

03/98

Headline#\ PZP# Magnet School Ready to Open DoorsHeadline #:\ P[P#

By Mary Jean Porter World Reporter

ddSchool District 70 has gained another high school.

ddStarting Aug. 31, Pueblo Technical Academy will open its doors as a technolog
y-science magnet school that is independent of

Pueblo County High, its former p

arent.

ddThe Technical Academy already has its own administration " lead teacher Kent
Muckel was reassigned as principal in early June

" and will issue its own repor

t cards and transcripts.

ddStudents no longer will return to County, Rye or Pueblo West high schools for
certain required courses, but will be able to fulfill

all graduation requireme

nts at the academy.

dd"We are no longer affiliated with County High or Rye," said Muckel. "We will
take care of our own attendance and paperwork."

ddThe school will have a four-day week; students will be in classes from 8 a.m.

to 4:10 p.m. Monday through Thursday. Fridays

will be reserved for teacher pre

paration, student catch-up or extra work " the school will be open and some tea

chers will be present

" classes at the University of Southern Colorado or Puebl

o Community College, or jobs for the students who have them, Muckel

said.

ddStudents may be excused from the eighth period of the school day to participa

te in athletics at the other District 70 high schools

or in ROTC at County High

, but they won't be allowed to take elective courses at the other high schools,

Muckel said.

ddThe District 70 school board approved the Technical Academy's four-day week i

n June, with the provision it be monitored for

the first semester.

ddThe decision to separate the academy from County High came last spring after

a long series of meetings involving central

administration, the school board, s

taff and, finally, Technical Academy students, said County Principal Dick Amman

dd"There had been problems with scheduling, transportation, program offerings,
conflicts with courses there and at County," he said.

ddAmman is not sorry to lose the Technical Academy.

dd"I think it has merit on its own. With the staff and leadership it has, I loo

k for it to blossom. And students still will participate in

extracurricular act

ivities with kids at County High."

ddVicki Walter, who has been a teacher aide at the Technical Academy since it o

pened in 1994 and who will do her student teaching

in physical science there th

is fall, thinks the changes are good.

dd"I think it gives them more ownership of the program," she said. "It feels mo
re like a neighborhood school.

dd"I think it's going to be good for the kids but hard work."

ddJohn A. Musso, head of technology at the academy, agreed.

dd"It's going to be a full teaching load " eight periods in a day," Musso said.

dd"I think it's great since the workload here is a lot compared to all other schools," said Tony Carleo, a junior. "Friday gives us the chance to get to the work or to get to sports."

ddTony plays baseball and might go out for football and golf so he likes the eighth-hour arrangement.

ddHe's at the Tech Academy because he's interested in computers.

dd"I want to be something like a CIS (computer information systems) technician, which they offer at USC (University of Southern Colorado). All the computers they have here and the integration with USC " I'll have a leg up on the other students.

dd"I do well enough in English but I'm much more interested in technology."

ddKristin Walter, another junior, likes the idea of a four-day week because she'll have Fridays to work on projects.

ddShe said she might miss a few friends at County High.

ddMuckel said the academy is "pretty rigorous. Students do work pretty hard. It's upper-level technology. Students are expected to do some homework every night.

dd"We try to keep very strict discipline; we feel it's very safe. We haven't had too many problems because of the open space (one huge room)."

ddCore classes at the academy include English and math at each grade level, social studies and science. Electives include advanced technology, Spanish, beginning and advanced computer-aided drafting and design, advanced math, field experience and the world of work.

ddThe school will have food service provided by County High and bus service.

ddThe Technical Academy has five teachers and an aide and, at the present, 103 students.

dd"We still want 20 or more students," Muckel said. "We're taking all levels. If they're interested in technology or computers they can give me a call at home."

ddMuckel said he's been promised additional staff if an increased number of students warrants it.

ddFor more information or registration papers, call Muckel at 564-5928 or Ms. Walter at 547-9041.

ddVisit The Pueblo Chieftain Online at <http://www.chieftain.com/>

dd"n
Publication#W\ P\# 77. Houston Chronicle"Publication" #:\ P]P# 08/02/98; Edition: 2 STAR; Section: A; Page 10

Headline#\ P^P# Public schools crumbling as tax money hard to findHeadline #:\ P_P#

By DEB RIECHMANN

WASHINGTON - Millions of America's children will return to class this fall in shabby schools with leaky roofs and toilets, aging furnaces, cracked foundation

ns and peeling paint.

ddDeplorable conditions exist in hundreds of the nation's 80,000 public schools

- in rural towns, suburbs and inner cities. They are

literally falling down in

some communities. And with no funds, boilers and windows remain broken, and fi

re code violations are not

corrected.

ddA chimney dropped into a school library in South Dakota last year while stude

nts were away on a long President's Day weekend.

