddJudy Austin, chairwoman of the NationsBanks Richmond Volunteer Council, also had strong praise for the efforts of school volunteers.

dd"Tragedies in our community, particularly those that affect our schools, do not lessen our volunteerism," Austin said. "On the contrary, they underscore the need for community support.

dd"Our volunteer involvement in area schools, through the Lunch Buddies Program, will continue to be one of our strongest activities."

ddA NationsBanks spokeswoman said that 15 of the bank's employees serve as Lunch Buddies at Blackwell and Overby-Sheppard elementary schools.

ddUnder the Lunch Buddies program, adults eat lunch with their assigned students, help them with

ddhomework or play games with them, among other activities.

ddVirginia Power has about 70 participating in the Lunch Buddies program at Blackwell.

dd"The reason we support these programs is that they encourage involvement in the schools," said Marjorie Grier, manager of community affairs for Virginia Power.

dd"Statistics tell us that parental involvement is one of the main reasons for a child's success in school. We feel strongly, by extension, that adult involvement

ment in the schools is really what can make the difference with a child."

ddGrier said the company is "balancing trying to help the schools, but making sure [our] employees are safe when they go into the schools."

ddThe community affairs manager

ddnoted that recent school shootings nationwide have raised concern about the volunteer program and the safety of employees.

dd"It's really an issue we need to focus our attention on, and that's what we intend to do this summer when school is out," Grier said.

"We have a volunteer advisory

council that will be meeting this summer. And that will be a big item."

Publication#W\ PP# 29. Associated Press"Publication" #:\ PP#6-16 10:49a

Headline#\ PP# State to pay most costs through '99Headline #:\ PP#NEW YORK (AP) - The cost of desegregating Yonkers' classrooms will be paid mostly by New York state over the next two years, a federal judge has ruled.

ddFederal Judge Leonard Sand decided Monday that the state must pay three-fourths of this school year's \$50 million costs and two-thirds of next year's \$85 million.

ddThe ruling came as a relief to Yonkers officials, who had feared a 50-50 split would be ordered. They had argued that raising city taxes to pay for the costs would push middle-class residents out of the city.

ddIn 1985, Yonkers' schools were found to be racially divided. Sand ruled last year that the state was liable because its neglect caused damage that denied black

ack and Hispanic children the same education as whites.
ddSand's new decision said Yonkers had borne the entire cost of the first 11 years of the desegregation program, which concentrated on placing minority students in the same classrooms as whites. The current phase aims to close the achievement gap between white and minority students by reducing class size, adding computers and books and helping teachers better serve a diverse student population.

ddThe ruling includes long-range expense estimates that eventually shift the burden to the city, but Mayor John Spencer and federal monitor Joseph Pastore said they thought only the estimates for 1997-98 and 1998-99 could be considered realistic.

Publication#W\ PP# 30. Dallas Morning News"Publication" #:\ PP#June 16, 1998

Headline#\ PP# More opt for choice of schools Headline #:\ PP#Subhead#[\ PP#
1 in 10 Texas students forsake closest campus Subhead#:\ PP#

By Terrence Stutz

The Dallas Morning News

ddAUSTIN - More and more Texas students are leaving their neighborhood schools to get an education elsewhere, the Texas Education Agency reported Monday.

ddAbout one in 10 students this year - 337,000 statewide - voluntarily attended a campus away from their neighborhood or in another school district, according to a survey by the agency.

ddEducation officials said the number of students transferring out of low-rated schools increased eightfold this year, as more than 400 students participated

in the school-choice program. Last year, only about 50 transferred.

ddThose students were eligible to go to another campus because their regular schools either were rated "low performing" or had more than 50 percent of their students fail the Texas Assessment of Academic Skills.

dd"We have quite a high degree of instructional choice opportunities," said Joe Wisnowski, a TEA administrator who reported the numbers to a House committee on Monday.

ddThe figures are significant because there is a growing movement in the state to give parents and their children greater school choice.

ddGov. George W. Bush has joined school-choice advocates seeking a limited voucher program in Texas that would allow students to attend private schools using tax dollars to pay tuition.

ddCritics have contended that vouchers would deprive public schools of badly needed funds. They say students already have choice within public schools.

ddThe TEA survey found that 176,000 students attended magnet schools or other schools that offered specialized curricula outside

their neighborhoods.

ddPublic school students in Texas generally are assigned to one campus based on where they reside.

ddAn additional 113,000 students attended schools outside their neighborhoods because they live in open enrollment districts, such as the Garland school district.

Those students are permitted to enroll in any school within their district.

ddFinally, 48,000 students attended schools outside the district where they resided. Some of those paid tuition, while others enrolled in a neighboring district because a parent was employed there as a teacher or administrator.

ddVoucher supporters said the number of students attending schools outside their neighborhoods only shows how much parents want more choice.

dd"We are happy they have some choice within the public school system, but we want to give parents all the choices they need to get the best education for their children," said Greg Talley of Putting Children First, a pro-voucher group.

ddIn 1997, the Legislature rejected a voucher measure but expanded other school-choice options such as independent charter schools and the state's Public Education Grant program, allowing students to transfer out of low-rated schools.

Publication#W\ PP# 31. Dallas Morning News"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Summer students now must pass to move up Headline #:\ PP#Subhead#\ PP# Attendance alone no longer ensures promotion Subhead#:\ PP#

By Linda K. Wertheimer

The Dallas Morning News

ddThe Dallas assistant principal marched over to the seventh-grader slumped in his classroom chair and tapped him on the arm. The boy sat up straight.

ddThis year, in particular, no slouching is allowed in summer school.

ddLast year in Texas, students could have slept through summer classes and still moved up to the next grade. This summer, because of a change in state education

rules, simply showing up is not enough. Students must pass the course.

ddSo Marvette Sturges, an assistant summer school principal at Rusk Middle School in the Love Field area, has made it a point to roust slouching and sleeping students and urge them to pay attention.

dd"They're going to have to make the grades," Ms. Sturges said. "I've walked through the classes and said, 'You've got to be serious about your work.' "

ddThe change in rules affects about 160,000 students in 657 Texas school systems that accepted state money for summer school.

Most of them began summer classes in recent weeks.

ddStudents from kindergarten through seventh grade who didn't pass the required courses in the regular school year are assigned to summer school. Since 1995, those attending 90 percent of the classes were promoted to the next grade level.

ddAs a result, less than 5 percent of summer school students typically have been held back in Texas, said B.J. Gibson, the Texas Education Agency's senior director of accelerated instruction.

ddTexas legislators adopted the change during the last session, but the new rule didn't go into effect until this summer.

ddThe stricter requirements fit in with Gov. George W. Bush's goal to stop "social promotion," the practice of passing students simply because they're old enough for the next grade.

ddChanging the rules caused no controversy in the Legislature, said Rhonda McCollough, the TEA's director of governmental relations.

dd"It was generally acknowledged that it made sense for students in the summer program to actually do the work," Ms. McCollough said.

ddOfficials from some of the affected schools and districts welcomed the change.

dd"At some point, kids need to understand they're going to have to show they know the material to be promoted," said Olga McAdams, principal of Rusk's summer school. "You're doing kids an injustice when you just promote them."

ddThe rule change is good for educators, too, said Joe Stubbs, director of planning for the Houston Independent School District.

dd"By forcing teachers and all of us to look more carefully at kids, it makes us be more accountable for their learning," Mr. Stubbs said. "Hopefully, we will be intervening sooner."

ddDallas and Houston are trying to get the "must pass" message across to nearly 10,000 students in each of their state-funded summer programs.

ddArlington didn't qualify for state money this summer but will next year. In preparation, the district is applying the new rule to this year's 911 summer students, said Dr. Nancy Bower, executive director of elementary instruction.

ddArlington also lowered its traditional summer class size from 16 to 12 students per teacher and sent letters to parents warning of a stricter promotion policy.

dd"We had parents early on getting tutors and asking what else they could do," Dr. Bower said. "They did take it very seriously."

ddTeachers in Dallas and Houston are using new forms to keep a closer watch on students' performance, marking students' weak points and their progress each step of the way.

ddIf students don't pass, the forms follow them back to their regular schools, said Suzanne Roberts, who oversees Dallas summer schools. Schools then must create plans to help students who are held back, including providing tutoring, she said.

ddTeachers, meanwhile, are trying to make classes even more exciting to reach students who failed during the school year.

ddAll Dallas middle schools are using fake checkbooks in math classes. If students answer bonus questions correctly, they get play

money to put in their checking accounts. They also have to accurately record the money in their checkbooks

dd"It motivates me more," said Ruben Pineda, 15, who hopes to pass Rusk's summer school classes so he can become a ninth-grader.

"It deals with money, and that's something in reality. Reality is more fun than regular math."

ddThe toughest challenge, teachers and administrators said, is changing students' overall attitudes about school.

ddStudents were aware of the previous state rule and realized they could attend class without doing the work, said Ms. McAdams,

a former high school counselor

who said she saw the results of lax promotion policies.

dd"When you keep passing a student up until the ninth grade, in their mind, they think, 'I'll always be promoted,' " Ms. McAdams

said. "All of a sudden, kids

get to high school, and it's a different ballgame. You don't get socially promoted" in high school, she said.

ddStudents at Rusk said the new rule was a good idea, even though some of them liked the old rule.

ddRuben said he knows how he would react if he just had to attend class to pass

:

dd"I would just sit there. I would have no reason to learn," he said.

ddJames Garza, 14, said he didn't worry about doing all of his work last summer

. This year, he's studying more.

dd"It's different when you have to do something and you want to do something,"

James said. "I want to pass. I don't want to stay

in eighth grade."

Publication#W\ PP# 32. Austin AmericanStatesman"Publication" #: \ PP#June 16, 1998

Headline#\ PP# Schools considering increase in computer spendingHeadline #:

\ PP#

By Andy Alford

American-Statesman Staff

ddAustin school district officials want to speed classrooms into the future by spending \$8.25 million on computers for students and

teachers in the next school

year.

ddA preliminary budget for 1998-99 would increase spending in the district's instructional technology department by about 45

percent " to \$16 million from \$1

1 million last year. Officials say the money would pay for computers, computer and software

upgrades, a maintenance van and materials, and teacher training.

ddAustin trustees will consider the matter at a budget work session today at 6:

30 p.m. at the district's boardroom, 1111 W. Sixth St.

The board plans to hold

a public hearing June 24 and vote on the budget June 29.

ddStephanie Hamilton, director of the instructional technology department, said the proposed money would also go toward hiring

computer network technicians "to

support all the technology that the bonds are building."

ddVoters approved technology improvements as part of a \$369 million 1996 bond election. The district has since made wiring all campuses for computers and Internet access a priority. But weaving computers into everyday classroom curriculum has been slow and inconsistent, some parents say. Often, students are better trained and more experienced in using personal computers than their teachers.

dd"They're being a little slow about it," Austin parent Victor Rodriguez said. "I'm fearful that by the year 2000, AISD will just barely have all its schools wired up. I just think, with all the money earmarked in the bond package, that AISD is dragging its feet."

ddSince 1996, about 1,000 teachers and principals have received laptop computers, but some say they go unused because not all teachers have been trained to use them.

ddHamilton said about 12 percent of the district's teachers have been trained to use district computers and teaching programs. She added that some teachers may be competent without training.

ddTo help speed training, the University of Texas has incorporated Austin computer competency requirements into classes for student teachers. Marilyn Kameen, associate dean for teacher education, said about 50 percent of Austin's new teachers come from UT.

ddAustin school board President Kathy Rider said long-term spending on technology will have to be reconsidered.

dd"We planned on adding 2 cents to the tax rate every year to fund technology," Rider said. She said those plans are being re-examined because the district may have to share tax revenue with poorer school districts in the 1999-2000 school year. The state's so-called share-the-wealth law requires a district to share revenue when its property wealth exceeds \$280,000 per student. Austin's current

tax rate is \$1.40 per \$100 of assessed property value, one of the lowest in the area.

ddDistrict officials will consider raising taxes to recoup revenue that it will share with other districts. Rodriguez and other parents said they would rather pay more in taxes than cut educational programs.

dd"My son and all the children in AISD deserve a quality education," Rodriguez said. "If that calls for a tax hike, then I'm all for it. If they're going to cut something, let's start by looking for ways to do more with less people at the administrative level."

Publication#W\ PP# 33. The New York Times"Publication" #: \ PP# 06/16/98Section: Metropolitan Desk; Section B; Page 3, Column 1

Headline#\ PP# Ex-Schools Chancellor Gets a New PostHeadline #:\ PP#
By SOMINI SENGUPTA
Anthony J. Alvarado, a former New York City Schools Chancellor who resigned am

id questions of financial misconduct but later earned national distinction as the leader of an innovative Manhattan school district, announced yesterday that he would leave New York's public schools next month to become the second-in-command of the San Diego school system.

At a news conference in San Diego, Mr. Alvarado was vague about his reasons for leaving the New York schools. He focused instead on his new job and new boss, saying that the San Diego Schools Superintendent, Alan D. Bersin, was "a superintendent with a view toward making this the quintessential urban school system in America."

In his first year, Mr. Alvarado pledged, San Diego's test scores will improve. "Within a very, very short time, you will see results," he said.

In his 11 years as Superintendent of District 2, Mr. Alvarado, 56, was credited with setting into motion measures later embraced by the rest of the city school system "including intensive teacher training programs, an extended school day and the establishment of academic standards to be met by all students."

"He created a culture where to be a teacher in District 2 means to be immersed in your profession, the theory and practice of moving kids forward," said Frank DeStefano, a former principal in Mr. Alvarado's district who is now the Superintendent of District 15 in Brooklyn.

With his new job, Mr. Alvarado will move from the helm of a district of 22,000 students to the No. 2 administrative job in a district of 137,000. Although friends and associates said Mr. Alvarado was motivated by a desire to seek a new challenge, some board members in District 2 noted that he had also sometimes been blocked in his efforts to make changes in his district by Schools Chancellor Rudy Crew. In addition, they cited a widely publicized rift between the two men last year after Mr. Alvarado allowed a group of parents at a Greenwich Village elementary school, P.S. 41, to raise money to pay the salary of a fourth-grade teacher whose job was being eliminated.

At the time, the Chancellor described Mr. Alvarado as having violated "Administrative Judgment 101" by not seeking permission from his office; he ultimately allowed the teacher to be hired, with money from Mr. Alvarado's budget.

Mr. Alvarado "was unhappy because he felt the Chancellor was not being responsive and making it more difficult for him," a member of the District 2 board, Doug Robinson, said yesterday. "The Chancellor blamed him for the P.S. 41 issue, which was ludicrous."

But at his news conference yesterday, Mr. Alvarado said the P.S. 41 debate had nothing to do with his departure. "We expect

disagreements about decisions,'

' he said. "But disagreements do not a spat make."

ddAsked about the rifts between the two men over P.S. 41, the Chancellor's spokeswoman, Chiara Coletti, said: "I can't imagine that would make Tony retire.

He is a very large figure in the school system."

ddIn a statement yesterday, Dr. Crew described Mr. Alvarado as "an educator who in the many roles he played inspired and nurtured teachers and students alike

."

dd"His ability to think outside the box helped shape outstanding schools and restored confidence in public education," the statement said.

ddUnder Mr. Alvarado, District 2's results on standardized tests improved steadily; the district, which sprawls from working class immigrant neighborhoods in

Chinatown to the Upper East Side, now ranks second in the city in reading and math scores. "We are

so saddened," said Karen Feuer, president of Community School Board 2. "He is a visionary. For the last 11 years he has really achieved

institutionalized reform within the confines of this bureaucratic system. He's been able to build a culture that everybody is a lifelong learner."

ddBut for all the attention he received as Superintendent in District 2, Mr. Alvarado will also be remembered for his brief tenure as Schools Chancellor from 1983 to 1984.

ddMr. Alvarado was accused of violating ethical standards by promoting or awarding overtime to employees who lent him money and of submitting false information on mortgage applications. He resigned several days before he was to face a disciplinary hearing on charges of professional misconduct.

ddAn investigation by Elizabeth Holtzman, then the Brooklyn District Attorney, later found no evidence to warrant prosecution.

But Ms. Holtzman said Mr. Alvarado had agreed to pay the board \$569.32 as "restitution" for improperly using board employees to paint his home and baby-sit for his children during hours in which the employees were being paid by the board.

ddIn 1995, as a finalist for the job of School Superintendent in Boston, Mr. Alvarado expressed contrition over the incident, saying,

"My conduct was inappropriate, unprofessional, unethical." And yesterday, Mr. Bersin said Mr. Alvarado had made "an enormous misjudgment and an ethical lapse but he was held accountable."

dd"He is here," Mr. Bersin added, "because he is a world-class educator."

ddThe District 2 board later this week is expected to name Elaine Fink, the deputy superintendent in the district, as Mr. Alvarado's replacement until a search

committee selects a new superintendent. Under a state law enacted last year, the Chancellor must approve

the appointment.

ddIn the San Diego school system, the nation's eighth largest, Mr. Alvarado will become chancellor of instruction, responsible for academic affairs from teacher training to student assessment, a system spokeswoman, Ursula Kromer, said yesterday.ddHis salary will be \$150,000 when he begins full time in San Diego, up from \$128,000 in New York; school officials there expect him to begin working full time by this fall, but his contract allows him to work three days a week for the first 18 months of his two-year contract, Ms. Kromer said.n

Publication#W\ PP# 34. San Diego UnionTribune"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Bersin unveils school reorganizationHeadline #:\ PP#Subhead#[\ PP# Top N.Y. educator to be head of new learning instituteSubhead#:\ PP#

By Maureen Magee STAFF WRITER

dd One hundred days after Alan Bersin was chosen to be San Diego schools chief, the superintendent-designate has set into motion a major reorganization of the district's administration in an effort to drive education reform to the classroom.

dd During a luncheon yesterday for principals, administrators and the city's top civic leaders, Bersin announced a plan aimed at implementing in San Diego schools effective education policies from across the country.

dd About two weeks before Bersin assumes leadership of the 137,000-student district, he has organized a leaner administration that will "exist only to improve

student achievement by supporting teaching and learning in the classroom."

dd "There will be two types of district employees: those who teach and those who support teaching and learning. That's it," he said.

dd The plan includes a new Institute for Learning, which will be run by a top New York educator with a national reputation for reform. The center will focus

on teacher training with the goal of improving student performance.

dd Anthony Alvarado, who runs a 24,000-student school district covering much of Manhattan's East Side, will commute from New York to California to head the

institute as the district's new chancellor of instruction.

dd One of the most sought-after superintendents in the country, Alvarado has been credited with raising student test scores, breaking through the barriers of

socioeconomics and ethnicity. He has raised math and reading scores in the schools of lower Manhattan as

well as in the more affluent Upper East Side.

dd "Anthony Alvarado is good news for San Diego because he has done what we need to do," said Ron Ottinger, school board

president. "This is just the beginning.

We are doing things that are going to improve student achievement and shrink the

achievement gap among students."

dd Alvarado's appointment, along with reducing the district's management team,

will make it easier to bring reform to the classroom, Bersin said.

dd "What we have in Anthony Alvarado is a proven leader," Bersin said. "We need these kind of changes so teachers and principals can do their jobs and focus on instruction."

dd But such changes will be expensive at a time when the district is facing a budget shortfall of more than \$8 million. With an annual salary of \$150,000 and some hefty benefits and cash incentives, Alvarado's contract rivals that of most superintendents.

dd "I am happy to have Anthony Alvarado, but I am worried about the costs and I am worried that he won't be full-time right off the bat," said trustee Frances O'Neill Zimmerman.

dd Alvarado will resign from New York's Community District Two this month. But the 56-year-old educator will remain chairman of the advisory board for the Institute for Learning at the University of Pittsburgh's Learning Research and Development Center.

dd He will work at least three days a week in San Diego, and his salary will be prorated based on his schedule.

dd In addition to Alvarado's substantial paycheck, his cross-country commuting costs for "personal and professional responsibilities" are included in his contract for the first 18 months and are estimated to cost up to \$70,000.

dd But in an unusual arrangement, the nonprofit San Diego Community Foundation has agreed to reimburse the district for those costs in an effort to help the district develop its learning institute and implement school reform.

dd The son of a Cuban father and Puerto Rican mother, Alvarado was born in Manhattan and raised in the South Bronx. A former teacher and principal, he is a member of the Pew Forum on Educational Reform and teaches at the Harvard University Institute for School Leadership.

dd Alvarado has been called by many the nation's premiere educator. When he took over the superintendency in New York in 1987, the Manhattan district ranked 10th out of 32 in the number of students who could read at or above grade level. Today, the district is second.

dd Gordon Amback, executive director of the Council of Chief State School Officers in Washington, D.C., called Alvarado one of the "most innovative and successful major city superintendents in the United States."

dd "It sounds to me like the position of chancellor is ideally suited for the talents that Tony has," said Amback, who advocates for state departments of education in Washington, D.C. "His reputation is to focus all of his attention on the classroom."

dd Although Alvarado's work in curriculum and instruction has been called first rate, he is haunted by bad decisions and fiscal improprieties that forced him

out of New York City's top education post.

dd Shortly after he succeeded in turning around an East Harlem school district, Alvarado took over as chancellor of New York City's school system, the largest district in the nation. But a year later, in May 1984, he resigned amid disclosures that he had borrowed \$80,000 from subordinates, lied on mortgage applications, and used a limousine service to get around the city at taxpayer expense.

dd "There was a time in my life when I engaged in activities that were inappropriate," Alvarado said. "I made massive mistakes."

dd Alvarado has been able to overcome a controversy big enough to kill a career. A co-founder of the University of Pittsburgh's Institute for Learning, he has helped other large urban school districts reform their schools while maintaining a successful New York district.

dd "No matter what mistakes he has made, Tony is a brilliant and passionate person when it comes to education and instruction," said Judy Johnston, an administrator at the Institute for Learning. "He would lay down on the railroad tracks to get principals what they need for better instruction."

dd Plans for San Diego's Institute for Learning are still in the development stages. Although Alvarado is likely to borrow from the successful East Coast program bearing the same name, he said San Diego's institute will be new and innovative.

dd "I don't think this is an issue of emulation," he said. "Every reform has to be built in the soil of its city."

dd In addition to the development of the institute, Bersin yesterday unveiled a management system that will eliminate some positions, create others and over time streamline the administration.

dd Based on the attendance of yesterday's luncheon and news conference, the community is backing Bersin and his plans to revamp the schools. Mayor Susan Golding, county Supervisor Ron Roberts, top university officials and business leaders were among those in the audience.

dd "This is what we want," said Tyler Cramer, chairman of the Greater San Diego Chamber of Commerce education panel. "More accountability, better student test scores and a lean administration."

dd Under Bersin's plan, the posts of assistant superintendents will be eliminated in favor of "instructional leaders," who will report to Alvarado and Bersin.

. Those positions will be filled and announced this month.

dd The district's controller, Henry Hurley, will become its chief administrative officer, overseeing finance, business and information services and human resources. The Office of the Superintendent will include new hire Terry Smith, a former supervisor with the California Border Alliance Group, who will be Bersin's chief of staff.

dd Deputy Superintendent Frank Till will become senior deputy to the superintendent. Meanwhile, Bersin is working to hire an internal auditor, school police chief and staff attorney.

dd Bersin, who officially resigned yesterday as U.S. Attorney for the Southern District of California, has immersed himself in education since he was named superintendent 100 days ago. He has met with Harvard education professors, top policy-makers and scores of educators from across the country.

dd He often refers to himself as a "quick study," but Bersin is the first to point out that his skills are rooted in leadership, not education.

dd "I'm in charge. I'm responsible (for the district). But I also know what I don't know," he said. "I was not hired to pretend to be an educator."

Publication#W\ PP# 35. Miami Herald"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Certification will pay off for talented teachersHeadline #:\ P
P#

By MARK SILVA Capital Bureau Chief

ddTALLAHASSEE " For the first time in more than a decade, Florida's most motivated public school teachers will have a way to earn more money than peers with the same years of service.

ddThis time, educators say, Florida is offering more than "merit pay" for outstanding teachers " an experiment of the mid-1980s that failed amid complaints of favoritism. This time, it's a matter of challenging teachers to achieve a difficult national certification that few have.

dd" It is like a revival, a way of looking at the things you do and asking why," says Rona Wolfson, a seasoned fifth-grade teacher at Nob Hill Elementary School in Sunrise who achieved national certification in 1995.

dd" There is something of a passion for it. Once you understand that mission, you want to get the message out

ddThere is a feeling that better teachers will make for better schools will make for better education."

ddThere will be a \$3,500 pay raise in it next year for teachers who successfully undergo the four-month review of their work and then eight hours of testing involved in certification by the National Board for Professional Teaching Standards. Only 915 teachers

nationwide have this, just 17 in Florida " seven of those in Broward, three in Miami-Dade, two in Palm Beach counties.

ddIn addition, for nationally certified teachers who take on additional duties as mentors for colleagues, the state will offer another \$3,500 in pay.

ddThe combined bonus of \$7,000 " a 20 percent boost in the average salary Florida pays schoolteachers " places the state ahead of the nation in the financial incentives that teachers are offered for seeking accreditation. Twenty-six st

ates offer their teachers

varying forms of incentives.

dd``The applications are flying into the office

ddWe're going to have national board-certified teachers beating down the door,'

' says Larry Rosso of the National Board for

Professional Teaching Standards, a

Michigan-based, not-for-profit and foundation-sponsored organization formed in

1987 to set

rigorous standards in many fields of teaching.

ddThe Florida Legislature approved the plan this spring, and set aside \$12 mill

ion for it. Gov. Lawton Chiles, who signed the bill

(H 3389) two weeks ago, joi

ned legislators and educators Monday in a ceremonial approval " ``National cer

tification raises the

bar, and sets a higher standard."

ddState Sen. Jim Horne, who promoted it and won approval in the final hours of

the 1998 session, says the goal is keeping talented teachers in the classroom. `

`We talk about class sizes and buildings and curriculum, but seldom do we talk

about teachers," says

Horne, R-Orange Park. ``This starts providing us with in

centives for teachers to stay in the classroom."

ddNow, teachers are paid according to years of service and academic credentials

" additional pay for advanced degrees " but

without regard for performance.

Starting pay with a bachelor's degree in Miami-Dade's schools is \$28,650 a year

; \$28,410 in

Broward's. Each year brings a pay-ladder raise, but that ends at t

he top of the pay scale " \$51,500 with 20 years of service in

Miami-Dade, \$50,

213 with 25 years in Broward.

dd``The old, inflexible system of salary schedules etched into stone . . . need

s to give way," says Florida Education Commissioner

Frank Brogan. In its place

, he says, will come ``a system that recognizes achievement." 2 teach at one s

chool

ddTwo of Miami-Dade's nationally certified teachers work at one school: George

Washington Carver Middle School " Patricia

Soto and Genevieve Gillen.

dd``I was a good teacher before I went through national board certification,"

Soto says. ``But I am a better teacher now that I have

gone through the process

. . . This was really genuinely measuring a teacher's performance in the class

room."

ddFor Amanda Heinemann, a longtime elementary teacher who started teaching eigh

th-grade science at Miami Lakes-Hialeah High

School this year, national certifi

cation was a welcome advancement.

dd``It's like you're at the top of your profession," Heinemann says. ``There a

re not a lot of levels as a teacher. To be able to show

that you are a professi

onal is a wonderful thing."

ddThis is different from Florida's earlier attempt at ``merit pay."

ddIn 1985, the state identified 2,073 ``associate master teachers" and awarded

them \$3,000. But ultimately, with more than 35,000

applying, honors going to fewer than 3 percent of all teachers and unions complaining of favoritism, the Legislature cut off the funding.

Unions back plan

This time, the unions have supported Horne's plan, with union leader Pat Tornillo hailing it as a way of cultivating better faculties statewide.

The national board's certification is offered to teachers with bachelor's degrees who have taught for at least three years.

Applicants undergo a school-year review by the board, focusing on teachers' knowledge of their subject area and success with students. This is gleaned from submissions of teaching plans, videotapes of their teaching and samples of their students' work and progress in class over four months. It ends with summer testing, eight hours of essays on situations in teaching.

It costs \$2,000 to apply for certification " the state and local school boards are sharing \$1,800 of each teacher's application fee.

Since 81 teachers initially were certified in 1995, the board has added hundreds more. The most, about 300, teach in North Carolina, which has offered 12 percent pay raises for obtaining the certification. Applications are doubling, 2,000 more applying for certification this year.

Rosso, a board consultant for state and local relations, says Florida's combined incentive " 10 percent more pay, plus 10 percent more for mentors " is the nation's highest and should spur more applications.

It will be next summer before Florida's next class is certified. But for the 17 already recognized, a \$3,500 raise is in store this year.

"We're not in it for the money," says Debi Barrett-Hayes, a board-certified teacher in Tallahassee. "But I'm not gonna turn it down."

Publication#W\ PP# 36. St. Petersburg Times"Publication" #: \ PP#June 16, 1998

Headline#\ PP# Plan to prepare schools to deal with gunfireHeadline #: \ PP#

By LINDA CHION-KENNEY

TAMPA " The rash of student shootings nationwide has prompted Hillsborough school officials to consider a formal procedure for what to do if someone fires a gun at school here.

"Every time there has been a firearm incident in the country, everyone in the school district thought, 'There but for the grace of God goes Hillsborough,' " said Mark Hart, the spokesman for Hillsborough schools.

"There's a randomness to these acts that makes everyone in public education rightfully concerned. It would be naive to think it couldn't happen here."

The School Board today is to vote on an updated emergency action checklist that tells principals what to do in the case of bomb

threats, chemical spills, fires, civil disturbances, lightning strikes, hurricanes and tornadoes.

ddThe new section on firearm discharge requires educators to immediately call law enforcement should a suspicious or unknown person loitering on school grounds refuse to leave. Should a gun be fired on or near campus, educators are to call 911, move children to a secure classroom, lock the doors and "have students get in crouched positions on the floor and away from windows."

ddJust having such a policy may alarm parents, Hart said, "but God forbid something happens on campus and we didn't have a procedure in place."

ddDuring the 1997-98 school year, six firearms and two toy guns were confiscated in Hillsborough schools, down from 34 in 1993-94, Hart said.

dd"But even one (gun) is too many," he said.

ddHillsborough has its own school security department, but it also has Tampa police officers and Hillsborough County sheriff's deputies serve as school resource officers in every middle and high school.

ddThe school system and law enforcement agencies split the \$3.6-million cost of the program, Hart said.

ddAbout 50 of those school resource officers met Monday at Tampa Bay Technical College to discuss safety concerns at their schools.

ddThey said more resources are needed to help the large numbers of students in crowded schools deal with their personal problems.

Some said that every school should have a school psychologist, as opposed to many schools sharing the services of one psychologist.

ddThey asked to be better informed about new students who arrive with criminal records.

ddAnd they complained that too many parents depend on the schools to do their parenting for them and don't take responsibility for the actions of their troubled children.

ddHalfway through the meeting, U.S. Rep. Jim Davis, D-Tampa, reported that a school shooting had just occurred in Richmond, Va., where a 14-year-old student shot a teacher and a school volunteer.

ddThat shooting followed a spate of small-town, multiple-victim student shootings that have shocked the nation.

dd"We haven't had a school shooting yet, but who's to say we're exempt from this?" said Deputy Carlos Somellán, school resource officer for 2,931-student Gaither High School. "Our turn is around the corner, if we don't take control and take control immediately."

Publication#W\ PP# 37. Chicago Tribune"Publication" #:\ PP#June 16, 1998

Headline#\ PP# HIGH SCHOOLS GET TOUGH ON PRANKSHeadline #:\ PP#
 By Dimitra DeFotis,
 Tribune Staff Writer.
 Freelance writer Mary Beth Hoerner contributed to this report.

ddAssociate Principal Volker Engel remembers when senior pranksters at Barrington High School let a hog run wild in a busy hallway on one of the last days of school. At the end of another school year, a student drove his motorcycle through the hallowed halls to stick it to administrators.

ddIt used to be that when such shenanigans happened after final exams and the celebratory senior gatherings, school administrators could do little more than slap students on the wrist for bad behavior. But times have changed.

ddIn 1991, with pranks escalating and attendance in the final months of school dropping to intolerable levels, Barrington High School established a policy that has whipped students into shape: Seniors with good behavior and attendance records who also carry at least a C grade-point average can avoid final exams as long as no one in the senior class does anything crazy in the last days of the semester.

ddBarrington was among the first local high schools to crack down on end-of-the-year pranks with this zero-tolerance philosophy.

dd"If people do not abide by the rules, I don't have any problem dealing with them," Engel said. "Classes watch and try to outdo each other. You can't have it."

ddThese days, administrators also aren't afraid to play the ultimate trump card: banning students from graduation ceremonies or even summoning students to court so a judge can dole out the punishment.

ddTake the case of four Rolling Meadows High School graduates who streaked through school last week, where classes for freshmen, sophomores and juniors still were in session. Each graduate now faces a July court date and fines of up to \$500 apiece.

ddAnd when 14 students released more than 20 mice into a busy Palatine High School hallway June 4, administrators banned some from participating in the graduation ceremony, though they still received diplomas.

ddSome of the students' parents were outraged that their children wouldn't don caps and gowns.

ddCathy Zimmerman said she is devastated that her son could not graduate with his friends. His only crime, she said, was contributing \$2 toward the purchase of the mice.

dd"Graduation was taken away because of one mistake in judgment," she said.

ddBut others see it differently.

dd"Participating in a graduation ceremony is a privilege, not a right," Engel said.

ddRolling Meadows Deputy Police Chief Doug Larsson said even seemingly frivolous shenanigans can "offend the public conscience." "People expect a certain amount of order in society and decorum in schools," he said.

ddSo will students cram the halls of justice for squeezing toothpaste into lockers and smearing shaving cream on their pals?

dd"The juvenile pranks have to be treated on a case-by-case basis," Larsson said. "These were seniors out of the district control. We'll bring in the court and the message is clear for next year: This will not be tolerated." ddNot every administrator agrees. Bill Geist, assistant principal at Schaumburg High School, said he thinks yanking a student from graduation ceremonies punishes parents instead. At his school this month, students sneaked in a few mice and spray-painted a part of the building after graduation ceremonies, but no one was caught. dd"In my mind, the ceremony would be the last thing you'd want to take away for something silly and immature," he said. "Zero tolerance might be easier administratively . . . but in any situation, you have to look at the whole picture and the person who did it. I still think common sense is important."

ddn
Publication#W\ PP# 38. St. Paul Pioneer Press"Publication" #:\ PP#June 16, 1998

Headline#\ PP# St. Paul schools budget expected to top \$440 million Headline #
:\ PP#

PAUL TOSTO STAFF WRITER

ddSt. Paul schools will spend about \$27 million more on education next year, with much of that paying for increased student enrollment and for services to help schools that serve mostly low-income students.

ddTotal spending for the district will come in at about \$442 million for the 1998-99 budget year, which begins next month. The district expects to teach about 45,400 students, about 1,000 more than this year. The school board is expected to approve the budget at a meeting tonight.

ddThe budget earlier this year had threatened to become a tricky task for board members. Initial forecasts showed a gap of as much as \$8 million between projected spending and money expected from local, state and federal governments.

ddThe Legislature this year closed that gap, however, sending millions of unanticipated dollars to St. Paul and other cities. That money will go for a range of programs, from teacher training for Minnesota's new graduation standards to more "compensatory"

aid for schools in high poverty areas.

ddSchools in St. Paul, for instance, use compensatory aid to hire more teachers and teaching assistants and provide special programs for students who are falling behind.

ddWith the state coming through with extra money this year, district leaders were able to avoid making many painful cuts.

dd"Even then, we don't feel we have enough money to do the job the way we'd like to," said Mary Thornton Phillips, board chairwoman.

ddAt this point, the only controversy in next year's budget comes from one of i

ts smallest pieces. The district plans to spend about \$750,000 on its lawsuit against the state regarding what it alleges is inadequate financial support. That figure is up from about \$500,000 this year.

ddThat's one reason board member Tom Conlon plans to vote against the budget tonight.

dd"My problem with that is it should be a legislative decision, not a judicial one," he said of school financing. The money budgeted for the lawsuit is "going down a rathole. Lawyers get rich."

ddThe board wrangled in earlier sessions over whether to maintain funding for Junior Reserve Officers' Training Corps, or JROTC, programs. The military training program has drawn protests at some school board meetings from people concerned about the military's presence in schools. Money for JROTC remains in the 1998-99 budget.

ddWhile the Legislature helped St. Paul avoid more battles, some budget watchers are worried about the future. Spending in the district's general fund "the part of the budget that covers most programs directly related to education" will rise nearly 10 percent next year, a pace some say isn't sustainable.

ddThe Citizens' Budget and Finance Advisory Committee, a group of private citizens who track St. Paul's budget and make spending recommendations, said they were deeply concerned about spending trends.

ddThe jump in spending "waves the yellow flags that if long-term growth is at this rate we're going to have some serious issues to deal with," said Tom Graham, co-chairman of that group.

ddThe committee recommended the board take a hard look at its practice of selling debt to pay for deferred school maintenance and to cut spending for "unsuccessful programs." In its response, the district agreed on the need to cut unsuccessful programs, but mentioned only two fairly low-budget programs under consideration. Both of those, the New Arrivals School and the DARE drug education program, are popular.

Publication#W\ PP# 39. Milwaukee Journal Sentinel"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Expulsions plummet in 2 big districts Headline #:\ PP#Subhead#
 [\ PP# Waukesha and Elmbrook say zero-tolerance policies may have deterred students Subhead#:\ PP#

By Paul Gores
 of the Journal Sentinel staff

ddExpulsions from Waukesha County's two largest school districts decreased dramatically in the just-completed school year, officials said Monday.

ddWhile officials in the Waukesha and Elmbrook school districts had trouble identifying the cause of the big drop, one theorized that heightened awareness from last year's expulsions may have served as a deterrent to drug or weapons offenses by students in the district this year.

ddThe number of students expelled from the Waukesha School District fell from 35 in the 1996-'97 school year to only 17 in the year ending last week. ddThe Elmbrook School District, which kicked out a record 9 students last year, expelled only 3 in 1997-'98, all for marijuana possession.

ddThe Waukesha district, with about 13,200 students, is the county's biggest public school district. Elmbrook, with enrollment of about 7,000, is second-largest.

ddOther county school districts contacted Monday reported expulsion figures similar to last year's. The Mukwonago School District, for example, had three expulsions, compared with two in 1996-'97.

ddAlthough officials in both Waukesha and Elmbrook were reluctant to offer a precise cause for the large decrease in expulsions, both noted that they have zero-tolerance policies toward illegal drugs.

dd"Here, there's no second and third chances," said Gilbert Wilkins, executive director of administrative services for the Waukesha School District. "If you bring a marijuana pipe that has marijuana in it, or marijuana in a Baggie or whatever, you're expelled."

Elmbrook Superintendent Matthew Gibson said the number of expulsions related to drugs or weapons last year may have made students think twice this year.

ddIn addition, Gibson noted that Brookfield Municipal Judge Richard Steinberg began a crackdown on drug users last winter, imposing fines as large as \$2,000 on those caught with even small amounts of marijuana. Gibson said the steep fines also may have been a deterrent.

ddWilkins said expulsions for drug possession took a steep drop this year in the Waukesha district.

dd"Last year, we had over two dozen times during the school year when we expelled somebody for possession of a drug, and this year it didn't happen as often.

That's the main difference," Wilkins said.

ddWilkins said that of the 17 expulsions this year, "I would say it was less than 10 drugs and the rest behavior.

dd"I don't think you can deduce anything from one year, but obviously we're happy about it," Wilkins said.

ddGibson said the increased staff-student contact that resulted from splitting one large middle school into two smaller ones this school year also may have helped keep some students out of serious trouble.

dd"Basically, there were fewer students in one place, and opportunities for more

e engagement of those students with the affairs of the day," Gibson said.

ddNeither district had an expulsion related to a weapons offense this school year, although Wilkins said one Waukesha student would have been expelled for bringing a BB gun to school if he hadn't withdrawn voluntarily from the district.

dd"It's very rare that we have to deal with a weapon. Most of our problems are repeated refusal to follow school rules-type problems or marijuana possession,"

Wilkins said.

ddWilkins said it was difficult to explain why expulsions were down in Waukesha schools, but he would like to see it become a trend.

dd"We can always hope," he said.

Publication#W\ PP# 40. Philadelphia Inquirer"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Academy entrance is altered Headline #:\ PP#Subhead#[\ PP# The lottery-only system for special-interest schooling has been scrapped.

Other s

tandards are added. Subhead#:\ PP#

By Richard Jones

INQUIRER STAFF WRITER

ddThe Board of Education voted yesterday to amend a controversial policy for admission to special academic programs, ending a three-year-old dispute that evolved from the complaints of a few parents into an issue for Philadelphia's political power brokers.

ddWith the unanimous vote, the board approved the use of such criteria as student achievement for admission to the school district's roughly three dozen special-interest programs.

ddUnder the old system, admission to such programs was determined almost exclusively by lottery and largely ignored such factors as attendance and achievement

. That policy was crafted by the district in 1995, in part as a response to persistent criticism that such

programs were enclaves for white, middle-class students in a school district that is mostly minority.

ddThrough the policy approved yesterday, the board decided to effectively combine use of admission criteria with the lottery system.

The admission requirement

s could vary with each program, but they could include attendance, grades, extracurricular activities,

community-service projects and an entrance exam. About

18,000 students are served through the programs and the district's vocational s

chools, which were also affected by the vote. Although they attract students from around the city, the programs are different from magnet schools because they are usually housed in traditional high schools.

ddAlso called "academies" or "motivation programs," the classes are intense learning

rning environments where students can incorporate
 interest in a specialized top
 ic " ranging from medicine to the arts " with traditional high school studies
 . The programs have been
 known to give students a leg up when they apply for co
 lleges or enter the world of work.
 ddParents like the programs not only because of the rigorous academic work but
 also because the classes are usually safer and less
 turbulent. Teachers like th
 em because they have a motivated audience that is genuinely interested in the s
 ubject matter.
 ddSome of the programs, which include William Penn High School's communications
 program and Lincoln High's business institute,
 have existed for a quarter-cent
 ury.ddSupporters of the old lottery method, including school Superintendent Dav
 id Hornbeck, thought the district was being more
 egalitarian by relying almost
 entirely on the lottery. For three years, critics " mostly a loose collection
 of parents from around the
 city " railed against that system to no avail.
 ddBut in March, Mayor Rendell offered his support for the use of criteria. Prom
 pted by that not-too-subtle nudge, the school board
 set about trying to reconci
 le standards and equity.
 ddAnd after the board yesterday adopted the recommendations of a task force of
 educators and politicians who investigated the issue,
 parties on both sides see
 med pleased. "I don't think anyone got everything they wanted out of the proces
 s, but everyone signed on,"
 said City Councilman Michael Nutter, co-chair of th
 e task force. "We have reached a kind of consensus that gives us confidence we
 can produce legal " and fair " criteria for special-admission programs."
 ddSaid Hornbeck: "I think the policy is a good one
 ddThe equity piece and the admissions criteria issue have been brought together
 in a way that makes sense."
 dd"We think the task force has taken into account the needs of the families who
 se children are interested in those programs and the
 school district's concerns
 for the need to be equitable and responsible in assigning those slots," said K
 evin Feeley, Mayor Rendell's
 press secretary.
 ddAnd parents who said the old policy sent a message to students that no matter
 how hard they worked, their fate would still be
 determined by lottery, also pr
 aised the new policy. Suzanne Tracy, a critic of the former system, said the ne
 w policy helped
 schoolchildren see the rewards " and consequences " of their
 school performance.
 dd"Now kids see that you can't be messing around and that school is something t
 o be really taken seriously," said Tracy. "They're
 introduced to that idea as e
 arly as fourth, fifth or sixth grades
 ddThat's a lesson they'll have for life."
 ddUnder the new system, interested students who meet the standards for entry to

the programs will be selected via lottery, with preference given to students who live near the school. Formerly, any student who applied was automatically entered into the lottery without having to meet any standards. In other district business yesterday:

ddThe board voted to increase the enrollment of three existing charter schools and two others that were scheduled to open in September. In addition, the board also said that organizers of the Christopher Columbus Charter School and the Math Science Technology Charter would have to reapply for their charters. The two schools had received approval to start up in September, but told the board last month that they would not be ready to open.

ddThe board voted to seize a property at Fourth Street and Lehigh Avenue for construction of the new Julia De Burgos Bilingual Middle Magnet School.

ddThe board honored Colleen Wisler, head of the Reynolds Elementary School, 24th and Jefferson, as the winner of the Frances Schwartz Principal of the Year Award.