Dry rot, weak foundations and

insulation problems forced officials to condemn an Oregon middle school. Studen

ts now attend class

in trailers set up on the front lawn.

ddComputer wire is simply draped along ceilings at an aging school in Iowa as s

tudents wait for a new school to be built.

dd"It's not unheard of to find a school in a state of disrepair, while just dow

n the road there is a state-of-the-art prison," Education

Secretary Richard Ri

ley says.

ddIt's a problem that can only be corrected with money. But tight education bud

gets, rising enrollment and a reluctance among voters

to pass tax hikes and bon

d issues have left districts with little money to repair and refurbish the nati

on's schools.

ddMore than 14 million children - about a quarter of all school children in the

nation - go to school in buildings that need significant

repairs, Riley said i

n a speech at School No. 16 in Paterson, N.J., which was built over 100 years a

go, around the time the first

immigrants arrived at Ellis Island.

dd"The overall situation has become so bad that the American Society of Civil E

ngineers has said that our schools are our nation's

No. 1 infrastructure proble

m," he says.

ddRiley doesn't have to tell the parents and teachers:

dd"Thirty-two of our buildings were built before Charles Lindbergh flew the Spi

rit of St. Louis (in 1927)," says Jan Olson, a high

school counselor in Sioux C

ity, Iowa, where voters were to vote on Aug. 11 to approve a 1-cent sales tax f

or school construction

and repair. "We have one middle school that was built fo

r 450 students that has 750. There are actually more students in the portables

outside than in the building."

dd"Our one middle school, built before World War I, was condemned by the city t

wo years ago. They found a lot of safety problems

- dry rot, not a proper found

ation, paper insulation," says Martin Jones, a teacher in Lebanon, Ore. "The si

xth-graders were moved

back into modular buildings at the elementary. The seven

th- and eighth-graders are in modular buildings on the front lawn."

dd"My husband and I are very concerned and bothered about the condition of publ

ic schools in Austin, especially those old schools

in old inner city neighborho

ods," says Nina Schenck, a parent in Austin, Texas. "The new schools in the sub

divisions look so pretty from the street and their playing fields and grounds are enviable to us who live in town."

ddMoney to build, repair and refurbish schools comes primarily from local and state taxes, but in 1994, Congress approved grants totaling \$100 million to help . The money was slashed in 1995, however, to help balance the federal budget.

ddThis year, the Clinton administration announced a school construction initiative where states and school districts would share \$5 billion in construction seed money that would spur construction worth as much as \$20 billion over two years.

ddThe federal money would help lower the cost of financing the needed repairs. Not everyone thinks it's a good idea. Some conservative members of Congress argue that if federal dollars are used, the cost of the repairs will be inflated because of laws that would require districts to pay union wages to workers doing the work.

ddThe proposal, which has not yet cleared Congress, would be a start, but the price tag to patch the nation's schools is \$111 billion, according to the government's most recent survey on the condition of schools.

ddThe General Accounting Office, the investigative arm of Congress, surveyed 10,000 schools in 1995 and reported that one-third serving 14 million students needed extensive repair or replacement of one or more buildings.

ddThe GAO says 38 percent of big-city schools report at least one inadequate building, compared with 30 percent of schools in rural areas and 29 percent in the suburbs. An estimated 67 percent of inner-city schools, serving nearly 10 million students, report the need to repair or replace plumbing, heating or foundations.

dd"The facts of the matter are not in dispute at all. America's schools are in serious disrepair," says Michael Casserly, director of the Council of the Great City Schools, which represents the nation's 50 largest urban school systems.