Publication#W\ PP# 41. Baltimore Sun"Publication" #: \ PP#June 16, 1998

Headline#\ PP# Scholarships **supply** high-tech incentiveHeadline #:\ PP#Subhead #[\ PP# Enticement: The state is **hoping** new scholarships will lure college students into high-technology fields " and **encourage** them to work in Maryland. Subhead#:\ PP#

By Timothy B. Wheeler Sun Staff

ddWith high-technology workers in demand these days, college graduates like Carroll S. Little Jr. find themselves in a job-seeker's paradise.

ddA month after picking up his bachelor's degree in computer science from University of Maryland, Baltimore County, the 22-year-old from Olney is headed to Arizona to work for Motorola Corp. as an analyst. Starting salary: \$41,000.

dd"I was surprised," Little said, at how many companies wooed him " six " and how eager they were to pay so much for someone fresh out of school. A Maryland company offered him the most " \$45,000 " but Little opted for Motorola because it would bring "high visibility."

ddIn hopes of training " and keeping " such valuable workers for Maryland's own booming high-tech industry, the state is launching a new scholarship program . Its aim is to double enrollments in engineering and computer-related fields at state colleges and universities.

dd"We are trying to entice young people into this as a career," explained Patricia S. Florestano, state secretary of higher education.

"These are not easy programs. Sometimes you need a little incentive."

ddStarting next year, the Science and Technology Scholarship would offer Maryland high school graduates with a 'B' average \$3,000 annually to study engineering, computer science or information technology. Students majoring in related fields at two-year

community colleges could get \$1,000 annual awards.

ddRecipients would have to agree to work in Maryland for as many years as they received financial aid, or else repay the grants.

dd"We shouldn't be training people to go to California," Florestano said.

ddThe scholarship would cover three-fourths of the \$4,000-a-year average in-state tuition for Maryland's public colleges. For

community college students, about

half of their average \$2,000 tuition bill would be paid.

ddThe Maryland service requirement may deter some from applying. But the scholarship is already turning the heads of some highschool students who know about it.

Justin Brown is one. The rising senior at Baltimore Polytechnic Institute is wavering between

two careers: electrical engineering or public relations. If he

settles on engineering, Justin said he's planning to apply to three

universities

out-of-state and two in Maryland: Morgan State and College Park.

ddWhile he'd like to go to college in another state, Justin said, "probably without the scholarship, Morgan or College Park would be

No. 1."

ddThe science and technology scholarship program aims to boost the number of Maryland college students majoring in engineering

or computer fields from 2,200 to

4,300 by 2003. If successful, it could cost taxpayers nearly \$10 million a year by then.

ddGov. Parris N. Glendening proposed the science and technology tuition grants a year after the General Assembly refused to back

a more sweeping "and far more

costly" proposal to give "HOPE" scholarships to students from low- or middle-income families

who attend college in Maryland. That was pared down to target

technical careers for which the state has a pressing need, Florestano said.

ddUp to 20,000 information technology jobs are going begging in the Baltimore-Washington area, by some estimates.

dd"It's a nationwide issue, not just local," said Kathy Manning, chief operating officer for the Maryland High-Technology Council,

which represents 650 private

companies, federal government laboratories and educational institutions. A study earlier this year

estimated there were nearly 350,000 computer-related vacancies nationwide.

dd"We are always constantly looking for IT (information technology) people "entry level, experienced, you name it," said Thomas

Mitchell, human resources director

for Tracor Systems Technology Inc., a large engineering firm with about 3,000 employees in the

Washington area. At any one time, Mitchell estimates, the

firm's local office has 30 openings.

ddDespite the demand, Maryland's colleges have been producing fewer graduates than

rained in these fields.

The number of bachelor's degrees in engineering awarded by state schools declined from 950 in 1992 to 871 in 1996, according to the Maryland Higher Education Commission. Computer science bachelors' degrees have fluctuated between 700 and 750.

Students are not flocking into computer science "because it's hard," said Freeman A. Hrabowski, president at UMBC, which produces more degrees in the field than any other Maryland school. But he contended college students also shy away from technical majors because they get poor math and science preparation in secondary school.

Engineering schools also saw fewer students in the early 1990s, a result of economic disruptions and shrinkage of the aerospace industry.

But even before the state approved the new science and technology scholarships, computer and engineering class enrollments began to rebound. At the University of Maryland, College Park, which produces more engineering degrees than all other state schools

combined, the freshman class has grown by 10 percent each of the past two years, said William Destler, engineering dean.

"It's almost chic to be a nerd," said Jack Suess, acting director of computing at UMBC, where the number of computer-related majors has been climbing 150 to 200 a year the past couple years.

Indeed, college officials say they are more worried now about coping with rising enrollments in high-tech courses than with trying to attract new students.

To overcome that potential obstacle, College Park, UMBC and five other institutions in the state, including the Johns Hopkins

University, have begun planning

to hire more faculty and acquire more equipment and class space. With high-tech enrollments

already on the rise, some might question the need to spend taxpayer

money on attracting more students. But Destler, the College Park engineering

dean, says financial aid can help lure more women and minority students into technical fields, where they have traditionally been under-represented.

Publication#W\ PP# 42. Washington Times"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Graduate's mom says school is a lifesaverHeadline #:\ PP#
By Francesca C. Simon

LEESBURG, Va. brahim Zarou " a 1996 graduate of the Leesburg Christian School " works side by side with his father,

Kahlil, at Manhattan Deli in Reston,

Va. "He would not have made it without the school," his mother Donna, 41, said recently. "He'd

be out there on the street causing a ruckus." She credits the

Leesburg Christian School in Loudoun County, Va., with straightening out her

"goofball" son. But two days after her second son, Christopher, graduated from the school on June 7, Leesburg Christian burned and was gutted. Authorities believe the fire was the work of an arsonist. The fire in the two-story brick building, the school's main structure, caused an estimated \$300,000 in damage and destroyed school records, a computer lab, several classrooms and all of the school bathrooms. Four classroom trailers near the building were not damaged. The school will use the trailers for summer school classes, which will begin as scheduled on Monday. Administrators will rent portable bathrooms to accommodate the 50 students. The fire "was deliberately set," said Pastor Terry Overstreet, who runs the conservative Christian school. "The computer room had been vandalized. We were able to see what had gone on. There were computers in the hallways." The scene, Mr. Overstreet said, looked like "kids had gone in." Officials said there were no immediate suspects. "We don't even know for sure what we have," said Loudoun County Fire and Rescue spokeswoman Mary Maguire. "The investigation could take some time." Fire officials have sent samples of the debris to the lab for analysis. A nearby resident first spotted the flames after midnight. Mr. Overstreet said classes will resume in September inside trailers. Mr. Overstreet's Believers Baptist Church purchased Leesburg Christian School in 1988. The school educates 150 students from kindergarten through 12th grade. The school buildings were insured for more than \$300,000, but that will not be enough to pay to rebuild. The church's goal is to build an all-purpose room that will double as a gym and worship space where the church will be able to hold services. That would cost \$800,000. Church members now meet in one of the school's four trailers. The church is not affiliated with any supporting organizations. "That makes things a lot tougher," said Mr. Overstreet, who describes Believers Baptist as "a conservative church committed to young people." Tuition at the school ranges from \$3,300 yearly for kindergarten to \$3,850 for high school. The two-story building that was destroyed housed classrooms used by 60 children, including two kindergarten classes and the first grade. The school covers 16 acres and runs buses to Sterling and nearby Leesburg to pick up students. Mrs. Zarou says the school was her son's salvation. "They don't normally accept kids that have been kicked out of other schools," she said. "He was a goofball " he wasn't at all that interested in school." But Ibrahim abided by the rules and made it through. "It's the love and care and concern "they really want to see the kids make it," said Mrs. Zarou, who lives with her family in Ashburn. "I count my blessing."

ings everyday," she said. "I don't know what we would have done with him."

Publication#W\ PP# 43. New York Post"Publication" #:\ PP#June 16, 1998

Headline#\ PP# FLAKE AIRS SUPPORT FOR CHARTER SCHOOLS Headline #:\ PP#

By FREDRIC U. DICKER

ddALBANY - The Rev. Floyd Flake kicked off a last-minute \$35,000 advertising campaign on black radio yesterday to rally support for Gov. Pataki's "charter schools" proposal.

ddFlake, the former Queens Democratic congressman who heads the huge Allen AME Church in Jamaica, said he wants Pataki to "hold his ground and have a sense there is a constituency out there demanding a change" in the public-school system.

ddThe ads, which will run on four black-oriented stations through tomorrow, urge listeners to call Assembly Speaker Sheldon Silver (D-Manhattan) and tell him to drop his opposition to charter schools.

ddJust hours after the radio ads began, Silver flatly said there was no chance to reach a compromise agreement on charter schools before the Legislature recesses for the summer later this week.

ddAn aide to Silver later said a compromise was still possible.

ddPataki's plan, which is bitterly opposed by the United Federation of Teachers, would allow a new kind of publicly funded school to be created by special charters issued by the Board of Regents, the city's schools chancellor, the mayor, colleges and universities, and a special panel created by the governor.

ddThe plan is favored by many critics of the public-school system, including many prominent conservatives - in New York and nationally - and Democrats have charged that the Republican governor is backing the plan to further his national political aspirations.

ddFlake said politics had nothing to do with his support of Pataki's proposal.

dd"This is not a political issue for me," said Flake, who supports City Council Speaker Peter Vallone for governor.

dd"It is strictly an issue of quality education for most kids in urban New York."

Publication#W\ PP# 44. New York Post"Publication" #:\ PP#June 16, 1998

Headline#\ PP# SCHOOL PRAYER GETS TEACHER AXED Headline #:\ PP#

By ANGELA MOSCONI and
SUSAN EDELMAN

ddA Bronx junior-high-school teacher has been fired for talking about God and leading her sixth-graders in prayer.

ddMildred Rosario, a self-described born-again Christian, told students at IS 74 in Hunts Point that a drowned classmate was "in heaven" and that "Jesus, our Savior," came "to save all the human race."

ddShe then prayed with the 11- and 12-year-old kids by going from one to the other.

her and placing her hands over their heads.

ddBoard of Education officials said Rosario, who was fired Friday, violated laws requiring the separation of church and state.

dd"We do follow the Constitution and state laws regarding the teaching of religion," said spokesman David Galarza.

ddRosario - who showed up at the school yesterday to clear out her desk - waved the Bible, hugged teary-eyed students and said her firing was unfair.

dd"A lot of programs are brought into our schools where they talk about condoms, drugs and everything else, but we cannot talk about God," she told The Post.

dd"This is an injustice. Without Him, nothing is possible."

ddRosario, 43, a member of the Pentecostal church and mother of two, was booted on Friday from her job at IS 74 - one of a dozen low-performing schools under the direct supervision of Schools Chancellor Rudy Crew. She has taught at the school since September.

ddHer firing followed a complaint from the guardian of one of the students in the class, an 11-year-old girl who is a Jehovah's Witness.

dd"It shouldn't have happened in school," said the woman who blew the whistle, the child's sister-in-law.

ddRosario said the subject came up June 8 after a student in her homeroom class questioned her about the recent death of fellow sixth-grader Christopher Lee.

ddLee, 11, was stepping over rocks in the Bronx Kill a week earlier when he was pulled under by a rising tide and drowned.

dd"Mrs. Rosario, did Christopher Lee go to heaven?" an 11-year-old girl asked.

dd"Of course, he went to heaven," the teacher replied.

ddRosario said she then told the students if they wanted to sit and talk about God it was their "free will" and right to do so.

dd"I told them whoever doesn't want to participate in this conversation should go use the computer or read some books," said

Rosario, who teaches mostly bilingual sixth-, seventh- and eighth-graders at the Bryant Avenue school.

ddRosario said all 29 students remained for the discussion.

ddRosario said she told students about heaven and said that Chris is "at peace ... I told them about the great love of God, that he sent Jesus, our Savior, to

die for us, and that he came to save all the human race."

ddShe then led the prayer.

dd"I told the principal our public school system is messed up because we're taking Jesus, prayers, and God out of school," she said.

"Why do we have something so special and beautiful that the students want to know?"

ddCivil libertarians were aghast at Rosario's "poor judgment" and "inappropriate behavior."

dd"She was teaching Christian doctrine, and there might have been children of other faiths in that room for whom Christ was not the messiah," said Sheldon Fri

edberg, executive director of the Greater New York Region of the National Conference for Community

and Justice, a group founded by Christians and Jews.

dd"When you teach a single point of view without letting the students know - particularly at that impressionable age - that there are other viewpoints as well, then you're treating them unfairly. You may be planting ideas in their heads that their parents don't want put there."

ddWhile a prohibition against prayer in public schools has sparked protests and court fights in Alabama and several other states, the issue has rarely arisen in New York City with its rainbow of religions.

dd"I've never heard of anything like this," said Norman Siegel, executive director of the New York Civil Liberties Union.

dd"This is the first time I've heard of such an explicit recognition of Jesus Christ and God in a public school."

Publication#W\ PP# 45. Boston Globe"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Tensions, fear send Cambridge principal fleeing Headline #:\ P P#

By Jordana Hart, Globe Staff

ddCAMBRIDGE - After nine months of escalating racial tensions at one of the city's most popular public schools, the principal of Agassiz School yesterday left town abruptly after reporting a fire, possibly set, next to her car.

ddPeggy Averitte said the crumpled newspaper she and a friend found burning next to her car Saturday night put her in imminent fear for her safety: Bags hastily packed, Averitte left town for good, a week before her scheduled departure.

ddAuthorities said they are taking the fire seriously, coming as it does after bitter discord, threats, and accusations of racism and elitism that have split many of the school's white and minority parents.

ddCambridge arson investigators are trying to determine whether the fire was set. Averitte and Gloria Murray, her sorority sister visiting from Virginia, discovered the fire at 10:30 p.m. on the damp sidewalk next to the rear passenger-side wheel of Averitte's black Range Rover. She was parked outside a friend's home on Sacramento Place, around the corner from her own Wendell Street home near Harvard Square.

ddAveritte, a 44-year-old black educator from Indianapolis, resigned this month after only a year on the job. Her last official school day was Friday, but she said she had planned to go on vacation this week and leave next week to return to her Indianapolis home.

ddYesterday, Averitte finished packing her bag in her bedroom as friends waited in her kitchen downstairs. A police cruiser sat outside her home, as it had since Saturday night. She took calls from friends and wept as she described what had happened.

dd"Look at me. Do you have to ask how I feel?" she said, sitting on her bed.

"When you are black and something is burning near you like that, you get the message. The fire told me to go now, and I am going. I certainly had not planned to escape with things thrown in a suitcase."

On Sunday, city officials visited Averitte in her home to apologize and offer her comfort. Last night, the City Council denounced the incident and asked police to report the results of their probe by the end of the month.

Cambridge Mayor Frank Duehay said yesterday that he believes the fire was directed at Averitte.

"This is a bizarre incident that can only be described as something verging on a hate crime," Duehay said. "One would not think this could happen in Cambridge, but it has. I visited Ms. Averitte and she was very shaken by this."

The riddle that we can't seem to answer," said city councilor and former mayor Kenneth Reeves, "is that we chose a well-qualified candidate who performed splendidly, and yet she was treated such that she gave up."

"This parting salvo," said Reeves of the recent incident, "seems to be the soliloquy of the sick to make her life miserable... It's an intolerant spirit that does not have a place in Cambridge."

Averitte had come to the Agassiz School with high hopes of reforming a school that lacked what some parents perceived as structure and strong leadership. Prior to Averitte, the school had gone through five principals in 10 years.

But Averitte's strict, no-nonsense approach, which by all accounts was an abrupt departure from past practice at the Agassiz, annoyed many parents, said her detractors. The principal, for example, began requiring that students no longer call teachers by their first names, and she also began locking the school entrance after the school day began. Averitte's move was in line with a system-wide safety policy, but it caught parents by surprise.

Many parents, who had often stepped in to help run the school or simply sit in on classes, resented the locked door policy. They said Averitte repeatedly limited their participation in the classroom and their access to her.

While declining to call the fire pure coincidence, one Averitte critic, James Kerr, father of an Agassiz third-grader, said, "It is highly unlikely someone who objected to Ms. Averitte could be that angry. But if so, it is shocking and the person should be caught and punished to the fullest extent of the law."

Kerr and other parents who have had concerns about Averitte's leadership said they are being unfairly portrayed as racist.

"People had philosophical objections to the educational approach Averitte took in the school," said Kerr. "Legitimate dissent was lumped together with reported incidents of racial harassment. The result is that white parents generally at the Agassiz have been tarred with the charge of racism."

Averitte's supporters, mostly parents of color, said some white parents appear

red threatened by the increasing number of minority students at what has long been a largely white school, located at the corner of Sacramento and Oxford streets near Harvard Law School. According to school data, 48 percent of the students are white, 24 percent are black, 21 percent Asian, and 6 percent are Hispanic.

c.
ddThe school atmosphere deteriorated to such a point that there were arguments between Averitte and parents in the school hallways.

During a particularly tense meeting last winter, one white parent called Averitte a "black clown," according to Harvard professor Allen Counter, a black Agassiz parent who was at the meeting. And a white parent, who asked not to be named, said he was threatened

by the school's black janitor.
ddLast fall, just three months into her first year at Agassiz, Averitte reported to police some anonymous calls to her home, including a death threat. Police confirmed yesterday that they gave Averitte a modem linked to the station, and an emergency calling device to wear around her neck while at or near her home to call police in an emergency. After the fire, they provided her with a cellular phone with speed-dial to the station.

dd"If I got prank calls and someone threatened to kill me, and then I see a fire set next to my car, I would assume it was directed at me," said the police source.

ddThe fire has reignited simmering racial tensions between some Agassiz parents. The year-long turmoil seemed to reach a crescendo in mid-winter, shortly after Averitte encouraged the school superintendent, Bobbie D'Alessandro, to fire a popular second-grade teacher.

ddThe morning after the teacher was fired, a group of parents assembled outside Averitte's office, seeking an explanation for his dismissal. While parents who congregated in the hallway insist they were not trying to intimidate Averitte or other school officials, others say the group was threatening the principal and arguing loudly in front of children.

dd"I walked into the school one morning and saw a mob of 30 people standing in front of her office, wanting a meeting with her," said Counter. "It was frightening to the children."

ddAt the time, Averitte also received a telephone call threatening her safety, which required a police officer to come to the school.

School officials said they installed a caller identification device on her phone in case of further threats.

ddSoon after that incident, D'Alessandro brought in professional mediators to undo the communication knot between Averitte and

the angry parents, an unusual step that cost the city \$81,000. In a report issued March 9, the mediators found fault with Averitte's communication skills, but also found that some parents treated her with "racial slurs, threats, and rude, disrespectful behavior." The mediation effort failed. The city has launched yet another nationwide search for a principal at the Agassiz School.

Publication#W\ PP# 46. Boston Globe"Publication" #:\ PP#June 16, 1998

Headline#\ PP# Appeal of ruling on exam-school admissions policy is set for July 30
Headline #:\ PP#
By Beth Daley, Globe Staff
An appeal of a federal court decision upholding Boston's controversial, race-based exam-school admissions policy will be heard July 30, according to an order from the US Court of Appeals for the First Circuit. Boston lawyer Michael McLaughlin filed the appeal for Sarah Wessmann, a white ninth-grader who claims she was unconstitutionally passed over for entrance in Boston Latin School, despite scoring better than 10 minority students who were

admitted. Late last month, a federal court judge said Wessmann's case did not have merit, and upheld one of the country's most scrutinized affirmative action policies. The policy admits 50 percent of students solely on merit and the remaining 50 percent using a combination of merit and race. The First Circuit court granted the appeal, which had been expected to be heard in the fall. However, McLaughlin asked that the case be heard this summer so Wessmann, who now attends Latin Academy, could attend Boston Latin School in September if the court rules in her favor. Boston schools did not protest the new appeal date. Such an accelerated timetable is usually granted if the appeal is of pressing need to the public or those involved in the case. The case revolves around whether a diverse student body is reason enough to use race when considering applicants to the city's exam schools. In his decision, US District Court Chief Joseph L. Tauro said public schools had a unique mission to ensure diversity, and the city's exam schools provide "academic excellence in a diverse setting."