ddHe suspects politics is holding up the federal initiative as legislators find ways to stall the president's domestic agenda. Also, some lawmakers in Congress think fixing schools is the responsibility of state and local officials - not the federal government's.

ddLocal bond issues to help schools were failing around the nation in the 1980s and early 1990s as people moved out of the cities and there was a declining confidence in public schools, he says. This trend began to turn around a few years ago.

ddLast year alone, the council reports that voters passed bond issues for construction and renovation in several large cities, including a \$2.4 billion one in Los Angeles - the largest ever passed for a school district in the nation; and \$483 million in San Antonio - the largest ever passed in Texas.

ddIn San Jose, Calif., voters passed a \$42 million bond measure after teachers, administrators and parents went door to door, made telephone calls and pushed hard for the money.

dd"We took charge and ran it through," says David Hernandez, a kindergarten teacher who is president of the local chapter of the National Education Association

dd"My school was one of the first to get a face lift - new lights, new cabinets, new furniture, paint, new cafeteria, wiring for technology. I felt like I was in a totally new environment. It changed the mood and tone. You could see the pride in the school."

ddEducators are crossing their fingers in San Diego, Calif., hoping for the passage of a \$1.5 billion bond measure that will be placed on the Nov. 3 general election ballot.

dd"Our schools are in desperate need of repair," says Ron Ottinger, president of the Board of Education. "Roofs are leaking, pipes are bursting and many classrooms cannot accommodate today's computer technology."

dd"We have playground equipment that needs to be replaced to meet safety standards, and we have schools without standard libraries and science labs. The list goes on and on."

ART Mug: Richard Riley

Publication#W\ P`P# 78. The Washington Post"Publication" #: \ PaP# 08/02/98; Edition: FINAL; Section: Sports; Page D10

Headline#\ PbP# To a Degree, Darrell Green Has Filled the Last Hole in His Life

eHeadline #:\ PcP#

By Jennifer Frey

ddFor almost as long as he can remember, Darrell Green has been able to get up in the morning filled with the faith that he is a good man. He knows he loves a

nd respects his wife, Jewell. He knows he is a good father, a good Christian and a responsible member of

the community. He knows he is good at what he does for

a living " even now, at age 38, Green commands tremendous respect at corner

back for the Washington Redskins " and, more important, he knows he is good in the way that he lives.

ddThat said, there was one thing that nagged at him, one element missing, one aspect of his life that was incomplete. Green, you see, never finished college.

He walked out of Texas A&I University (now Texas A&M-Kingsville) in 1983 as a first-round NFL draft

pick, a player the Redskins jumped at with the 28th pick.

He also walked out without getting his degree.

ddNo one ever faulted him for it. No one, that is, except Green. So this past spring, he enrolled in a special program at Saint Paul's College in Lawrenceville

Ge., Va., paid his tuition, attended his classes " some in person, some by corres

pondence " and accumulated the final credits he needed to be a college-educated man. And this past Mother's Day, he walked across the stage in Lawrenceville, his heart filled with pride when he received a bachelor of science degree.

dd"When I graduated," Green said this past week, his face breaking into a smile at the mere memory, "I finally felt confident that there was nothing missing. My son didn't have to look anywhere else for an example to follow. That was a very proud time for me."

ddIn an era when professional athletes increasingly dot the police blotter, when parents often fear "rather than hope" that their children will emulate a favorite sports figure, Green went back to college for one simple reason: He wants to be a good role model. He wants to be able to stand before anyone "most importantly his own children" and be confident that he sets an example of which he can be proud.

dd"It was important to me," Green said, "that I can say to my son, 'Be like Daddy,' and I don't have to be insecure. He can see that I love his mom, I love him, I work hard, I try to reach out to the community, and I have my degree. I'm not perfect. I just want to know that if my children say they want to be like their daddy, they won't be going wrong."

ddFifteen years passed between the day Green left Texas A&I and the day he received his diploma. In that time, he played in three Super Bowls and seven Pro Bowls, and established himself as one of the best cornerbacks in the game, with a guaranteed ticket into the Hall of Fame. He also met and married Jewell, and they had three children, who are 12, 9 and 7 years old.