Publication#W\ PP# 47. Los Angeles Times"Publication" #:\ PP#* 06/16/98; Edition: Home Edition; Section: Metro; Op Ed Desk; Page B-7

Headline#\ PP# School Choice Is Religion Neutral Headline #:\ PP#Subhead#[\ PP# Vouchers used at the parents' discretion benefit the student, not a school, public or private.

Subhead#:\ PP# By DOUGLAS W. KMIEC

Douglas W. Kmiec is a professor of constitutional law at Pepperdine University

When the Wisconsin Supreme Court upheld a pilot voucher program for disadvantaged children that included religious schools

late last week, we heard the predictable

wailing that such funding breaches the wall of separation of church and state. This

metaphorical wall is nowhere to be found in the U.S. Constitution

. What is found there is a double guarantee of religious

freedom "that government

has no business establishing a church or telling us how to worship. This guarantee is vital, and aptly called

"America's first freedom."

However, the Wisconsin decision is a landmark because it makes it abundantly clear that keeping church and state in their proper

corners does not authorize

discrimination against religion.

Since 1995, the state of Wisconsin has been trying to deliver \$4,400 scholarships to as many as 15,000 children in highly troubled

Milwaukee schools. Because

of counterfeit constitutional claims, only 1/10th of that number have been able to participate and more

than 80 capable private schools of various religious

denominations have been off-limits.

For the last two decades, the U.S. Supreme Court has been refining its constitutional jurisprudence as it relates to religion. This

task has been difficult

since the avoidance of improper religious favoritism can easily slip into overt religious hostility. In the 1960s

and '70s, the court rightly reminded public

schools that they had no special gift or authority to devise prayers, or even lead them. So,

too, particular programs that allocated public money especially and

directly to private religious schools were struck down. Such was

religious favoritism.

But it has been different when the federal or state governments have created general programs of assistance that flow to religious

schools by virtue of parental choice. Since 1983, the U.S. Supreme Court has decided case after case affirming the twin principles

of evenhandedness and parental direction. This should

not have been a surprise since as far back as the 1940s, the court allowed public

funds to be used to support bus transportation to public and religious schools alike.

Under this standard of nondiscrimination, the U.S. Supreme Court has sustained a Minnesota tax credit for tuition at public, private

or religious schools, the use of state vocational assistance in Washington to allow a blind student to

study for the ministry, the University of Virginia's funding of a religious student publication on the same terms as other nonreligious student activities and

d federal assistance for remedial instruction at both religious and nonreligious schools.

ddWisconsin applied the same principle of nondiscrimination to sustain its voucher program. The participating schools are selected on religiously neutral grounds, each child gets equal funding regardless of the school chosen and the funds are directed to chosen schools "public or private" by the parents.

ddThe Wisconsin court also made short work of objections posed under two state constitutional provisions. Many state constitutions have provisions expressly denying the funding of religious schools. Eerily illustrating how history repeats itself, these provisions were often the product of outright bias and a 19th century nativist movement that sought to deny public benefits to new American immigrants, many of whom didn't speak the language and worshiped in Hebrew temple or Catholic or Lutheran churches. Rightly, the Wisconsin high court said these state provisions could not be understood to undermine federal constitutional right. When public funds are allocated by parents, said the court, the primary benefit of the funding is not the school, religious or not, but the student.

ddAs the Wisconsin high court made plain, the voucher project is not anti-public school, but pro-student, giving families a range of educational choices, from a neighborhood public school to a public school in a different district, to specialized public schools, to private schools that are either religious or nonreligious.

ddEvery child is unique. My five children have attended both public and religious schools, and have benefited from each. In fairly allocating the public education fund, Wisconsin parents are now better able to exercise their constitutionally protected liberty to direct their child's upbringing. Californians surely want the same, and it may well prove significant that Dan Lungren has made vouchers

a centerpiece of his campaign for governor.

ddWhen Thomas Jefferson penned his "wall of separation" metaphor more than a dozen years after the Bill of Rights in a private letter decrying, not school choice, but the wholly improper coerced establishment of the Congregationalist Church in Connecticut, he didn't mean otherwise.

Publication#W\ PP# 48. Los Angeles Times"Publication" #:\ PP#* 06/16/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3

Headline#\ PP# 4 Charter Schools Win L.A. Unified's Endorsement

Headline #:\ PP#Subhead#[\ PP# Board approves five-year contracts allowing innovative campuses to keep operating independently.

Subhead#:\ PP# By DUKE HELFAND

TIMES STAFF WRITER

Four independently run charter schools won official votes of confidence Monday as the Los Angeles Board of Education unanimously endorsed new five-year mandates for the campuses.

Teachers, parents and other supporters had packed the board's hearing room downtown, hoping that they would be rewarded for plunging into the waters of school reform.

Charter schools operate outside most state and school district guidelines, controlling such things as curriculum and finances in exchange for pledges of higher student achievement.

The audience erupted in applause moments after the school board voted 7 to 0 in favor of renewing the charters for Vaughn Next

Century Learning Center in Pa

coima, Fenton Avenue Charter School in Lake View Terrace, Westwood Charter School and the Open

Charter School in the Mid-City area.

"We have earned credibility," an elated Vaughn Principal Yvonne Chan told her assembled teachers after the vote. "They see school folks taking responsibility."

The board's decision came one week after an outside evaluation praised the charter schools for generally outperforming non-charter campuses while building strong parent and staff ties.

The appraisal concluded that the schools had met some, but not all, of their goals and that shortcomings were often the result of aims set too high.

Teachers embraced the findings as well as the board's approval Monday.

"I think they see the benefit of what we've started," said Jody Sabah, a teacher at the Westwood school. "We have a tremendous energy among our faculty and we want to continue that."

Board members offered their own applause even as one of them complained about not having enough time to study the outside appraisal, a document as thick as a telephone book that arrived on board members' desks just last week.

"I think we have a lot to learn from you," board member Victoria Castro told the charter advocates. "[You're] definitely headed in the right direction."

Monday's vote culminated a frenzied weekend of activity for the charter schools.

District administrators had sent all four schools lists of conditions required for receiving five-year contracts.

The Westwood and Open schools had no problems with the lists, administrators said. But Vaughn and Fenton, which both administer their own finances, sounded alarms.

Among other things, they took issue with a condition requiring the two schools to continue paying 3% of their per-pupil funding to the district to cover admin

ministrative costs. They argued that such costs should be charged on a "fee-for-service" basis.

ddDistrict representatives spent five hours Monday negotiating with the two schools. By day's end, both sides reported that differences over most of 21 conditions had been resolved.

ddDistrict administrators called the flap a misunderstanding, saying that they simply wanted to clarify details such as precise time frames of the new charters.

ddIndeed, the term "conditions" was amended in documents to "clarifications." District administrators noted that answers to virtually all of the issues they raised are contained in the new charter proposals.

ddAn outside arbitrator will be employed to help resolve the few remaining issues, including the 3% charge. Vaughn and the district also need to work out a system for maintaining school buildings constructed by the charter campus.

ddDespite the goodwill after the day of negotiations, a top district official apologized publicly Monday to the charter schools for creating confusion over the weekend.

dd"Some of the late transmissions may have caused anguish," Richard K. Mason, the district's general counsel, told the charter school people. "We apologize for that."

ddBut apologies and haggling seemed to fade in the early evening Monday as the charter school founders celebrated their long-sought victory.

ddChan treated more than a dozen of her teachers, administrators and parents to dinner in Chinatown.

dd"We fought hard for this school," Vaughn teacher Suzanne Llamas said. "And we're showing everybody we're doing it."

Publication#W\ PP# 49. Los Angeles Times"Publication" #:\ PP#* 06/16/98; Edition: Orange County Edition; Section: Metro Desk; Page A-1

Headline#\ PP# 1st-Year School Learns Pluses, Minuses of County's GrowthHeadli

ne #:\ PP#

By NICK ANDERSON

TIMES STAFF WRITER

ddNostalgia descends on most school campuses about this time of year as teachers watch children fly out the door for summer, bound for another grade in another classroom come September.

ddBut the sentiment will run especially thick when the last bell before vacation rings this afternoon at Wagon Wheel Elementary School in the outlying canyons

of South County. There, both a community and its students have come of age during the last school year.

TD

ddOne of about a dozen new public schools in Orange County, Wagon Wheel Elementary opened nine months ago with hopes of

becoming a center of public life in a rapidly growing neighborhood of gated subdivisions next to Gen. Thomas F. Riley Wilderness Park.

ddIt also was overcrowded from Day One.

ddHow this school came to life for 178 days of learning is a story with details that resonate with principals, teachers and parents anywhere.

ddThere was the installation of an urgently needed stoplight in front of the school last fall to ease the pre-8 a.m. and post-2 p.m. traffic jams. There was the addition of nine portable classrooms last winter, an equally urgent task to accommodate smaller classes for third-graders.

ddA mascot had to be picked (the Mustangs), a PTA organized (it raised about \$60,000), even a vintage hay wagon with rusted wheels procured (a local business lent one for the school's front entrance).

ddDozens of Internet-capable computers were installed. A barbecue in October and a sock hop in March drew crowds so large that parked cars filled the school's all field.

dd*

dd"That school really binds us as a community. It's a fabulous school," said Jill Harmon, 44, a retail consultant and parent volunteer.

She moved to the neighborhood a year ago from Long Beach, in part to transfer her two elementary-age daughters out of an urban school system.

ddA reporter's visit to Wagon Wheel Elementary last week, following a tour before it opened in September, found that the school was still very much a work in progress.

ddEven as students were taking their last quizzes and polishing their last book reports, a backhoe was grading a far corner of the playground in preparation for another dozen portable classrooms. Enrollment in this school designed for 722 students is expected to surge to 1,050 in the next year. That's a lot of extra backpacks slung onto the backs of a lot of extra, pint-sized classroom seats.

ddCan the restless fifth-graders in Elise Pieper's class, headed soon for middle school, understand what it took to launch this school?

Probably not. But Pieper, 26, herself a first-year teacher, knows.

dd"It's an incredible amount of work," she said during recess one morning. Pieper allowed that she's a bit choked up at the prospect of closing down her class in Room 22 today. "I'm really going to miss these kids. It's hard to lose your family after you've created a family."

dd*

ddIn most classrooms, an academic diary of sorts can be found among the student projects and laminated materials that teachers

staple and tape onto the walls.

Pieper's was no exception. One wall, labeled "To Infinity and Beyond!" held pictures of the solar

system, satellites, comets and the phases of the moon.

On another wall, Pieper tacked up a scroll containing the results of an inquiry into the stock market. Students were assigned to

invest a hypothetical \$10,0

00 in such companies as Disney, AT&T, Microsoft or Netscape and track their fluctuating value for a

month through graphs. The total class "profit" was \$334.39

, the charts indicated, for an annualized "return" of more than 40%.

A third wall was adorned with student drawings and writings about the future.

Samples: "Just in case modeling doesn't work out,

I will be a veterinarian and

work with animals." "Jessie; "In ten years I will be in college hopefully at UCL

A. I will get good grades

and have a porch." "Casey; "I will be a professional s

oft-ball player and hit a lot of home runs." "Ashley.

Tim Johnson, one of 29 of Pieper's students scheduled to go through a "completion" ceremony today "they don't call it graduation

in fifth grade" was for the p

erultimate week the class captain. That meant leading the flag salute and wielding the all-important

power of choosing the order of class dismissal for recess

and lunch.

Tim's summary of his year and the class zeitgeist: "I've learned a lot about

math and fractions and decimals, and I learned about

the stock market. . . . I

play the trumpet. . . . I like art. . . . I don't like history. . . . I don't r

eally want to go [to middle school] because

it might be kind of hard. . . . I'm

always happy to go to summer vacation because there's no school. . . . I might go to Disneyland."

dd*

For her part, Pieper said the year was exhausting but satisfying. The kids al

I know their state capitals, can work with fractions,

can read and analyze good

books such as Madeleine L'Engle's "A Wrinkle in Time," and can look up astrono

my references on the Internet via the three Macintosh computers in the class.

ddIn September, Pieper had marveled at the good fortune she had in finding her

first full-time teaching job here. "This school is so

new and fashionable, I fe

It like I was being introduced to a million-dollar home," Pieper said at the ti

me.

ddNow, mindful of the school's biggest challenge, Pieper chuckles at that quote

. "It's still too small," she said of the school. "That's

the only problem: It'

s a million-dollar home with a family of 900."

ddIndeed, plans for how to accommodate more kids in this "home" have progressed

all year and will continue well into the future.

That is the way in South Coun

ty, in places like 33,000-student Saddleback Valley Unified School District and

40,000-student

Capistrano Unified School District, Wagon Wheel Elementary's pa

rent agency. The supercharged real estate market is drawing new families with school-age children to this region as fast as builders can pave new six-lane roads leading to new hillside homes with two- and three-car garages.

ddPrincipal Dick Campbell expects the school to have 27 portable classrooms by September "five more than its permanent structure holds. That's not counting a satellite school, from kindergarten to second or third grade, expected to open in Coto de Caza in September 1999 to relieve the pressure at Wagon Wheel.

ddThe unbridled growth worries some parents who came here expecting the best in public education that Orange County and California have to offer. Harmon, the parent from Long Beach, said daughter Katie's second-grade class began the year without a permanent room and was forced to roam from space to space for two months until one was found.

ddSally Garber, 40, who moved to Coto de Caza from Texas last year, has a son finishing second grade at Wagon Wheel and a daughter finishing sixth at nearby Las Flores Middle School, which is growing just as fast. She sees the crowding firsthand as a lunch monitor at the elementary school.

ddSurveying a cramped patio where kids eat lunch in brief, staggered shifts, Garber said she wished that California education officials could cap the size of schools as easily as they cap the size of classes. "At some point, you begin to jeopardize safety and quality," she said.

ddBut Campbell points out that Wagon Wheel Elementary occupies 13 acres, "a big chunk of land," with plenty of room for expansion. Two or three urban schools might fit in the same space.

dd*

ddThe principal, who was starting his second school in five years, said he was amazed at the number of people "nearly 2,000" who came to the '50s-style dance on a Friday night in March. In part, he said, the turnout was a function of public curiosity and the sheer newness of the school. But there was something else at work too. Until this year the neighborhood never had a public school to call its own.

dd"I have never in my whole life seen so many people come to an elementary school event," Campbell said. "It's a testimony to the fact that the school is the center of the community."

dd(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) School's Out

ddLast Day of Classes for Orange County School Districts

ddElementary School Districts:

ddAnaheim City, June 26 (all schools are year-round; some tracks start as early as July 7)

ddBuena Park, June 12

ddCentralia, June 18

ddCypress, June 17 for traditional school year; also has year-round schools
ddFountain Valley, June 12
ddFullerton, June 11
ddHuntington Beach City, June 11
ddLa Habra City, June 10
ddLowell Joint, June 12
ddMagnolia, June 18 for traditional school year; also has year-round schools
ddOcean View, June 12
ddSavanna, June 18
ddWestminster, June 15 High School Districts
ddAnaheim Union, June 12
ddFullerton Joint Union, June 11
ddHuntington Beach Union, June 11 Unified Districts
ddBrea-Olinda, June 17
ddCapistrano, June 16 for traditional school year; also has year-round schools
ddGarden Grove, June 17
ddIrvine, June 17 (year-round schools start July 29)
ddLaguna Beach, June 17
ddLos Alamitos, June 16
ddNewport-Mesa, June 18
ddOrange, June 12 for traditional school year; also has year-round schools
ddPlacentia-Yorba Linda, June 11
ddSaddleback Valley, June 18
ddSanta Ana, June 17 for traditional school year, also has year-round schools
ddTustin, June 17
ddSource: Districts Wagon Wheel's Rookie Year
ddBy the Numbers:
ddSchool district: Capistrano Unified
ddOpened: Sept. 8, 1997
ddYear end: Today
ddGrades: Kindergarten through fifth
ddConstruction: March 1996-July 1997
ddConstruction cost: \$11 million
ddNumber of teaching days: 178
ddNumber of teachers: 39
ddNumber of portable classrooms: 15
ddNumber of portables to be added over summer: 12
ddComputers per classroom, average: 3
ddDesigned enrollment: 722
ddEnrollment on opening day: 824
ddEnrollment today: 900
ddEnrollment expected next year: 1,050
ddStudents per teacher in kindergarten: 15*
ddStudents per teacher in grades 1-3: 20
ddStudents per teacher in grades 4 and 5: About 30
ddAmount raised by Wagon Wheel PTA: \$60,000
ddCost of awning planned for student lunch area: \$10,000
ddEstimated minutes required to drop off students when school opened: 15
ddEstimated minutes after stoplight was installed outside school: 7
ddFor half the school day. Ratio is higher in other half. Enrollment
ddDesigned enrollment: 722
ddOpening day: 824
ddToday: 900
ddExpected next year: 1,050
ddSources: School officials, Times reporting.n

Publication#W\ PP# 50. The New York Times"Publication" #:\ PP# 06/16/98Section: Metropolitan Desk; Section B; Page 5, Column 6

Headline#\ PP# Teacher Ousted For Leading Class in PrayerHeadline #:\ PP# By DAVID W. CHEN

A substitute teacher at an intermediate school in the Bronx has been dismissed for praising Jesus Christ and leading her sixth-grade students in prayer, school officials said yesterday.

Mildred Rosario, 43, was dismissed on Friday after a Board of Education hearing determined that she had violated laws requiring the separation of church and state, said Chiara Coletti, a spokeswoman for the Board of Education.

"Her written statement indicated that she had a religious sense of obligation to advocate her choice of Christianity," said Ms. Coletti about Ms. Rosario, a Pentecostalist. "She had very clearly crossed the line."

Attempts to reach Ms. Rosario by telephone last night were unsuccessful. But since her dismissal on Friday, her predicament has elicited public calls of support from several parents at the school, Intermediate School 74 in Hunts Point.

It was not immediately clear when Ms. Rosario, who has been a substitute teacher since September, began talking explicitly about religion in her classes, Ms. Coletti said.

But the subject of God apparently came up in one of her classes when a student asked about the death on June 4 of a classmate, Christopher Lee, 11, who drowned after stumbling on the slippery rocks along the Bronx Kill while trying to take a shortcut home.

According to Ms. Coletti, the student asked if Christopher had gone to heaven, and Ms. Rosario replied that he had. She then "preached about born-again Christianity and the need to take Jesus as one's personal savior."

Ms. Rosario then led the students in prayer.

Shortly after the incident, a student complained to her parents, who then complained to school officials, Ms. Coletti said. A subsequent investigation then prompted Friday's hearing, at which time Ms. Rosario was dismissed.

Publication#W\ PP# 51. Orlando Sentinel"Publication" #:\ PP# 06/15/98; Edition: METRO; Section: LOCAL & STATE; Page C3

Headline#\ PP# DISRUPTIVE CHILDREN MAY GET SPECIAL SCHOOL Headline #:\ PP# Subhead#[\ PP# RADER IS LIKELY TO TEACH TROUBLEMAKING MIDDLE-SCHOOLERS Subhead#:\ P P# By Catherine Hinman of The Sentinel Staff

They are every teacher's biggest headache: students who are rowdy, rude and ready to fight.

Many of them eventually will be suspended for their behavior. In the process, these few will have disrupted their classmates'

learning and will have lost critical academic ground themselves.

TD Middle school teachers know these kids are the future dropouts and troublemakers of high schools. But in a class of 30 students, what can they do?

ddOrange County Public Schools, beginning this August, wants to test a special school as possible relief.

ddOn Tuesday, the School Board is expected to approve a proposal for an academy for middle-schoolers with behavioral problems.

ddMiddle school principals have been asking for this for years, said Margaret Gentile, director of student alternative programs for

Orange County. In fast-growing

Florida, middle schools are not small, nurturing environments, she said, but large institutions with

1,200 and more students.

ddThe new middle school academy, proposed for the northern part of the county, would be a place where parents could get extra attention for their children.

dd"When you start seeing your 12-year-old becoming totally frustrated and alienated from school, you want to stop that as soon as

you can," Gentile said. "I think

this will provide some answers."

ddThe school, which would serve 150 students from five Orange County middle schools, isn't likely to be big enough though to solve

the discipline problem in public

schools.

ddOut-of-school suspension rates at those five middle schools - higher than the district on average - ranged from 19.9 percent at

Apopka Middle School to 38.8

percent at Carver Middle in 1996-97 school year, according to a state report.

That would be more

than 1,600 students behaving badly enough at some point during

the year to be suspended.

ddAlternative schools for troubled and hard-to-reach children are a growing industry. State officials said almost every school district

in Florida now has some

program for disruptive or violent students, especially those who have been expelled.

ddOrange County's newest proposal is different in a couple of ways.

ddFor one, it would be voluntary - not mandatory. In addition, Orange County officials are planning on calling in specialists to run

the program. They say it

would be a way of tapping into extra expertise but also maintaining yearly accountability for results.

ddThe program would be managed by The Rader Group, a nonprofit Okaloosa County company that operates a similar school as

a charter in the Panhandle. Rader would

receive 90 percent of the money the state hands out for each student and would be eligible

for up to \$60,000 in bonuses if it gets results.

ddThe bonuses would be contingent upon standards in student attendance and academics. There's another bonus tied to how well

students behave after they return

to traditional schools.

dd"What they are doing that is very trend-setting, very cutting-edge {is} they are looking at student outcomes," said Mary Jo Butler, director for dropout intervention and prevention services at the Florida Department of Education. ddOrange County already has seen some rewards from offering financial incentives linked to results. ddThe Rader contract is modeled after an agreement with Excel Alternatives of Sanford, which has just completed its first year of running Orange County's alternative school for expelled students. In contrast, Rader would take students who have been getting into trouble but whose offenses aren't so severe as to cause them to be expelled. ddAt Excel, attendance rates catapulted from 40 percent when the program was managed by the district to 93 percent under Excel, said Joe Joyner, associate superintendent for secondary education. ddJoyner will be area superintendent for the "North Learning Community." This geographic area, one of five zones created under a new administrative plan, will be the site of the middle school pilot program. If it's successful, four more alternative schools could be created, Joyner said. ddLike Excel, the Rader Group offers a specialized approach to dealing with rebellious and angry youngsters. Founder Bill Rader, former associate dean of the College of Education at the University of West Florida in Pensacola and a 20-year veteran of teacher education, calls his technique "intensive care for kids."

ddRader's strategy includes a strict dress code, lots of structure and individualized guidance. One teacher - who is mentor, role model and academic coach - works with a group of students in classes no larger than 15 and sometimes smaller. SEQN: 81660024n Publication#W\ P P# 52. The Hartford Courant"Publication" #:\ PP# 06/15/98; Edition: 1S SHORELINE; Section: TOWN NEWS; Page B1

Headline#\ P P# SCHOOL DAY GROWS LONGER Headline #:\ P P#Subhead#\ PP# TEACHERS' NEW CONTRACT ADDS 15 MINUTESSubhead#:\ PP# By CHARLES STANNARD
Courant Correspondent

Students in all seven town schools will receive an additional 15 minutes of daily instruction in the next school year under an agreement between the Guilford Education Association and the board of education. ddThe additional instruction time was provided under the three-year teacher contract approved earlier this year by the board and association. The board last week approved new schedules for the four elementary schools, two middle schools, and the high school. Nancy Casinghino, assistant superintendent of schools, said school administra

tors are looking forward to the longer school day.
 "We're thrilled by it because it means more instructional time for students," she said.
 Board vice chairman Michael Brown said board members had noticed in the state Department of Education's annual strategic school profiles that Guilford schools were "kind of in the middle of the pack" in the amount of time spent on daily instruction.
 "We decided to make a concerted effort in the teacher contract negotiations to increase the amount of time spent on task with instruction," he said.
 Brown said school administrators have been directed to develop the daily schedules for their buildings to ensure the additional 15 minutes is spent in actual classroom instruction.
 Casinghino said the schedule at the high school will be revised to add five minutes to three class periods that were only 40 minutes long. She said the daily schedules at the middle and elementary schools are being revised by teachers and administrators to ensure that the additional minutes are dedicated to classroom instruction for the new 45-minute periods.
 Rose Dostert, a middle school teacher and president of the teachers' association, said the board's proposal to lengthen the school day with a guarantee that the extra minutes would be spent on instruction was "well received" by the teachers. "It's not just tacked on at the end of the day, it has to be actual classroom time," she said.
 "I think this speaks well for the teachers, that we have the students' interest first and foremost," Dostert said.
 Teachers will receive a 4 percent salary increase in the 1998-99 school year, with 3 percent pay increases in each of the remaining two years of the contract that expires on June 30, 2001.
 The high school will be in session from 7:25 a.m. to 2:05 p.m., five minutes earlier and 10 minutes later than the current opening and closing times. Sessions at the middle schools will begin at 8:15 a.m. and end at 2:36 p.m., also five minutes earlier and 10 minutes later than current times.
 The school day for elementary school students will begin at 9 a.m. and end at 3:17 p.m. The elementary schools are currently open from 9:13 a.m. to 3:15 p.m.
 .n

Publication#W\ PP# 53. Buffalo News"Publication" #:\ PP# 06/14/98; Edition: FINAL; Section: NEWS; Page A3

Headline#\ PP# PUSH FOR VOUCHER PROGRAMS REFLECTS FRUSTRATION WITH PUBLIC SCHOOLS
 Headline #:\ PP#
 By GWEN FLORIO

The idea of school vouchers "giving money to public-school students in poor d

districts so they can attend private, presumably better, schools " has been around for a long time.

But it leapt into prominence this month when Wisconsin's Supreme Court ruled that taxpayer money could fund vouchers for attendance at religious schools. Philadelphia's Cardinal Anthony Bevilacqua recently proposed a similar plan for the city and 10 suburban districts.

Wisconsin's court ruling followed by one day the announcement, by two wealthy businessmen in New York, of the \$200 million Children's Scholarship Fund for poor children who want to attend private schools.

The Wisconsin case involves students in Milwaukee; the Children's Scholarship Fund will give money to children nationwide.

But the most measurable effect of school vouchers will be seen in San Antonio, where \$50 million in vouchers will be provided by a private group for students

in the impoverished Edgewood Independent School District. Never before has such a large voucher

program been targeted at a single district.

"We wanted to have an impact on the system," said Fritz Steiger, president of CEO America, which stands for Children's

Educational Opportunity, the group that

announced last month it would fund the program. "And we wanted to choose a district that

wasn't performing up to par."

Edgewood qualifies. Its 14,000 students make up the ninth-poorest public school district in Texas. Until recently, they performed abysmally on state tests.

Edgewood was so bad that Elizabeth Espinoza, who attended its schools as a child, vowed things would be better for her own children.

"When I was there, I was lucky if I could read a sentence, let alone write an essay," she said. "When it was time for my kids to go to school, I sent them to private schools without hesitation."

When things didn't work out in those schools, Espinoza got ready to leave Edgewood.

She told her mother, "If I've got to put them in public schools, I'm going to move." Under no circumstances, she declared, would her children go to Edgewood schools.

Voucher programs are aimed at the Elizabeth Espinozas of this nation, parents who decry the incompetence of many urban and very rural schools but who are too poor to move to the comfortable suburbs that have some of the nation's best public districts.

The idea is to provide money " from taxes or from private scholarship groups " to those parents so that they can send their children to good schools.

The movement for vouchers has gained considerable support in the last decade. It stems from the same frustrations with public

education that spawned charter schools, which are public schools that operate autonomously within a district.

ddSince last year, seven states have considered legislation that would provide either vouchers or tax credits to parents whose children attend private schools

, according to the Education Commission for the States.

ddSo far, only Milwaukee and Cleveland use tax money for vouchers, while at least a dozen private groups offer vouchers in the United States. In the Philadelphia area, the Southeast Delco School District approved a voucher plan, but it faces a court challenge.

ddState-funded programs brush up against the constitutional barrier that separates church and state. The American Civil Liberties Union will appeal the Wisconsin ruling, which upheld a Milwaukee voucher program.

ddCritics such as the ACLU contend that using state money to send children to religious schools is unconstitutional. Most of the schools involved in voucher plans have religious affiliations.

ddAs to privately funded programs, such as CEO and the new Children's Scholarship Fund created by venture capitalist Ted Forstmann and Wal-Mart heir John Walton, some contend that the money would be better spent improving the below-par public districts.

dd"What could I do with \$50 million?" said Dolores Munoz, superintendent of the Edgewood district, referring to the CEO plan to provide \$5 million a year for 10 years to help students leave her district.

ddProponents of vouchers argue that public school systems would mismanage the funds, that their bureaucracies are like governments, spending and spending with no appreciable results.

ddMs. Munoz sides with those who point out that suburban districts have always outspent the urban ones and that their students perform better as a result.

Publication#W\ PP# 54. Associated Press"Publication" #:\ PP#6-16 0:02a

Headline#\ PP# Legislation designed to curb school violenceHeadline #:\ PP# By ALIAH D. WRIGHT

Associated Press Writer

ddHARRISBURG (AP) - As a high school chemistry teacher in Doylestown who taught a former student who killed both of his grandparents years ago, Pennsylvania State Education Association President David Gondak knows all too well the necessity of curbing school violence.

dd"As it was I had no clue that he was capable of that kind of violent act, which I believe could just as easily have been directed at someone else at school, or even me," Gondak said Monday.

ddThat is one of the reasons why Gondak said he joined Sen. Stewart Greenleaf,

R-Montgomery, in the state Capitol Monday

pledging the support of one of the st

ate's largest teachers' unions in efforts to stop violence in schools before it starts.

dd"My hope is that the shooting deaths of the 1997-98 year, including the killing of a teacher in our own state, will galvanize efforts for safer schools," Gr

eenleaf said. Science teacher John Gillette was killed in April by a 14-year-old student at a high school in Edinboro in western Pennsylvania.

ddAnother 14-year-old student opened fire Monday with a pistol in the hallway of a Virginia high school as students took final exams, wounding a basketball co

ach and a volunteer aide, police said. Doctors said the injuries weren't life-threatening.

ddGreenleaf said he hopes to have the legislation drawn up before the Senate Education Committee has public hearings on school violence. The House Majority Po

licy Committee is also planning forums this month to address school violence.

ddGreenleaf also said he hoped the bill would be considered before the end of the legislative session.

ddSome highlights of their package, which they hope the state legislature will take up this fall:

dd-Requiring teachers and students to report threats of violent acts to school officials;

dd-Giving legal protections to school employees who use reasonable force to stop violent behavior and assist injured students;

dd-Providing conflict resolution programs for teachers and students;

dd-Providing guidance programs for students in grades K through 12;

dd-Establishing a six-school pilot program for unruly students.ddBoth men also said the legislation would provide for enhanced penalties for school-related assaults and terroristic threats, but they

did not say to what extent.

ddDan Langan, spokesman for the state Department of Education, noted that the proposal Monday "generally seems to be consistent with a lot of the provisions i

n ... the (current) safe schools act and other statutes and regulations in the Commonwealth."

ddHe would not say whether the Ridge administration would support the package. The administration established an Office of Safe

Schools within the Education

Department in 1995. That office provides technical and financial assistance to school districts to

develop violence, crime and substance-abuse prevention programs in schools.

ddHe also noted that during the Ridge administration, the state invested \$18 million in alternative education programs for unruly students. The money allows d

istricts to develop programs, and about half of the 501 school districts have received money to do this.

ddGreenleaf, however, implied that there is always room for improvement.

dd"We have laws on the books now regarding safe schools but that's not necessarily going to stop someone from (committing criminal acts) and maybe this legisl

ation may not either," he said.

ddBut "we've looked at this situation, we do have tell-tale signs when a child is in jeopardy, when a child is at a potential for violent behavior, and we want

to step in early to prevent that from happening."

ddOther school shootings since October have occurred in West Paducah, Ky.; Pearl, Miss.; Jonesboro, Ark.; and Springfield, Ore.

ddSince the string of school shootings nationwide, 28 state legislatures have proposed school-safety legislation either to introduce or amend current law, according

to the National Conference of State Legislatures.

ddFor example, in Illinois it is now a felony to discharge a weapon on school property; in North Carolina principals are held

accountable for the safety of schools;

and New York has prohibited the sale of weapons within 1,000 feet of school grounds and also

has increased the penalty for crimes involving firearms on school grounds, according

Publication#W\ PP# 55. Portland Oregonian"Publication" #:\ PP# 06/13/98; Edition: SUNRISE; Section: WIRE STORIES; Page A07

Headline#\ PP# BILL AIMS TO PREVENT SCHOOL SHOOTINGSHeadline #:\ PP# By JIM BARNETT

of the Oregonian Staff

ddIn an effort to prevent new schoolhouse tragedies, Sens. Ron Wyden, D-Ore., and Gordon Smith, R-Ore., want to offer incentives for states to detain and evaluate

students who take guns to school.

ddA bill the senators introduced Friday would make states eligible for a 25 percent increase in federal juvenile justice grants if they pass laws requiring 72

-hour detentions and psychological evaluations.

dd"When a kid brings a gun to school, we need to get them out of the classroom, off of the streets and in front of a professional who can determine what steps

to take next," Wyden said.

ddThe bill follows the May 21 shooting at Thurston High School in Springfield.

Kipland P. Kinkel, 15, is accused of killing two

classmates and wounding 22 others

in a shooting spree in the Thurston cafeteria. He also is accused of killing his parents the evening

before.

ddA day before the shooting, Kinkel had been suspended and released to his parents after being caught with a gun at school.

Afterward, people who knew Kinkel

said he had joked about killing people, but they had not taken him seriously.

ddLike other states' laws, Oregon's does not require that a student carrying a gun be detained by police or other authorities. But the

bill is intended to help

states find troubled students before they turn to violence.

ddThe senators borrowed the idea for their bill from Springfield Mayor Bill Morrisette. Morrisette, a state House candidate and former social studies teacher

at Springfield High School, proposed that Oregon adopt a similar law.

"I can't fault what (the police) did," Morrisette said Friday. "I think they acted within the realm of the existing law, and so I began thinking that we needed to change the law."

The timing of the Wyden-Smith bill is key. Wyden is scheduled to accompany President Clinton today during his visit to Springfield, giving him an opportunity to enlist the president's support.

This year, states are eligible for a total of \$95.1 million in grants through the Juvenile Justice and Delinquency Prevention Act, an aide to Wyden said. States that comply with the Wyden-Smith proposal by October 2000 would receive a 25 percent increase in grants.

In Oregon, where more than 100 students were caught last year taking guns to school, the grants total about \$1 million in 1998, the aide said.

Morrisette, who also is scheduled to meet with Clinton, said he would ask the president for money to hold a conference at the University of Oregon and to develop a national clearinghouse of information about school violence.

Publication#W\ PP# 56. Lexington(Ky.) HeraldLeader"Publication" #: \ PP#June 15, 1998

Headline#\ PP# Plan would open magnets to all childrenHeadline #:\ PP#Subhead #[\ P P# Flynn calls for elimination of tests, auditionsSubhead#:\ P!P# By Linda J. Johnson
HERALD-LEADER
EDUCATION WRITER

In a proposal sure to be controversial, Superintendent Peter Flynn wants to open Fayette County's magnet schools to all students.

The proposal would do one of two things for the magnet schools, depending on whom you believe:

It would put the public back in all public schools as Flynn suggests, or, in the minds of some critics, it would kill the programs at three of the district's

most successful magnet schools: Lexington Traditional Magnet School, the School for the Creative and Performing Arts at Bluegrass, and the Math, Science and Technology Center at Paul Laurence Dunbar High School.

Flynn's proposal would:

Create geographic attendance boundary areas for magnet programs which now have none; children living in any school's designated neighborhood would have first choice of attending that school.

Eliminate entrance tests and auditions at magnet schools. After neighborhood children are enrolled, the remaining slots would be open to any child in the district.

"based strictly upon a lottery controlled only for diversity ... without auditions or entrance tests," he wrote in his proposal.

Of the district's 20 magnet programs, only LTMS, SCAPA and Dunbar's program have some sort of entrance requirement beyond

the lottery that attempts to control enrollment for gender and racial equity.

dd "It's to open the process up to anyone whose parents think they can withstand the rigors of those programs," Flynn said recently of his proposal. He said it's time "to rethink what we're doing with magnet schools. Should we have more and if so, under what circumstances?"

dd Opponents of Flynn's proposal are galvanizing; and they're bringing out the big guns. At tonight's board meeting, former state lawmaker and Lexington developer Bill Lear, and four others, have signed up to speak about LTMS.

dd Lear said Friday that he likes the idea of preference areas for all schools, but objects to eliminating entrance exams and discipline standards. His daughter, who just graduated from Henry Clay High School, attended LTMS.

dd He said he sees Flynn's proposal as the first step in eliminating the magnet schools altogether.

dd If the district has magnet schools and wants them to be successful, he said, "standards are an important part of that."

dd If the goal is to debate their existence, "that's fine," Lear said. "But do it in a straightforward way. Don't try to inhibit the effectiveness of (existing) magnet schools." Flynn was adamant that students admitted to magnet schools "on any basis, lottery or entrance requirements, will still be held to the same standards of the magnet school."

dd His purpose in offering the position statement, he wrote, was to start a dialogue "and eventually clarify the nature of magnet schools in our school district."

dd In a written statement yesterday, Flynn said district leaders have been discussing for the past year whether it should stop adding magnet programs.

dd Another part of the proposal sets out stringent criteria for establishing new magnet programs. And that, said Flynn, is the bigger issue.

dd Board chairman Jerry Devine favors Flynn's proposal.

dd "It frightens me when places are so exclusive that people have to go through hell or high water to get in," he said. Devine, the only African-American on the board, said

dd Flynn's proposal would have the added benefit of increasing the number of minorities at LTMS.

dd "It's a very good thing," he said. "I want all children to have the opportunity and that's what I have screamed about since I have been on the board."

dd LTMS sits in the heart of downtown, in a mostly African-American neighborhood. According to district records for the school year just concluded, LTMS, SCAPA and Dunbar's program meet the board's goal of having between 12 percent and 30 percent minority students. In all, about 23 percent of the district's 32,800 students are black.

ddDunbar Principal Jon Akers would like to support Flynn's proposal. "However," he said, "there are some programs that I think warrant some kids' special attention."

ddJust as the district has programs for children with learning problems and special needs, he said, so too should there be programs for kids on the other end of the spectrum.

dd"If they don't have the skills coming into the program, then they are really setting themselves up for failure," he said. Brian Teague, a 16-year-old who will be a junior at Dunbar's magnet center this fall, fears for the center's future if Flynn's plans are approved by the board.

dd"I have firsthand knowledge of the ability, maturity and motivation required by the curriculum," he said. Abolishing the entrance exam "would essentially abolish the center as a whole."

ddDevine doesn't see it that way.

dd"Those standards can be met by those children (if) we give them those expectations," he said. "I don't think we can just say broadly that they will not meet our requirements or our standards."

Publication#W\ P"P# 57. Worcester(Mass.)Telegram & Gazette "Publication" #:\ P#P# 06/12/98; Edition: FINAL; Section: LOCAL NEWS; Page B1

Headline#\ P\$P# Biggest ever school budget wants moreHeadline #:\ P%P#
By Clive McFarlane;
Telegram & Gazette Staff

WORCESTER - It was a time to bask in prosperity. It was a time to pinch pennies. It was a time to rejoice. It was a time to lament.

ddIn short, last night's School Committee meeting was about the Worcester public schools' unveiling its largest school budget ever - while asking the state for even more.

dd"I am appreciative of the fact that our state legislators have worked to provide funding and support for the reform proposals implemented in the Worcester public schools," said Superintendent James L. Garvey in presenting the committee with a \$170 million school budget proposal.

ddThe budget, which includes \$110 million from the state, will bring the school system close to the per-pupil funding level set for the district by the Massachusetts

Education Reform Act of 1993, Garvey noted.

ddBut despite the state's generosity, School Committee members found themselves soliciting the Department of Education for additional funding in order to keep

the construction of a new Roosevelt Elementary School on schedule.

ddThe school building project was approved by the state initially for \$15 million. But because of site construction problems, the cost has jumped to \$22.77 million - \$4 million more than the \$18.7 million maximum reimbursement allowed under the state's school

building assistance program.

ddThe School Committee is now asking the state to change the maximum allowable reimbursement from \$18.7 million to \$22.7 million.

ddSchool Committee members Philip J. Niddrie and Brian A. O'Connell said there could likely be delays in the project if the state does not act promptly on the request.

dd"The timetable was very ambitious from the beginning," O'Connell said. "There was very little room for construction problems.

A delay of even three months could put us in the next school year."

ddAlso last night, committee members began to tweak the proposed budget for savings that could possibly go toward programs of their choice.

ddSo far, however, they have only been able to cut \$100,000 from the proposed \$5.5 million transportation budget, and that cut came with warnings of reduced bus service next year.

ddCommittee members also began to look closely at Garvey's alternative programs for at-risk students. According to the budget, the cost of these programs is climbing, sometimes dramatically.

ddThe cost of providing alternative education to regular-education students who are expelled from school is going from \$300,000 a year to \$448,000, for example.

ddOne reason for the increase, Garvey said, is that principals are exercising their rights under state law to expel or suspend students charged with or convicted of a felony, even if the offense occurred outside of school.

ddAccording to the administration, 20 students were suspended or expelled under this law last year. That number has since climbed to 48, and school officials are expecting the number to continue to grow.

ddIn other business, committee members were told that the cost of cleaning up the recent storm damage to Grafton Street School stands at just over \$20,000, with more work to be done.

ddCommittee members were also told that it will cost approximately \$500,000 to repair the school, and that the repairs will be completed in time for the start of the next school year.

ddAlso last night, the committee voted Garvey a 3 percent salary increase and recognized Louise M. Palanzi, a Granite Street School teacher, as Worcester "Teacher of the Year."

ddClaire Cunningham of Tatnuck Magnet School and Susan Spellane of City View School were recognized as runners-up.

Voke goes "public"

ddWORCESTER - It may be a first-time event: The Worcester School Committee has honored Vocational School students.

ddThe City Council voted to put both systems under one umbrella July 1.

ddDeputy School Superintendent James A. Caradonio said as far as he knows this

is the first time vocational students' achievements have been recognized by the public schools.

The students won gold, silver and bronze medals or became state officers at the statewide competition of the Vocational Industrial Clubs of America.

Those honored were: Krystle Bourbeau, Trung Cao, Heather Denaris, Rachel Howell, Miquel Torres, Matthew Cooke, Mark Caribo, Jessica Simmons, Matthew Atkins, Yameka Leon, Shanique Gravely, Kelly Agostinelli, Yaritza Rosado, Angela Billings,

Emily Northway, Marc Groccia, Trung Cao, Laura Holbrook, Daniel Bethiaume, Wanda Velasquez and Melissa Ponusky.