ddHis life, though, was far from limited to football and family. Green constantly says "I don't want to sound prideful," but it is clear that he is deeply proud of the work done by the Darrell Green Youth Life Foundation, which he founded and funds. The charitable foundation provides financial, education and social assistance to inner-city children and their families.

ddOne of the centerpieces of that foundation is the Learning Center, out at the Franklin Commons Housing Complex in Northeast D.C. Green wants the center to be a model for a series of centers throughout the country. Education, Green always tells center visitors, is a key to the future. They are the same words he has long told his children at home.

ddSo Green's incomplete education bothered him. It's not that he felt like a fraud when he stood before groups and preached the value of schooling. And, in 16 years, no one ever called him on it. No reporter, no teacher, no administrator, and certainly no child ever asked him, "So, Mr. Green, where did you get your diploma?"

ddAnd it's not that he kept it a secret, either. The adults he hired at his fou

ndation " adults with masters' degrees and advanced
educations " were well aware
e that Green had not finished college, and if they were not, they found out quickly, when Green made
a point of leaving the heavily academic areas of his programs to their guidance and discretion.
ddStill, it bothered him.
dd"It was hard for me," he said, "to tell these kids to finish their educations
when I hadn't finished mine."
ddGreen didn't complete a single class his freshman year at Texas A&I. He didn't
even enroll in any that first spring. Back then, he
was a homesick kid from Houston, so miserable that even his love for football could not overcome his desire to return home. His
mother sent him off to college with a \$20 bill in case
of an emergency, and it wasn't too far into the fall when a member of the Texas

A&I coaching staff caught him at the local bus depot, preparing to turn the money over for a one-way ticket home.
ddThe coach took the \$20 away from Green, and escorted him to practice. It was
only a temporary fix. When he went home for the holidays that winter, Green didn't
come back. He didn't come back for more than a year " he drove a delivery truck instead, attended
some night classes at the local high school, tried to figure out what to do with his life. When he finally went back, when he "grew
up and matured," as he puts it, Green became a football legend at Texas A&I and a decent student. But he was too far behind in his
classes to catch up. And when the Redskins came calling after his senior season, he left. He left, but he kept
looking back.
ddGreen tried a few times to return to his schooling, but it never seemed to work out. Finally, Ernie Turner, who works with the
Redskins' players on educational opportunities, introduced Green to Billy Hawkins, the vice president of academic affairs at Saint
Paul's. Lawrenceville is nearly three hours from Green's
home in Ashburn, but Hawkins convinced him that they could make the system work.

ddSo Green went back to school. About once a month, he drove down to campus, and the other days he met with advisers in
Northern Virginia and did work through
a correspondence program. In the evenings, his kids watched him struggle to finish all his
assigned reading, and his papers, and the work he had left behind
so long ago. His kids were there, too, on May 10 in Lawrenceville,
when Green put on a cap and gown and received the one missing piece in what has clearly been an exemplary life.
dd"My kids saw me walk across that stage, they saw me at night trying to type my papers, they see my wife now " she's going to
school, finishing up her degree
, too " and I like that," Green said. "I like that we're not afraid to say to o

ur kids, 'Be like us.' "

ART ph,,JOEL RICHARDSON CAPTION: Darrell Green has found happiness in pro football, but he has found fulfillment by getting his college diploma.

Publication#W\ PdP# 79. Chicago SunTimes"Publication" #:\ PeP#August 3, 1998

Headline#\ PfP# Feds probe suburb teacher pensions Headline #:\ PgP#

BY MARK SKERTIC

SUBURBAN REPORTER

ddA federal grand jury is looking into the investment practices of the pension system that covers every suburban public school teacher.

ddRecords from firms investing money for the Illinois Teachers Retirement System "used by all Illinois public school teachers outside Chicago "have been subpoenaed by federal and state investigators.

ddAt least one source has told authorities that key retirement system managers were given free private jet trips to Key West, Fla., and tickets to the Indiana

police 500 by firms that wanted to invest the teachers' money.

ddRobert Schau, the system's former real estate analyst, told authorities about what he believed were questionable investment decisions, including contracts a

warded without bids and deals made on the basis of personal relationships.

dd"``It appeared to me the wrong sort of things were driving decisions," he said.