Publication#W\ P&P# 58. Worcester(Mass.)Telegram & Gazette "Publication" #:\ P# 06/12/98; Edition: ALL; Section: NEWS; Page A1

Headline# P(P# Worcester teacher works overtime for state testsHeadline #:\ P)P#

By Mark Melady;

Telegram & Gazette Staff

WORCESTER - James E. McDermott helped write the statewide standards for teaching English in public schools, as well as the test to assess how those standards have been taught and learned.

Now McDermott, the language arts liaison for the city's public schools, is going to help decipher the handwriting of fourth-, eighth- and 10th-graders and arbitrate the responses to questions for which there are no right or wrong answers.

"What can I say? I'm a glutton for punishment," said McDermott, an English teacher in Worcester since 1969. "But I was in it at the beginning, and I just wanted to see this through, to see how it came out."

McDermott will be an assistant chief reader during the three weeks the open-ended questions - essay responses from 210,000 students - are pored over by graders.

They will be sitting around tables in July and August in Holyoke, Mansfield and in Worcester

at Holy Cross College.

The much heralded Massachusetts Comprehensive Assessment Systems tests in math, science and English were taken this spring.

Advanced Systems of Dover, N.H., hired by the state Department of Education to develop the tests, will score the multiple choice questions.

McDermott was on an advisory committee of Massachusetts school administrators that wrote the open response questions and developed basic scoring guidelines to evaluate the answers.

The essay responses - 22 for fourth- and eighth-graders and 30 for 10th-graders - will be read and scored by Massachusetts teachers hired for \$500 a week.

Each of the three parts of the test includes written responses. In Parts 1 and 2, brief essay questions ask for analysis and argument related to a piece of

writing in the test.

dd"We want the students to form an opinion and back it up," McDermott said in an interview this week. "It's a fundamental part of education."

ddPart 3 is a long essay. Students had 45 minutes to compose a response and 45 minutes to rewrite and edit it, although the teacher could allow more time.

dd"It's wide open, and that scares people," McDermott said.

ddFourth-graders were asked to write a letter to third-graders describing life in the fourth grade.

ddEighth-graders were asked if a panel of adults should censor violence on television for viewers under age 16.

ddTenth-graders were given the first paragraph of Flannery O'Connor's short story "Good Country People," and asked to predict what would happen to the characters.

PSYCHIC OR IMAGINATIVE?

dd"That one's drawing ire," McDermott noted. "One woman said you'd have to be a psychic to answer the question. I guess to her only psychics have imagination."

ddThe essays will be graded using six-point and four-point scales. The six-point scale will be used to rate how well the student develops, focuses and logically supports an argument and uses subtleties such as inference and varied sentence structure. Grammar, spelling and usage will be rated on the four-point scale.

ddEach response will be read by two teachers. The final grade will be a compilation, with a maximum score of 20.

ddMcDermott said a difference of more than one point between the two readers' scores would require a third reading.

dd"If there's still a problem, then it comes to me," McDermott said. After that, it would go to the chief reader. Anything unresolved at that point would be taken up by officials from the state Education Department or Advanced Systems.

dd"I'm going to always give the benefit of doubt to the student," McDermott said. "I'm going to do everything I can to make sure the student gets a good shake."

HANDWRITING FACTOR

ddThe essays are expected to take graders an average of four minutes to read, McDermott said. However, because the responses are handwritten, one of the great

unknowns facing the graders will be the quality of the students' handwriting.

dd"Neatness doesn't count, but it does," McDermott said. "If you have trouble making out poor handwriting, it's only human nature that it would bother you. I

told the kids to print if they were concerned about their handwriting. The idea is to see what students can do rather than what they cannot do."

ddMcDermott was on the original 26-member statewide committee that drafted the teaching frameworks for language arts for kindergarten through 12th grade. After

For two years, a mountain of feedback from parent-teacher groups and several drafts, the work

was found wanting by the state Board of Education and its chairman, John R. Silber.

"They didn't like what we'd done because it wasn't in the classical mold," McDermott said. "We came up with an integrated approach to teaching English that combined reading, writing, speaking, listening and presenting."

Though innovative, the approach was strange to many people, McDermott said. "It was not the traditional classical approach of composition, literature, media and language."

RECONSTITUTED COMMITTEE

Silber named six new members to the committee, including two Harvard University faculty members and a Cambridge writer. "We had worked so hard to represent every nook and cranny in the state, and the six new members all came from the Boston side

of (Route) 128," McDermott said. "Because of the way it happened, everyone was a little antagonistic. The first meeting was awful."

McDermott said the final draft, which established 28 language arts learning standards, preserved the original committee's core philosophy while incorporating the traditional aspects of composition, reading and literature.

"It took a few meetings, but we got over our human foibles and did what was right for the kids," McDermott said. "In the end, we came up with a stronger document."

"But the truth is," he said, "these standards have been implemented by good teachers forever."

McDermott said the MCAS language arts test reflects the 28 learning standards.

"There's not a question on the test that does not come out of the framework," he said.

PASSING GRADE

The grading will be completed by mid-August, but the scores won't be available to teachers until November, McDermott said.

The state has not determined what constitutes a passing grade for the first year. Passing the 10th-grade test will be a high school graduation requirement in 2003.

"It's going to be tough for teachers to grade tests, not knowing what is a passing score," McDermott said.

The test would have been difficult for a Boston University sophomore, McDermott said.

"It's a tough exam," he added. "It's made all of us reassess what we do in education. For the students it's like sending them out on a mountain to ski by themselves for the first time. A lot of them are going to fall, and we have to be ready to help them up."

'MESS'Headline #:\ P-P#

By Deb Kollars Bee Staff Writer

State Superintendent of Public Instruction Delaine Eastin and members of her staff pledged Thursday to review past problems and provide more careful monitoring of a state adult education program that is under investigation by the federal government.

"This department had some very serious problems," Eastin said, adding that the adult education office now has a new lineup of administrators to address the situation. "They are good managers who will clean this mess up."

Eastin's comments came during a state Board of Education meeting in downtown Sacramento Thursday that was tinged with politics and emotion. During the meeting, the board discussed publicly for the first time a current investigation by the U.S.

Department of Education and the FBI into federally funded programs administered by the state that provide language and citizenship classes for immigrants.

The state Department of Education doles out about \$38 million a year in federal money to community-based organizations, schools and other groups providing adult literacy services.

The investigation is focusing on whether 10 community-based groups serving Latino communities in Central and Southern California misused the federal money, and whether the state Education Department provided adequate oversight of the money.

In recent years, the groups in question collectively have received between \$4 million and \$5.5 million a year in federal funds, said Douglas Stone, director

of communications for the state Department of Education.

The federal agencies served subpoenas in April on the state Education Department, requesting documents relating to the 10 groups for the years 1994 through

1997, said Henry Der, state deputy superintendent for educational equity, access and support. The department is cooperating with the investigation, he said.

The U.S. Department of Education would not comment.

Der said Thursday that the state Department of Education had to navigate some tricky political waters recently, particularly with the Legislature, in administering the federal grants for literacy services to immigrants.

Der acknowledged that the department had been lax in monitoring the flow of money and student progress in some of the programs. The department is now in the process of reviewing records on the 10 organizations, he said. In addition, his staff will be

making site visits and is now requiring all providers to submit completed auditing forms before receiving their final payments for the current year.

dd"We have had personnel changes. . . . The situation will be remedied," Stone said.

ddAt Thursday's hearing, several board members were critical of the department's role in the adult education funding problems. They cited internal staff memos

going back several months in which staffers raised questions about possible fraud.

Publication#W\ P.P# 60. The Florida Times-Union"Publication" #: \ P/P# 06/12/98; Edition: GEORGIA; Section: METRO; Page B-1

Headline#\ P0P# Failing test derails plans Headline #:\ P1P#Subhead#[\ P2P# No diploma could mean no college
Subhead#:\ P3P# By James Salzer
Times-Union staff writer

ATLANTA " Mary Banks says her daughter Julie was devastated when she narrowly failed the science portion of the state graduation test this spring.

ddNow the Rincon mother is upset that Julie Banks, an honor student eligible for a HOPE scholarship, can't get into college because she doesn't have a diploma

dd"She wants to be a doctor, a pediatrician. That's all she's wanted to be," Mary Banks said. "Now I'm afraid she won't go {to college}."

ddState School Superintendent Linda Schrenko said yesterday that Georgia public colleges ought to consider accepting top students like Julie Banks who failed the test.

dd"Colleges should look at transcripts, SAT scores, and the level of classes taken {in high school}," Schrenko said. "They shouldn't automatically be disqualified.

dd"I think they should consider admitting these students. Some people have test phobia, some don't do well on multiple-choice tests, they do better on essays."

ddEducators like Schrenko have been flooded with questions in recent weeks as seniors began realizing they would not get a diploma because they didn't pass every section of the graduation test.

ddArlethia Perry-Johnson, spokeswoman for the University System of Georgia, said students must have a diploma or pass the General Education Development test to enter one of the state's 34 public colleges.

ddStudents with good grades who failed a section of the graduation exam could take the GED test and enter college if they pass, but they would be ineligible for a full HOPE scholarship.

ddThey need a diploma to get a HOPE, which pays full college tuition, fees and books. With a GED, they are eligible for \$500 a year.

ddSteve Tompkins of the state Student Finance Commission's HOPE division said students with a GED can get a full scholarship after completing a year of college.

e with a B average. The HOPE would be retroactive, minus the \$500.

ddAt least for this year's seniors who failed the test, that may be their only hope.

ddThe state school board decided Wednesday against waiving the graduation test requirement, but Chairman Johnny Isakson said

the Department of Education would

send out letters to colleges, explaining why students didn't get diplomas.

ddIt's still not known how many students did not pass all portions of the test,

but state officials say 5,351 students "about 8.3

percent" failed the science

portion in five attempts.

ddOnly about 6.5 percent of last year's graduating class repeatedly failed other

portions of the test. Science was added as a

requirement for this year's graduating

class.

ddHigh schoolers usually begin taking the test as juniors. They have four more

chances to pass sections they fail before graduation

time their senior year.

ddThose who still haven't passed by graduation can take it again in August.

ddHowever, that's too late for some students to start college in the fall.

ddBanks said her daughter, who has attended South Effingham High, passed the graduation

test on the first try in every section but

science. She came within six

points or less of passing the science test on four occasions, her mother said

.

ddAfter the last failure, Banks said, "Her ego is about gone. She was absolutely

scared to death, because this was it."

ddJulie Banks planned to attend Armstrong Atlantic State University this fall.

But if she tries the test again, she won't find out the

results until the day after

classes start, Banks said.

ddSchrenko is somewhat puzzled by the problems with the science section of the

test because Georgia students did well this year

on that part of the Iowa Test

of Basic Skills.

ddThe superintendent said the board is discussing granting diplomas with "restrictions,"

a kind of asterisk. They could be used for

students who meet other requirements

but don't pass the test.

ddShe said by next year, the new diploma may be in place.

ddThat, however, will raise questions about whether the Department of Education

is lessening the meaning of a diploma, or whether

such a degree will be good enough

to earn HOPEs and college admission.

ddHowever, Schrenko said colleges already should be looking at not only test scores,

but what kind of classes students are taking

in high school. A 'C' grade

in some tough classes might be worth more than an 'A' in easy ones, she said.

ddBecause of the adherence to test scores and grade-point-averages, she said, "They

are letting these students in who we don't certify

as being ready for college."

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Headline#\ P6P# 2 districts ordering Spanish textbooksHeadline #:\ P7P#

By Anna Cearley
STAFF WRITER

Despite a new state law that places students with limited-English skills in a one-year English-language immersion course, at least two area school districts are ordering reading materials in Spanish.

Escondido Union elementary and middle school district placed orders for about \$230,000 in Spanish-language books for kindergartners through fifth-graders to be used during the one-year period.

And the Oceanside Unified district, which is set to approve an alternative bilingual education program for three years, will be placing orders for an unspecified number of books.

The quandary over textbooks is a fallout from voter approval of Proposition 227. It converts bilingual programs, which can stretch from four to six years, to a one-year crash course in learning English. After the year, students would be placed in regular classes taught in English.

But the initiative is unclear on how much Spanish or other non-English languages can be used in the classroom, according to area administrators. The law allows parents to opt out of the one-year program for a bilingual education program, which could raise the demand for Spanish-language books. Those factors have administrators guessing about the need for books in Spanish.

"We won't finalize the order until the state department (of education) provides us with clearly defined instructions," said Sue Coyle, assistant superintendent of educational services with the Escondido Union district. Backers of the initiative to dismantle bilingual education said that using such books may violate the new law.

"There is no way to transition a child if you are using Spanish textbooks," said Sheri Annis, spokeswoman for the campaign that sponsored the initiative. "You are taught English by learning in English, and if there is Spanish and English in the textbooks, we would want them to concentrate on the English."

The district is ordering the books primarily for kindergartners and first-graders, said Coyle. Superintendent Nicolas Retana said these students will need the most help since they enter the district with the most limited-English skills.

Trustees backed the superintendent's recommendation during the school board meeting Monday night, voting 5-0 to place the orders.

Despite pleas from some parents to proceed with bilingual programs and to purchase reading materials for all grades, Retana said the district will have to comply with the law and that he hopes the bilingual material can be used to assist the language learners.

"Teachers and principals have to realize we are going to shift and the state will give us some direction," he said.

Coyle said the books are the Spanish equivalent of English books used for language and reading instruction, and they could be used as supplementary materials as students learn English.

Many districts in the state, such as the elementary and middle school Escondido district, have already placed orders for Spanish textbooks with the understanding the orders would be renegotiated if the initiative passed.

The initiative provides a waiver option for students to be placed in regular bilingual programs at their parents' request. District officials said they are waiting for additional information from the state on how that would work. The number of those who seek waivers would also affect the need for additional bilingual textbooks.

About 20 Hispanic parents attended the Escondido Union school district meeting to voice their support for bilingual education and to try to persuade trustees to proceed with purchasing the materials.

"I don't have any complaints about this program and I would like my children to continue in it," said Lilia Alvarez, who has a child in kindergarten and another in first grade.

Publication#W\ P8P# 62. Newark Star-Ledger "Publication" #:\ P9P# 06/14/98;
Edition: FINAL; Section: PERSPECTIVE; Page 010

Headline#\ P:P# Black graduate students in sciences still scarceHeadline #:\
P;P#Subhead#[\ P<P# Those who succeed say financial strain and bias discourage many after

collegeSubhead#:\ P=P#

By Jayne Noble Suhler and Ed Timms

Ashley Scott beat the odds: He's one of only a few hundred African-Americans pursuing doctoral work in the sciences.

"This is just the beginning of a long mountain I have to climb," said Scott, 25, who is working on a doctorate in chemistry at the

University of Texas at Dallas.

"There are going to be people who don't like me coming into this field. . . who will scrutinize my every move."

Most African-Americans never get as far as Scott. Whites and foreign students dominate most science, math and engineering graduate programs. University faculties are still mostly white.

By definition, minorities start off at a numerical disadvantage. But that alone doesn't explain the disproportionately low number who are enrolled in graduate programs - especially

African-Americans.

Overall, minorities are less likely to have the money to finance a graduate school education and exposure to the kind of rigorous

scholastic preparation needed to excel in science.

Some promising minorities with undergraduate degrees a

re diverted from graduate school by lucrative jobs in the private sector. And there is another, more disturbing explanation.

dd"There definitely is a bias by many scholars who feel that minorities . . . cannot do science," said Arthur Walker, a physicist and the only black science professor on the faculty of Stanford University's school of humanities and science.

ddScott said that while he was an undergraduate at the College of Charleston in Charleston, S.C., an adviser suggested he find another major.

dd"He didn't think I was going to be able to finish" a chemistry degree, he said.

dd"As soon as he said that, I told him, 'Thank you very much,' and I advised myself for the next three years," said Scott. "I was the only black to graduate in the chemistry department in 1996."

ddScott believes blacks and Hispanics do not enter graduate programs because they are discouraged along the way, especially in upper-level science classes.

dd"When you walk into a study group, the subject would change; you can tell you're not wanted there," he said. "There is no one to relate to."

ddCompounding the problems for minority students today is a nationwide backlash against affirmative action in higher education. Several recent polls have documented the anger of whites and the perception that minorities are prospering at their expense. California has rolled back programs in higher education and Texas is under a court order that bans race-based college admissions.

ddAs a result, both states have seen a precipitous drop in enrollment among blacks and Hispanics, particularly in graduate programs and law and medical schools. At the same time, enrollment among some Asian groups and noncitizens is on the rise in some fields.

ddFor many years, some universities, foundations, government institutions and private industry have supported outreach programs seeking to bring minority students into the science disciplines. But court decisions also have hobbled some of those programs, as well as race-based scholarships.

ddMoney is a big issue for many minority students. Some complain that even race-based scholarships, if not also need-based, tend to help middle-class minority students who had better educational opportunities through secondary school - to the exclusion of underprivileged minorities who need help most.

dd"One of the real sadnesses of affirmative action is that it really does benefit the middle class," said Rodolfo de la Garza, who teaches government at the University of Texas at Austin. "I know of some colleagues who demand that their children get all kinds of perks out of affirmative action. My response is, 'If anybody in the world should create an environment that will privilege children

, it's you."

ddSometimes, disadvantaged students go wanting because they are unaware that scholarships may be available.

dd"More educated parents are aware of opportunities," said Harvard professor of social policy William Junius Wilson.

dd"There are many very capable students from the most disadvantaged backgrounds that just aren't aware of the scholarship opportunities."

ddStatistically, black and Hispanic students are more likely than whites to come from lower economic backgrounds. And they are more likely to take out loans to help finance their undergraduate education.

ddScott, who grew up in a working-class family and attended a racially diverse Charleston high school, said many of his friends have felt pressured to go to work as soon as they get out of college.

dd"Because of their family background and the disadvantages they've had, they really feel like once they get out of undergraduate (school), they really have to start working and help the family," he said. "Graduate school is too big of a sacrifice."

ddScott's mother did not go to college, and his father, a construction worker, attended a technical school. But they instilled in him a passion for education.

ddHe played high school football and received two athletic scholarships - to Georgia Tech and the U.S. Coast Guard Academy. A back injury prevented him from playing college ball and, because his parents could not pay for his education, Scott took out federal low-income loans. He also worked to make up the difference: construction jobs, fixing cars and even bagging groceries.

ddUntil the recent court decisions apparently discouraged students, law schools, medical schools and graduate business programs traditionally had an easier time attracting minority applicants than other graduate programs because they offered the potential of greater financial reward.

ddHistorically, African-Americans "have pursued degrees in which there is a place for them in the economy," said Morris A. Graves of Stanford University.

ddSimilarly, many students with an undergraduate degree in science or engineering can earn more in the private sector than they would in academia after going to school several more years and earning a doctorate.

dd"When you come out of undergraduate school with this load of debt, you don't have the luxury of facing five to eight more years of study as a graduate student and then moving on to a position that pays at best a middle-class wage," said Nell Painter, director of African American Studies at Princeton University.

"If you spend three years in law school, you go and make more than a tenured

pr
 ofessor right away."
 ddWhile American minority students may see little incentive in getting a doctor
 al degree, it can be very lucrative for foreign students.
 They often can earn f
 ar more in the United States than at home, even if they stay in academia. Some
 experts said that such students
 also are appealing to American businesses, beca
 use they are willing to work for a lower salary than Americans.
 ddMany noncitizens come to doctoral programs much better prepared than their Am
 erican counterparts because they are exposed
 to advanced math and sciences cour
 ses at a very young age, said Bill Perry, dean of faculty at Texas A&M Universi
 ty.dd"A career in science and mathematics is already lost by the time students
 enter high school . . . if they haven't received adequate
 training," said Walk
 er, the Stanford physicist. "Sometimes people can catch up, and it's possible t
 o do it, but it's tough."
 ddThe only way to truly level the playing field is to improve the educational o
 pportunities for young American minorities, say many
 educators and students.
 dd"This isn't going to change until people not only from the universities but
 from the community go out to (elementary and high)
 schools, talk about their ex
 periences in higher education, become mentors," said 27-year-old Andrew Garza,
 who is pursuing a
 doctorate in higher education administration from Texas Tech
 University. He said that although his department is fairly diverse, some
 depart
 ments, including engineering and math, have few, if any, minority faculty membe
 rs or graduate students.
 ddScott said he and a friend, who also is black and working on his doctoral deg
 ree in chemical engineering, would like to start a
 program to encourage minorit
 ies in the sciences.
 dd"We keep saying we have to get back out there and let young kids see our fac
 es and hear our stories," he said.n

Publication#W\ P>P# 63. Allentown Morning Call"Publication" #:\ P?P# 06/13/98
 ; Edition: THIRD; Section: LOCAL/REGION; Page B07

Headline#\ P@P# ALLENTOWN PROBES TUITION-DODGINGHeadline #:\ PAP#Subhead#[\
 PBP# STUDENTS SUPERINTENDENT TELLS BOARD SHE'S CHECKING
 OUT TIPS ABOUT CHILDR
 EN OUTSIDE CITY IGNORING RULES TO
 ATTEND THE DISTRICT.
 Subhead#:\ PCP# By SUSAN SNYDER
 The Morning Call

Allentown Superintendent Diane Scott said she is investigating two cases of h
 igh school students improperly attending the district.
 ddShe said she received a tip from School Board President James LeVan that two
 students " one from Allen and one from Dieruff
 " lived outside the city, attend
 ed city schools and did not pay the required tuition, which amounts to about \$6

,000 a year. The students have since graduated, she said.

dd"If I can prove it, I'll be charging them tuition," Scott said in an interview after a school board meeting Thursday night.

ddThe investigation came to light during a heated discussion among board members on whether to launch a pilot program allowing volunteers to move their children to less crowded schools instead of forcing moves. The district plans to move nearly 70 students to new schools in the fall, including 17 from Union Terrace to Muhlenberg Elementary.

ddA group of parents from Union Terrace who object to the move again urged the board to try a pilot volunteer program. Union Terrace Parent Teacher Association President Lisa Higgins Pechter offered a revised proposal on how to launch a volunteer program.

ddBoard members, however, voted 6-3 to keep the current system of forced moves intact. Directors Sandra Stecker, Dick Nepon and Peter Deringer voted against keeping the system. Directors Robert Agonis, Janice Williams, Carol Watters, Carol Budick, Vice President Patricia Hoffman and LeVan voted in favor.

ddLeVan, however, said he did want a pilot program, but believed it was not up to the school board to vote for it. He said it was within the administration's power to try a pilot.

ddScott disagreed.

ddShe said administrators have chosen not to make exceptions or conduct a volunteer pilot program largely because it would be unfair to the hundreds of students who were forced to move to new schools in previous years.

ddUnless the board orders a pilot volunteer program, the administration will continue its policy of forced moves, she said.

ddLeVan said if the administration intends to force moves, then it should make sure that every student is attending his or her designated school. He asked the administration to do a review of every pupil in the district.

dd"If it's the choice of the board to have us spend our time doing that, we'll do it," Scott said, asking for a vote on the matter. "We need direction if you want us to investigate the residency of every student in the school system."

ddLeVan then said he knew of instances where the rules are not being followed but did not want to elaborate because it "would be an embarrassment to this district."

ddScott responded that LeVan recently made her aware of the two high school cases and that she is investigating.

ddLeVan objected to Scott's request for a vote on his direction that the residency of every student be looked at. All he's doing is asking administrators to make sure the current policy is being enforced, he said.

ddIf the board and administrators believe a vote is necessary to enforce policy, "it's a sorry day in my book," he said.

ddSchool employees investigate pupil residency when a complaint is made, Scott

said. Employees have visited residences to confirm that a student lives there, she said. And employees have discovered some students who were wrongly attending a school within the district. The students were ordered to return to their home school, she said.

dd"We do whatever is in our power," Scott said.

ddThe two high school cases are the first complaints of students who live outside the district illegally attending school in the city, she said.

ddIf a student moves out of the district, he or she must transfer to the new school immediately or begin paying tuition, Scott said.

ddShe encourages people to contact central administration if they know of any cases of students improperly attending a school.