ddAuthorities declined Sunday to discuss the nature of the investigation or say how long the probe, which began last year, is expected to continue. State Police

are assisting the FBI and the U.S. attorney's office, said Mark McDonald, spokesman for the

Illinois State Police. "``We're conducting interviews, examining records and evidence," he said.

ddThe State Journal-Register in Springfield has reported that the subpoenas have sought investment firm records but have not required company officials to appear and give testimony.

ddAn Illinois auditor general's report last year criticized the system's investment practices. Lawmakers were upset to learn about a contract the system had w

ith Chicago-based Zimmerman Investment Management Co., which is headed by Thomas Zimmerman,

the retirement system's former \$106,000-a-year chief investment officer.

ddThe audit found his firm was paid \$5.4 million to make investments that lost \$266 million in less than two years. Robert Daniels, then the system's executive

director, said the system lost only \$46 million.

ddDaniels retired in January. When he made the announcement in August, Joseph Spagnolo, chairman of the retirement board and state school superintendent, said it had nothing to do with the auditor's report.

ddSchau, a former real estate analyst, was among those intrigued by the auditor's findings. Too often, some managers ignored their fiduciary responsibilities, he said. "There appeared to me many instances when they were putting their own interests before the investors," he said.

ddUnder pressure from Zimmerman, who was chief investment officer and acting executive director at the time, Schau said he resigned in 1992 for a "low five-figure" severance payoff. But last spring he wrote to a number of state officials, including lawmakers and the governor, detailing what he felt were questionable motives by some making retirement fund investment decisions.

dd"I've never asked anybody to take my word," said Schau, now an analyst for the Kansas Public Employees Retirement System.

"Go ahead and dig. There's plenty of evidence of all this stuff."

ddThe retirement system includes all full-time, part-time and substitute Illinois public school employees in positions requiring state certification. In the 1997 fiscal year, there were 192,219 active and inactive members and 59,352 receiving benefits.

ddThe system's investments had a market value of \$18.1 billion as of June 30, 1997.

INTERNATL#u\ P#P# INTERNATIONAL #:\ P#P#yq 'ddy

INTERNATL #:\ P#P#Publication#W\ P#P# 80. BBC News"Publication" #:\ P#P#Aug
ust 4, 1998

Headline#\ P#P# Bilingual ban takes effect Headline #:\ P#P#

ddSchools in California are coming to terms with the reality of a controversial new law ending bilingual education.

ddThe law, resulting from voters' approval in a ballot in June of what is known as Proposition 227, means the state's public schools must conduct lessons primarily in English - whereas in many of them that is not the pupils' first language.

ddUnder the law, children with limited English can be put in a one-year immersion course. After 30 days, parents can get a waiver to put their child back in bilingual education under limited conditions.

ddBilingual education, which had been practised since the 1960s, had allowed them to be taught primarily in their first language and encouraged to pick up English gradually.

ddCritics say the new law is the latest attack on immigrants in California.

ddOthers say that bilingual education simply did not work and resulted in Hispanics in particular being condemned to "ethnic ghettos".

dd'They're resilient'

ddAs elsewhere, most California schools are closed for the summer but in the Los Angeles Unified school district the pressure on accommodation has led to a year-around staggering of classes and a new term began on Monday for almost 20,000

children. Less than half are fluent in English.

At Theresa Hughes Elementary School, where the student population is 99% Latino, children in an immersion class began the day learning English through words and pictures on the walls, role-playing, puppetry and hearing lessons read aloud.

"Children are very, very resilient," said Victor Chavira, a fourth-grade teacher at the school.

"They will adapt. But how well they adapt remains to be seen. It's a grey area."

Publication#W\ PoP# 81. Daily Texan"Publication" #:\ PpP#August 3, 1998

Headline#\ PqP# Education debates ignore real issuesHeadline #:\ PrP#
By Corey Young
Daily Texan (U. Texas-Austin)

(U-WIRE) AUSTIN, Texas "Tuesday Gary Bledsoe, president of the Texas NAACP, will go before the U.S. Department of Education to complain about the "bias component" of Texas standardized testing. He and his organization firmly believe that these tests are easier for white children to take and unfairly stigmatize African Americans. Bledsoe's voluminous evidence for this harsh accusation was captured in a July 29 USA Today article. He says persuasively, "There is definitely a bias component, although it's difficult to show."