Scott's number is 821-2621.

dd"We don't want that to happen," she said.

Publication#W\ PDP# 64. The New Orleans Times-Picayune"Publication" #: \ PEP# 06/12/98; Edition: ST. TAMMANY; Section: METRO; Page B1

Headline#\ PFP# SO MANY TEACHERS, SO FEW JOB OPENINGSHeadline #:\ PGP#
By STACEY MacGLASHAN
St. Tammany bureau

The sentiments expressed Wednesday afternoon by prospective St. Tammany teacher Stephanie Bosco likely were shared by many others who joined her at the school system's ninth annual job placement fair.

dd"I'll take anything," said Bosco, a Lacombe resident seeking to teach any grade between first and eighth. "I don't want to be working at The Gap."

ddThe recent Southeastern Louisiana University graduate was one of 383 applicants interviewing this week for 131 available positions throughout the parish. Job seekers gathered Wednesday morning for orientation, then signed up for as many interviews with as many principals as they wished to squeeze in before the fair ends this afternoon.

ddWhile attendance - about 64 percent of the 600 people invited - was similar to that at previous job fairs, the number of openings was slightly lower this year, said Pete Jabbia, the St. Tammany School Board's personnel director.

dd"We didn't grow as much this past year as we have in the past," he said.

ddTwelve of the parish's 49 public schools are posting no openings for next year, and others filled all their vacancies through transfers from within the system, Jabbia said.

ddWith the midafternoon heat and humidity undoubtedly taking their toll Wednesday, Sherra Moody was getting a bit discouraged.

dd"I'm beginning to think this is a waste of time," said the high school English teacher relocating from San Antonio. "There are too many people and too few jobs."

ddMoody, who said she stood in line with five other people seeking the same job, planned to interview for all four openings

matching her certification.

ddBut at the encouragement of school officials, Moody also said she would consider taking a special education job and going back to school to earn a related degree.

ddSpecial education and science are St. Tammany's greatest areas of need for teachers, Jabbia said.

dd"It's not that we have a teacher shortage, we just have an imbalance," he said. "We don't have teachers where we need them. . .

The universities are not graduating people into those fields."

ddMeanwhile, prospective elementary school teachers annually attend the job fair in droves. This year about 200 such applicants are vying for about 25 positions, Jabbia said.

ddA growth spurt years ago inspired local school officials to seek an alternative to one-on-one interviewing to fill numerous teaching vacancies, Jabbia said.

East Baton Rouge had a job fair that attracted attention, and St. Tammany now follows a similar pattern of visiting universities across the state, screening applications and making invitations to the event.

dd"This gives people the opportunity to schedule interviews with any school that has a vacancy in their certification area," Jabbia said. "Before they might have been limited to one or two schools."

ddAny certified teacher, whether graduating from college, relocating from another state or seeking to move from another parish, may apply to be invited to the job fair, Jabbia said.

ddPrincipals must make hiring recommendations within a week, and administrators will start calling applicants within two.

ddWhile the market is tight and encountering hundreds of potential competitors can be intimidating, applicants overall found the job fair a positive experience.

dd"It's fabulous," said Julia Ann Hodgson, a Madisonville resident certified as a high school business teacher and guidance counselor. "It's very well organized and offers the opportunity to get a lot of work done in a short time."

ddJason Mills, who scheduled only one interview for a position in the talented art and theater program, said he liked the approach.

dd"It's very quick," he said. "You're in and out and that's it."

ddBosco planned 12 interviews over three days and called the event "the fairest way to do things in this parish."

dd"It allows all the applicants the opportunity to seek employment," she said. "In the past, the jobs went to people who knew they were available."

ddAnd though the fair annually means three grueling days for them, principals also like the system, Jabbia said.

dd"They know it's either this or all summer long we'll be sending them people," he said.

Headline#\ PJP# Sperry schools is latest target of Title IX lawsuitHeadline #:
\ PKP#

By DAVID HARPER

Sperry Public Schools was sued Friday in federal court in the seventh Title IX lawsuit to be filed in Oklahoma.

Title IX is the federal law requiring equity in boys' and girls' sports in public schools and universities.

Similar suits against school districts in Tulsa, Owasso, Inola, Norman and Noble have been settled.

Plaintiffs' attorney Sam Schiller said Friday that settlement discussions with officials in Guymon are continuing.

Friday's civil lawsuit was filed in Tulsa by the parents of five female students in Sperry.

It alleges that Sperry Public Schools has intentionally denied its female students an equal opportunity to participate in interscholastic athletics.

The plaintiffs allege that Sperry Public Schools has discriminated against girls in equipment and supplies, scheduling of games and practice times, travel, opportunity to receive qualified coaching, assignment and compensation of coaches, provision of locker rooms and facilities both for practice and games and publicity given to sports.

The lawsuit also claims that Sperry Superintendent Jerry Burd has consistently refused to sponsor additional participation opportunities for female athletes.

It says Burd has refused to remedy the alleged unequal treatment and benefits "despite the numerous complaints of named plaintiffs and other parents and athletes."

However, Burd said Friday that no one has complained to him about any supposed Title IX violations.

Burd said he did not have any idea that a lawsuit was about to be filed.

"It caught me off guard," Burd said. "I don't understand."

Burd said, "We're very proud of our girls' athletics."

Burd said he contacted counsel after he was informed about the lawsuit Friday afternoon.

He says he anticipates that Sperry Public Schools will be represented by Tulsa lawyer Karen Long.

Long also has been the defense attorney in the other Title IX lawsuits filed in the Northern District of Oklahoma: Tulsa, Inola and Owasso.

The Sperry case has been assigned to U.S. District Judge Sven Erik Holmes.

Holmes has presided over both the Tulsa and Inola Title IX cases.

Schiller and Ray Yasser have been the plaintiffs' attorneys in all the Title IX lawsuits in Oklahoma.

Yasser said Friday that some school districts in Oklahoma have taken note of the publicity surrounding other Title IX cases and have begun good faith efforts

to comply with the law without the necessity of a lawsuit being filed.

But he claimed that some school systems "just don't get it."

ddYasser said he was contacted by Sperry parents in April.
ddSchiller and Yasser said there appears to be a "second wave" of Title IX suits on the horizon.
ddYasser said he anticipates three new Title IX lawsuits being filed this summer: one in Oklahoma and two in other states.

Publication#W\ PLP# 66. The Cleveland Plain Dealer"Publication" #: \ PMP# 06/12/98; Edition: FINAL / ALL; Section: NATIONAL; Page 1A

Headline#\ PNP# GRADUATES DON'T HAVE RIGHT STUFF FOR
WORKHeadline #:\ POP#Sub
head#[\ PPP# STUDY DOCUMENTS OHIO HIGH SCHOOL SKILL DEFICIENCIES
Subhead#:\ PQP# By MARY BETH LANE
PLAIN DEALER BUREAU

Ameritech Ohio President Jacqueline F. Woods remembers the difficulty her company had three years ago in finding skilled workers to hire.

ddIt wasn't just Cleveland. Ameritech faced the same challenge in other Ohio cities as it tried to hire 1,000 workers to replace newly retired employees.

dd"In Cleveland, we tried to hire 200 people in a short time," Woods recalled. "We had to interview 2,000 to find 200. It was very similar in Columbus. And the people who were hired were not doing well in the training. They were not prepared on skills or didn't understand the workplace operation. There was a disconnect."

ddSo, Woods was not surprised at the results of a study, released yesterday, that showed only one in 14 Ohio high school seniors was prepared to learn and perform most skilled, entry-level jobs. Of the 100,000-plus students who were seniors in the 1996-97 school year, 14,474 from 119 high schools participated in the random-sample study.ddThe Ohio Business Roundtable and the Ohio Department of Education paid for the \$100,000 study, performed by ACT Inc. of Iowa.

ddACT tested the seniors' basic skill levels in applied mathematics, reading for information, applied technology and locating information. ACT, best known for administering a college entrance exam, then compared the test results with the skills required in such career areas as business/operations, science, technical, arts and social service.

ddAmong the key findings: Just one in 14 seniors met the standards in all four skill areas. The seniors were strongest in applied mathematics and reading for information. They performed poorly in applied technology and locating information - in part, the study said, because those skills are not now included in most students' curriculum.

ddAlso, seniors headed to college did better in the tests than those who were not. Urban seniors consistently scored lower than suburban and rural seniors.
dd"Ohio has a significant skills gap today," said Ohio Business Roundtable Pres

ident Richard Stoff, who released the study yesterday with state schools Superintendent John Goff. "The skills do not match the demands of the workforce. This skill gap is Ohio's greatest economic challenge today."

ddAlthough Stoff and Goff portrayed the study results as sobering, they emphasized that the study was not meant to bash Ohio public schools but to help in the debate over how schools can better prepare students for the workplace.

dd"This study is going to be the beginning of a cooperative effort to close that gap," Goff said. "It's not education-bashing. It's saying the workplace will require a different person than we've been producing in the public schools."

ddGov. George V. Voinovich's spokesman, Michael Dawson, said the study shows that Ohio was wise to ratchet up academic requirements. Last year, the governor and legislature enacted an academic-accountability law that, among other things, increases the minimum credits needed to graduate from 18 to 21 and imposes a 10th-grade proficiency test - up from the ninth-grade proficiency test - as the exit exam students must pass to graduate as of 2005.

dd"It shows we're on the right path in Ohio in terms of raising standards and demanding more of our schools and students so they are prepared to enter the workforce," Dawson said.

ddAt the same time, the study is a wake-up call, he said, adding, "It will demonstrate to parents and kids how competitive the workplace is becoming. The knowledge and skills they get in school are extremely important to their future."

ddThomas Saterfiel, senior vice president of ACT, said Ohio should be congratulated as the first state to do such a study, documenting the gap between what seniors know and what they need to know to succeed.

ddAmeritech's Woods said she welcomed the study.

dd"Facilitating the conversation between business and educators is difficult," she said. "The report puts the dialogue in a factual-based context."

Publication#W\ PRP# 67. The Detroit News"Publication" #:\ PSP# 06/12/98; Edition: Final; Section: Metro; Page C1

Headline#\ PTP# Retirements open more teaching jobsHeadline #:\ PUP#Subhead#[\ PVP# Schools find qualified, eager, young applicants.

Subhead#:\ PWP# By John U. Bacon / The Detroit News

Twenty years ago, it was almost impossible to find a teaching job in Metro Detroit. This spring, the schools are looking for candidates as aggressively as the candidates are seeking jobs.

ddThis year alone, 7,000 of Michigan's 88,000 teachers retired, continuing a trend under way for almost a decade.

ddWhile there may be spot shortages, the Michigan Department of Education says most districts aren't having much trouble signing up new teachers.

ddWhen the Grosse Pointe district offered a buyout three years ago, 104 of their 550 teachers took it. Not surprisingly, the majority of those who accepted were experienced teachers.

dd"With age comes wisdom, and you lose some real good folks," said Chris Fenton, the district's assistant superintendent. "We had a lot of dedicated, hard-working teachers, and you're sad to see many of them go."

ddFenton added, however, that Grosse Pointe has had no difficulty finding qualified, eager young teachers.

ddMichigan pays well "the statewide average salary is fifth highest in the nation. In Wayne County, the average is \$48,519, in Macomb it's \$54,599, and in Oakland, it's \$53,853."

ddSome certification programs, such as Michigan State's, require teachers to complete a four-year degree, then finish a one-year internship to get certified.

Many districts have noticed a marked rise in the caliber of candidates who've had to pass the tougher course to certification.

dd"They come to us highly trained and highly skilled," said Larry Wesley, executive director of human resources for the Rochester school district.

ddAccording to Wesley, it's not just Rochester that's enjoying this boom. At meetings of the Michigan Association of School Personnel Administrators, "we all just rave about the quality of applicants we're getting. I've been doing this for 28 years, so I'm not given to gushing," he said.

ddWesley has, however, noticed a shift in the demographics of those who leave the district. Rochester loses about 40 of its 780 teachers each year, but only about 15 of those retire for good. The rest leave teaching mid-career to pursue more lucrative fields.

ddBut one generation's famine is another's feast. The Livonia district had so many teachers sign on in the '60s, and so few students enroll in the '70s, that they could only hire four new teachers from 1980-1985. But as the flower-power teachers have begun to retire, and enrollment has increased, Livonia has hired about 70 new teachers a year in the past decade.

ddSaid Ed Navoy, Livonia's director of personnel: "We're losing experience, but we're gaining enthusiasm."

ddThe upshot: Another wave of teachers is building, one every bit as powerful as the first.

Publication#W\ PXP# 68. Pittsburgh Post-Gazette"Publication" #:\ PYP# 06/12/98; Edition: SOONER; Section: STATE; Page B-6

Headline#\ PZP# MILLIONS TO BE REBATED TO THOSE IN COLLEGE TUITION PREPAY PLAN

Headline #:\ P[P# THE ASSOCIATED PRESS

Thousands of families who have been saving for college through the Pennsylvania Tuition Account Program will receive refunds

of as much as \$7,500 because fees they once paid are no longer necessary, state Treasurer Barbara Hafer announced yesterday.

"It's the right thing to do," Hafer said. "Every additional dollar we credit to an account will help a family meet its college savings goals."

The tuition account program, which started in 1993, allows participants to buy college tuition at today's rates - no matter how much tuition goes up by the time the child reaches college age. Anyone can open an account, and credits can be used to pay tuition at any accredited college, university, trade or technical school anywhere in the country.

Hafer said she would credit \$4.3 million worth of fees that 17,000 families paid into the program since it started.

Only a couple accounts will grow by \$7,500, but about 1,000 families will receive at least \$1,000 and more than 7,000 accounts will get at least a \$100 refund.

All premiums will be retroactively abolished, and Hafer said she did not expect they would be imposed again. The fund is "solidly in the black," she said.

Until now, when families bought their tuition credits, the fees were charged in addition to each school's actual price for tuition.

The program's actuary, Ernst & Young, thought the premiums were necessary to ensure the solvency of the fund, treasury spokesman Robert Gentzel said.

The amount of the fees changed from year to year, because they were based on stock market predictions and anticipated tuition inflation. They varied from 2 percent to 20 percent, based on the school of choice and the stock market's performance.

The actuary "expected more inflation, and the stock market was not expected to do as well as it did," Gentzel said. "This created extra money. It's not something that normally happens. This is a windfall for these people."

The number of accounts affected and the total amount of the refunds for them in six Western Pennsylvania counties are:

Allegheny, 1,832 accounts, \$427,711;

Armstrong, 73 accounts, \$10,642; Beaver, 195 accounts, \$53,653;

Butler, 269 accounts, \$48,850; Washington, 331 accounts, \$60,552; Westmoreland, 691 accounts, \$177,183.

Publication#W\ P\# 69. Philadelphia Inquirer"Publication" #:\ P]P#June 15, 1998

Headline#\ P^P# Clerics demand school equity Headline #:\ P_P#Subhead#[\ P`P # A city group is trying to spur congregants into action. Suburbs spend far more

than Phila., its members point out. Subhead#:\ PaP#

By Angela Coulombis

INQUIRER STAFF WRITER

They've read the reports and heard the accounts.

ddThey've waded through the numbers and winced over their meaning.
 ddAnd so yesterday, they came together before the pulpit to say, with one collective voice, no more. No more gaps. No more disparity. No more tolerance.
 dd"Public education is the bedrock of our community," said the Rev. Robert P. Shine Sr., pastor of the Berachah Baptist Church in the West Oak Lane section of Philadelphia and a member of the Black Clergy of Philadelphia, which represents 400 churches.
 "It is our sustenance. When are our state legislators going to say it is time to fund all our public schools equally?"
 ddThe same question was posed yesterday to the group's 300,000 congregants in 400 churches across the city as part of "Education Sunday," a day designated by the clergy to put out the call for rank-and-file citizens to stand up for public education.
 ddThe churches circulated a petition with two basic, unequivocal demands: that all students, whether in elementary, middle or high school, have access to the same educational opportunities, regardless of where they live, and that state and local officials support reforms for smaller class sizes, more textbooks, better teacher training, and programs aimed at increasing parental involvement.
 dd"Our motto is, 'Spend to educate, not to incarcerate,' " Mr. Shine told about 100 congregants who gathered at Berachah for morning services. "Send a message to your legislators. Send a message that you will mobilize, that you will make equal funding for public education your number-one priority."
 ddYesterday's Education Sunday was the first in what will be a series of events scheduled this summer to support public education.
 It is part of a statewide campaign launched three weeks ago by the Pennsylvania Campaign for Public Education, a coalition of 30 organizations, including the Black Clergy, representing teachers, parents, students, churches, nonprofit and community groups, and organized labor.
 ddPointing out that suburban districts in the state annually spend about \$2,000 more per student than urban districts, the coalition aims to unite community leaders in key legislative districts throughout the state to shed light on the disparity and mobilize voters to make education their priority at the polls in 1998 and 1999.
 dd"At the heart of this is an effort to get regular folk knowledgeable on the issues and the realities of public education in our state, so that they can then ask their legislators the right questions," said Sandra Dungee Glenn, president of the American Cities Foundation and chief organizer of the statewide campaign, which has its office in Center City.
 ddAnd while the Philadelphia School District is one of the coalition's main focuses, it is not the only one. The campaign aims to shed light on battles being

fought in lesser-known school districts across the state, such as Lancaster's, that are struggling with the same sorts of problems.

ddA little more than three weeks ago, Philadelphia's schools, threatened by a state takeover, received letters of credit from PNC Bank and First Union Corp. T

he letters will make it easier for the school system to borrow \$250 million " money needed to meet the district's basic operating expenses, such as payroll.

ddThe school district has drawn national attention for a series of lawsuits alleging that Harrisburg's funding has been unfair to city schoolchildren, who are mostly poor and minority.

dd"It's not just a Philadelphia problem," Glenn said. "There are 200 underfunded school districts across the state."

ddThrough events such as Education Sunday, Glenn said, the coalition hopes to spread the word and get people reenergized over an issue that has been confined to legislative circles rather than grassroots organizations.

dd"People need to understand the magnitude of the problem," she said. "Only then can they bring change."n

Publication#W\ PbP# 70. The Dallas Morning News"Publication" #:\ PcP# 06/12/98; Edition: HOME FINAL; Section: NEWS; Page 26A

Headline#\ PdP# Mauro says TEA ignoring class-size limitsHeadline #:\ PeP# Associated Press

AUSTIN - Democratic gubernatorial candidate Garry Mauro, promoting his proposal to borrow money from the state's public school trust fund to build classrooms, accused the Texas Education Agency on Thursday of ignoring state law limiting class size in the lower grades.

ddTEA spokeswoman Debbie Graves Ratcliffe responded that agency officials "certainly do not ignore state law" limiting classes in kindergarten through fourth grade to 22 students per teacher.

ddThe law, however, allows school districts to get TEA waivers from the limit if they don't have enough teachers or classroom space, she said. The limit was established in 1984 education reforms.

ddAccording to the most recent figures available from the TEA, 301 school districts out of 1,043 received class size waivers in the 1996-97 school year.

dd"Most districts go to great lengths before they apply for a waiver. They really are truly hardship cases by the time they even apply," she said. "I don't know what could give him the idea we're ignoring it {the law}."

ddKaren Hughes, spokeswoman for Republican Gov. George W. Bush, said, "Garry Mauro is routinely ignoring the facts. The facts are that during the 1996-97 school year . . . the statewide average in Texas was 15.5 students per teacher {in kindergarten through 12th grade} which we think is a very good and low ratio."

Such an average would include the smallest school districts. There are 366 Texas school districts with fewer than 500 students and 579 with fewer than 1,000, Mrs. Ratcliffe said.

Mr. Mauro has pointed to the Houston Independent School District, which faced problems with space and sought a class-size waiver for 1,244 classrooms. Mrs. Ratcliffe said the waiver was granted.

"When I'm governor, we'll build new schools and give the schoolchildren of Texas the small class sizes they deserve," Mr. Mauro said in a statement, which contended that the TEA has "routinely ignored" the class-size limit.

Mr. Mauro proposes paying for \$2 billion in new schools and technology by taking the money from the Permanent School Fund. The proposal would require a constitutional amendment approved by voters.

Opponents say that by taking \$2 billion from the \$17 billion fund, Mr. Mauro's proposal would eliminate interest that otherwise would be earned and distributed to schools.

He said the money would be repaid with interest from the general revenue fund - the state's main bank account - over a 30-year period. He said there would be no decrease in the Available School Fund, the cash that goes to schools.

Ms. Hughes said, "Governor Bush believes that raiding a long-term investment fund for a short-term spending purpose is a prescription for bankruptcy that is not sound financial management. It will lose money for the state."

Publication#W\ PfP# 71. The San Diego Union-Tribune"Publication" #: \ PgP# 06/12/98; Edition: 1 2 3 4 5 6 7 8; Section: NEWS; Page A-3

Headline#\ PhP# Prop. 227 hearing is July 15Headline #: \ PiP#
From Union-Tribune news services

SAN FRANCISCO " A federal judge has scheduled a hearing July 15 on a suit by civil rights groups to block Proposition 227, the initiative that would virtually end bilingual education in California.

The suit was filed June 3, the day after the measure was approved by 61 percent of the voters. The measure would abolish a program that allows 1.4 million public school students to be taught in their native languages as a transition to English, and instead provide a one-year English immersion class. Limited, short-term bilingual instruction would be allowed locally at the request of a group of

parents. The suit contends Proposition 227 violates a federal law that requires schools to take "appropriate action to overcome language barriers."

Publication#W\ PjP# 72. The Dallas Morning News"Publication" #: \ PkP# 06/12/98; Edition: HOME FINAL; Section: PLANO; Page 1K

Headline#\ PIP# Technology funding may rest on meeting Headline #: \ PmP#Subhead#\ PnP# School officials fear politics will play roleSubhead#: \ PoP#

By Sandy Louey

Staff Writer

of The Dallas Morning News

A meeting in Washington on Friday may determine if the Plano school district can spend another \$1.64 million on technology. But

school officials are concern

ed that politics may short-circuit the funding.

ddThe Federal Communications Commission is to meet to determine funding for its

new E-rate program, which would help

thousands of schools and libraries get In

ternet access. The program has suffered setbacks as telecommunications companie

s and some

in Congress have questioned its financing and administration, said L

iz Rose, a spokeswoman for the FCC.

ddPlano school district spokeswoman Carole Greisdorf said it is frustrating to

see an effort that would provide equal access for

students become embroiled in

politics.

dd"It seems to be turning into a political football," she said.

ddThere were 30,000 applications for the program, which was added to the Univer

sal Service Program in the 1996

Telecommunications Act. The program was created

to provide discounts for schools and libraries on telecommunication services,

Internet access and internal networking equipment.

ddUnder the E-rate program, schools and libraries are eligible for discounts of

20 percent to 90 percent on telecommunications

services such as basic telephon

e service and installation of high-speed Internet cabling known as T-1 lines.

ddThe Plano school district is eligible for a 39 percent discount on those serv

ices. Under the program's guidelines, the district would

be able to reallocate

\$1.64 million to spend on projects that were not included in the budget, such a

s the replacement of computers,

staff training and other needs, said Jim Hirsch

, executive director of technology for the district.

ddBut he said he cannot move ahead with some projects until a decision is made

on the E-rate program.

dd"We can't do any hard planning," he said.

ddMr. Hirsch said that even if the funding questions are resolved this summer,

none of the work in the schools can begin until late

August or early September

at the earliest.

ddThe holdup will not affect telephone services and other technology needs in t

he three new Plano schools that are opening this fall

because they were funded

under the district's budget. Currently, all of the district's schools and class

rooms have Internet access

because of the 1996 technology bond, he said.n

INTERNATL#u\ PpP# INTERNATIONAL #: \ PqP#yq 'ddy

INTERNATL #: \ PrP#Publication#W\ PsP# 73. TheVancouver Columbian"Publication

" #: \ PtP# 06/15/98Section: Opinion;

Headline#\ PuP# PARENTS, NOT LIBRARIES, MUST POLICE

INTERNETHeadline #:\ PvP

#

By Michael Zuzel

for the editorial board

Pornography in the library. Who's in favor of that?

Not many people, certainly. And if everyone agreed on what's pornographic; and

if every page, image and message on the Internet

page were accurately labeled

as "pornography" or "not pornography," then it might be possible for the Fort

Vancouver Regional

Library to make sure that no library patron, child or adult,

would ever see such material.

Even then, though, it wouldn't be right.

In response to pressure from a group of library patrons concerned about child

ren accessing pornography over the Internet, the

library has been developing a

new policy on access to electronic information. The result will be up for publi

c comment at 7 tonight

at library headquarters in Vancouver's Central Park.

The proposed policy, which the library's board of directors will be asked to

adopt, won't please the critics. It reaffirms the library's

longstanding commit

ment to free exchange of information. It notes that parents, not library person

nel, are the only ones responsible

for deciding which materials are suitable fo

r their own (and, by implication, no one else's) children. And the policy state

s directly

that the library will not block access to offensive Internet sites.

To do so would be impossible in any case. The Internet is a constantly changi

ng, global conversation in which anybody with even

modest computer skills can p

articipate. The World Wide Web is growing at the rate of thousands of pages per

day, many of which

sure contain material that some parents would deem unsuitab

le for their own children's consumption.

Software 'filters' simply do not work

Critics of the library's open-access policy frequently tout "filtering" progr

ams, which are designed to screen out Internet material

of an offensive nature.

"Offensive," though, is an entirely subjective standard. Not all nudity is po

rnography, and not all (or even most) pornography is

illegal. And even the best

programs inadvertently screen out nonpornographic Internet sites. One "family

friendly" filtering program,

for example, blots out breast cancer information f

rom a New Jersey medical school. Another, ironically, denies access to the

Amer

ican Family Association, an anti-gay, anti-porn organization that has criticize

d the rise of sexual material on the Internet.

Critics say filters may be imperfect but are necessary to protect children and

others from harmful porn. But the scientific evidence

that pornography encour

ages deviancy is thin; some studies actually suggest that porn serves as a sexu

al outlet and thus helps curtail
aberrant behaviors. The fact that some crimina
l sexual offenders are consumers of pornography confuses correlation with causa
tion.

Countless millions of people " even children " have been exposed to sexua
lly explicit material over the ages, and only a tiny
minority have turned into

Ted Bundys.

ddWe all want to protect our children from harm. But there is only one way for
the library to ensure that objectionable material never
grazes the eyes of youn

g or sensitive patrons. And that is to rip out every Internet-accessible comput
er terminal in the library.

ddlIf it did so, however, the library could not to stop there. A lot of the book
s and magazines in the library's collection could be
described as sexually expl

icit, too. Those would have to go. And because the library is financed and freq
uented by a large and diverse

community, it couldn't stop at sex. Other subject

s equally objectionable to certain people would have to be tossed out, as well.

Violence, war, racism, religion, government, public education, conventional me
dicine, alternative medicine environmentalism,
unionism, professional athletics

" you name it, someone will take umbrage at it.

ddRemove every book and magazine from the library? Of course, that's not practi
cal. But sanitizing the Internet isn't any more so.

ddTo their credit, the library staff has been sensitive to the concerns of pare
nts about what their children see and read. The proposed
policy states that all

Internet-accessible computer terminals will be equipped with search programs t
hat, at the user's discretion,

provide access only to particular sites. Moreove

r, privacy screens and computer placement will be used, as the policy puts it,
"to

minimize unintentional viewing of the Internet."

ddSuch steps will allow parents to guide their children through the electronic
realm in whatever manner and direction they think best.

That really is the key.

A public library cannot be in the business of deciding what material is suitab
le for its patrons. Nor can it assess

which patrons are mature or responsible e

nough to handle certain materials. It is purely the duty and responsibility of
parents.

ddCurrents

ddVoice your opinion about this issue at about this issue at [www.columbian.com/
currents](http://www.columbian.com/currents)

Publication#W\ PwP# 74. BBC News"Publication" #:\ PxP#June 13, 1998

Headline#\ PyP# 'Keep drug users in school' Headline #:\ PzP#

ddExcluding drug-using pupils from schools can cause greater harm than leaving
them in full-time education, the UK deputy
anti-drugs co-ordinator has told hea
dteachers.

dd"Too often, schools simply exclude these pupils," said Mike Trace. "Yet exclusion can actually cause even greater harm by reducing educational opportunities and increasing the risk of unemployment later in life.

dd"We have to reduce exclusions for drug-related incidents," he told a National Association of Head Teachers drug education conference in Huddersfield, West Yorkshire.

ddInstead of exclusion, Mr Trace looked to health education as the key to reducing drug abuse among the young.

dd"Giving children the skills to resist drugs cannot start too early. Of course, teaching a five-year-old will be different to teaching a 14-year-old.

dd'Education works'

dd"The key is education appropriate to the age group. But our goal is healthy, confident young people, free of the harm caused by drugs," he said.

ddAnn Taylor, the Cabinet minister leading the government's anti-drugs strategy, told the conference: "Appropriate drug education works. We know it helps children, from primary school onwards, to develop the life skills they need to resist drugs misuse.

dd"Teachers have a vital role to play. In many schools, drug education for children runs in tandem with education for parents. That can be an effective approach," she said.

ddLater this year, the Department for Education and Employment will issue guidance on drug education in schools and the Health Education Authority will issue updated advice for parents.

Publication#W\ P{P# 75. BBC News"Publication" #:\ P|P#June 15, 1998

Headline#\ P}P# Israel drops new teaching plan for east Jerusalem Headline #:\ P}P#

ddThe Israeli government has abandoned proposals to have the Israeli curriculum taught in schools in east Jerusalem, the predominantly Arab area of the city.

ddSuch a move would have meant teachers in state schools there being obliged to place an emphasis on Jewish history and the Holocaust, as well as the work of Hebrew writers and poets such as Bialik and Chernihowsky.

ddThere had been predictions of riots if the move was forced on Arab teachers.

ddIsrael radio reports that the Ministerial Committee on Jerusalem is now seeking a return to the Jordanian curriculum, which has been used in Arab schools in east Jerusalem since Israel captured the territory in the 1967 Arab-Israeli war.

ddIn the past few years, the Palestinian educational system has gained ground in east Jerusalem's schools - much to the dismay of the Israelis.

ddSecret

ddThe newspaper Yediot Aharonot, the largest-circulation Hebrew paper in Israel, reported that a secret committee headed by the Education Ministry Director-General, Ben-Tzion Dal, was formed to tackle the "problem".
ddSenior Palestinian sources told the newspaper: "It will never come to be. East Jerusalem is occupied territory, and we will not teach according to the Israeli curriculum."

ddPalestinians regard east Jerusalem as the capital of a future Palestinian state. However, Israel's Prime Minister, Benjamin Netanyahu, recently said that Israel would never give up sovereignty over east Jerusalem.
dd"Israel will never return to undefendable borders, with its back to the sea, and Jerusalem will never again be divided," he said during a ceremony to mark the 50th anniversary of the Jewish state.

Publication#W\ P}P# 76. BBC News"Publication" #:\ P}P#June 15, 1998

Headline#\ P}P# Violence greets new exam for Greek teachers Headline #:\ P}P#

ddGreece's main teaching union has called a 24-hour strike in protest at the introduction of new examinations for graduates who want to become teachers.

ddIt is the latest move in a wave of protests which have greeted the change in the system of appointing staff for the country's state schools.

ddUnder the previous system teachers had to wait years for a state job, but graduates who have been on the waiting list for several years are now required to take the new exam.

ddThey argue that their university degrees should be the only qualification necessary.

ddCentres where the new exam is being taken have become the focus of sometimes violent demonstrations over the past week.

ddPolice protection

ddOn Sunday, riot police used tear gas to disperse teachers from outside a centre in central Athens.

ddTeachers smashed several cars and shop windows, firebombed one vehicle and threw rocks at police. Eight arrests were made.

ddAlthough protesters tried to prevent candidates from entering exam halls, two-thirds of the candidates managed to take the exam under police protection.

ddIn major cities throughout the country, protesters marched on exam centres, calling for the resignation of the Education Minister and the cancellation of the exam.

ddThe teachers' union is preparing to challenge the new rules in court.

Publication#W\ P}P# 77. Sydney Morning Herald"Publication" #:\ P}P#June 16, 1998

Headline#\ P}P# State teachers in protest over funds for private schoolsHeadline #:\ P}P#
By STEPHANIE RAETHEL

Education Writer

ddTeachers in NSW government schools will stop work tomorrow in protest over Federal Government changes to the funding of schools, which they say increase funds to private schools at the expense of public education.

ddTeachers in the State's public schools will stop work for two hours tomorrow morning to attend a televised link-up.

ddThe meeting is backed by the NSW Federation of Parents and Citizens' Associations and hundreds of parents are expected to attend meetings.

ddThe NSW Teachers Federation wants an end to government funding for the wealthiest private schools and cutbacks in indirect subsidies, such as transport for private school students.

ddBut on the eve of the meeting the State's peak union for teachers in non-government schools, the Independent Education Union, has announced it will campaign

for an increase in funding to private schools.

ddIts general secretary, Mr Dick Shearman, said most non-government schools operated at resource levels that, even including fees, needed a 20 per cent boost

to reach the State school level. "We are determined that there is a fair and just funding regime," he said.

"The reality of Australian schooling is there are non-government schools and government schools, and to suggest that only one type

of school, run by the Department of Education, deserves funding is nonsensical and it is not going to happen." The president of the Teachers Federation, Ms

Sue Simpson, said tomorrow's meeting would tell State and Federal politicians that public education must

be taken seriously and funded properly. She said the enrolment benchmark adjustment (EBA), used to calculate funding when students move

from a public into a private school, must be scrapped and restrictions on setting up new private schools reintroduced.

ddUnder the enrolment benchmark adjustment, the States must pay back about \$1,700 to the Commonwealth for each student who moves to the private system as the percentage of students in non-government schools increases.

ddNSW had to pay back \$4.3 million this year and this is expected to rise to up to \$60 million a year by 2006, even though the number of students in government schools is increasing.

ddThe Department of Education and Training said parents should contact schools about supervision during the stop-work.

ddThe selective schools test, to be taken by about 15,000 Year 6 students on the same day as the stop-work, will not be affected, according to the department.

ddA spokesman for the NSW Minister for Education, Mr Aquilina, said the Government did not support any action that disrupted students' learning but understood the anger at what the Federal Government was doing to schools. "There is nothing

ng wrong with

funding non-government schools, but it must not be and cannot be at the expense of government schools, and that is what the EBA does," he said.

ddThe Opposition's education spokesman, Mr Stephen O'Doherty, said Mr Aquilina had to decide whether he was the minister for all schools.

dd"The logical consequence of what he has been campaigning for in recent months is that the Labor Party wants to take money away from private schools."n

Publication#W\ P}P# 78. Manchester (N.H.) UnionLeader"Publication" #:\ P}P#June 16, 1998

Headline#\ P}P# Phone Tax " Thank Al Gore for Those Bigger Bills Come July

Headline #:\ P}P#

ddLook closely at your telephone bill when it arrives next month. You will find a new 2.5 percent tax listed. Al Gore is the mug to thank for this new federal

al levy on your phone privileges. Over Republican protests, the Federal Communications Commission

last Friday imposed the E-rate, as it is officially called

, or the Gore Tax as we prefer. This tax is another of Mr. Gore's blinding flaws

shes of genius. Unfortunately, Mr. Gore's latest brainstorm will cost the American taxpayers \$7 billion by 2003, an amount roughly equal to what we will pay

in federal gasoline taxes. What will the feds do with the money? Wire school classrooms and

libraries to the Internet, another of Mr. Gore's many New Age

fevers. Mr. Gore and his co-conspirator, former FCC commissioner Reed Hundt,

slipped the E-rate into the behemoth 1996 telecommunications bill, a monstrosity so immense and complicated that

not even its most avid proponents pretended

to understand it. Little wonder the Gore Tax went all but unnoticed. Unfortunately

for Mr. Gore's utopian visions, markets move faster than government bureaucrats. Although the FCC is just now getting around to

imposing the Gore Tax

, at least 80 percent of the nation's schools and libraries already are hard-wired into the information

superhighway. Mr. Gore, however, rarely allows such

inconvenient things as facts to get in the way when he is busy doing good "for

the children." Of course, Mr. Gore's fawning admirers in the teachers' unions are all ga-ga over the E-rate windfall, which they

see as yet another source

of taxpayer money to raid, if not for the Internet then for other vital educational needs. Condoms, perhaps.

Mr. Gore and his education establishment cronies

simply ignore recent research findings that the educational benefits of the Internet

are vastly overstated, at best, and just another faddish gimmick at worst. Nevertheless, the taxpayers must cough up another \$7

billion on their phone bills. Thus does the plundering of the American taxpayer continue. Voters should remember the Gore Tax and who gave it to them each month when they sit it down to pay their telephone bills. "Richard Lessner

Publication#W\ P}P# 79. San Diego UnionTribune"Publication" #: \ P}P#June 16, 1998

Headline#\ P}P# Kip Kinkel: listening to Prozac?Headline #: \ P}P#
Arianna Huffington
dd Speaking Saturday at Thurston High School in Springfield, Ore., President Clinton lamented kids' "easy access to guns in a culture where they've been exposed to lots and lots of violence." He considered this a "combustible combination" for troubled children. But there is one element in the combustible mixture the president did not mention: the phenomenal increase in prescriptions of Prozac and other anti-depressants written for children "even though these drugs have not been approved for pediatric use by the Food and Drug Administration."
dd Kip Kinkel was one of those children.
dd If some good is to come out of the Springfield tragedy, maybe the fact that the 15-year-old who opened fire in the school cafeteria had been on Prozac will spur the public to demand a national conversation not just about gun control, but about drug control. I don't mean the costly and questionably effective war on illegal drugs, but rather control of legal drugs like Prozac, which are being prescribed to younger and younger kids "including, preposterously enough, 1-year-olds.
dd Kip will be arraigned today, and piecing together his medical history is not easy now that there is a gag order on all litigants.
But according to Diane Sheldahl, a family friend who went on vacation to Costa Rica with the Kinkels in June 1996, Kip had just been put on Prozac. His mother made repeated references to Kip's taking the drug and how pleased they were with the outcome. "The Prozac is working," she kept saying. Kip seemed happy and was showing enthusiasm for something other than firearms.
dd But what was being wrought underneath this apparent improvement in his behavior? In multimillion-dollar ads in national magazines, a wilting tree is transformed, thanks to Prozac, into a bright evergreen. But is the glowing tree rotting within? The trend line is ominous. Children ages 6 to 18 received 735,000 prescriptions for Prozac and other anti-depressants in 1996 "up a staggering 80 percent since 1994. The need for more hard data about a powerful drug that may be poisoning our children is urgent.
dd A good start would be to make available to the public information about the

drugs Kip has been on, who prescribed them, what were the dosages and what were the side effects. Did he experience the mental and physical agitation many Prozac users describe? And how did the famed "assertiveness" Prozac induces affect a disturbed teen-ager who clearly needed less self-confidence and more self-doubt about his dark fantasies?

dd According to Mark Sabitt, Kip's lawyer, his office has received many calls and letters from members of the public concerned about what impact Prozac had on the boy's behavior. Prozac has been claimed as a mitigating factor in criminal cases so many times that such a strategy has its own name: "the Prozac Defense."

dd There have already been more than 270 lawsuits against Eli Lilly, Prozac's manufacturer. One, brought by the children of a man who stabbed his wife 15 times while on the drug, will be heard in Honolulu's federal court in October. The judge preliminarily ruled that "Lilly may have acted wantonly, oppressively or with such malice as implies a spirit of mischief or criminal indifference."

dd Rep. Dennis Kucinich, D-Ohio, who sits on the Human Resources Subcommittee (which oversees the FDA), wrote a letter to the Drug Enforcement Administration expressing his concerns about "expanding the availability of Prozac to underage children."

But to his surprise, the congressman learned that unlike Ritalin, Valium, Halcyon and Xanax, Prozac is not covered by the Controlled Substances Act.

dd This is yet another of the many unanswered questions about Prozac: Why doesn't the DEA closely monitor a drug whose usage is skyrocketing and whose side-effects remain disturbingly unexplored? Last week, Kucinich fired off another letter to the DEA castigating as "unfortunate and short-sighted" the agency's decision "to absolve itself of issuing a position on the FDA's consideration of expanded Prozac sales to children."

dd As of yet, Kucinich is alone in his quest. What could be inhibiting others on the Hill from joining him? Perhaps an addiction to pharmaceutical companies' campaign contributions?

dd Maybe the carnage in Springfield will push the nation to act. Finding out as much as we can about Kip's history with Prozac would shed a lot of light on its impact. If he was, indeed, put on Prozac in the summer of 1996, how long did he stay on it? And if he was taken off, what were the withdrawal symptoms? Was he prescribed it after a full psychological evaluation? If not, how, and why? And on that fateful day when he opened fire on his schoolmates, was he still listening to Prozac?