Although Bledsoe's evidence is staggering, a new study by the research group Public Agenda makes one wonder where, exactly, the NAACP is coming from. It seems only 28 percent of black parents think standardized tests are "culturally biased against blacks."

What's more, the Public Agenda's research found an issue in education that white and black parents can actually agree on. It seems 73 percent of black and 77 percent of white parents think their kid's education is too often sacrificed for the sake of racial diversity. Only 9 percent of blacks want schools to focus more on diversity. It looks like Bledsoe and the Texas NAACP need to do a little more grass-roots research before marching up to Washington D.C.

The Public Agenda study does more than weaken the position of the NAACP on the issue of standardized tests. It reveals a disturbing trend in the debate over race and education. The loudest people in this long and painful fight are starting to lose contact with the people they are trying to help and supposedly represent. Countless talk shows and protests present angry and uncompromising voices from both ends of the political spectrum. Jesse Jackson wants to make UT Law School professor Lino Graglia a "social pariah." Many conservatives dismiss af

firmative action as pointless educational welfare. What gets lost in the flood
 of arguments and attacks are the actual children being argued over. The needs and
 desires of the students and their parents should
 always be held as the starting
 point for discussion of educational concerns.
 The Public Agenda research reveals that only a small minority of parents care
 about the supposedly insidious plots of standardized
 test makers. Most parents
 , black and white, just want their children to have the best quality education
 possible. And for them, that
 does not mean "diversity" or an attack on the TAAS
 test. So why is no one listening to their requests? Apparently leaders like Bledsoe
 think they understand the problem better than parents. The educational, administrative, and political elites have turned a deaf ear to
 those whom they "represent." And let's admit it, standardized testing conspiracies and multicultural sermons are sexier than the
 drudgery of actually fixing a flawed education
 system. Taking the politics out of education and focusing on the difficult task of real
 reform would be a big step for many of the people debating public school reform and affirmative action. As to where Bledsoe and the NAACP are coming from, history clears a few things up. In 1909, when W.E.B. DuBois founded the
 NAACP, his aim was to harness the power of the most influential African Americans in order to effectively protest. The history
 of the NAACP is highlighted by
 its involvement in the legal system, with prominent lawyers winning important
 cases and forcing
 the desegregation of schools across America. This, of course,
 is to be applauded. The problem is, the NAACP has been elitist from its beginnings.
 Du Bois called for the "talented tenth" of African Americans to rise up. But what about the rest? In its beginning, the
 NAACP neglected the many poor southern sharecroppers and factory workers who knew nothing of the "talented tenth" — some
 things never change. Today the parents of black school children must
 bide their time as the NAACP and others fight a battle that, if won, will not
 help them — or any one else, for that matter.
 Young is philosophy senior.

Publication#W\ PsP# 82. Christian Science Monitor"Publication" #: \ PtP#August
 4, 1998

Headline# \ PuP# Getting Beyond Cramming for Exams Headline #: \ PvP#
 Evangeline Wheeler
 TOWSON, MD. " One afternoon last semester as I prepared to leave my office,
 I went through the ritual: with one hand I
 switched off the computer on my desk
 while with the other I picked up the telephone receiver to check my voice mail
 one last time.

I was only mildly surprised to hear two new messages from frantic students.

"Can I please take the make-up exam tomorrow?" asked a senior in my cognitive psychology class. "Dr. Wheeler, I lost my study guide!" exclaimed a sophomore in statistics.

I decided to return their calls later in the evening. I had already stuffed my bag with the books and papers I would need for working at home after dinner.

It was late and I was tired after a long day explaining the concept of sampling distributions to my restless statistics classes. Their questions were still reverberating in my head.

"Does the size of the sample really matter?" "Are all sampling distributions the same?" "Will this be on the exam?"

It was this last question that upset me. I saw it as a loaded question because I knew that behind it lay the fact that my students hadn't been keeping up with their regular studying. They were going to cram for the final exam.

End of semester. Everyone was looking forward to summer internships, beach jobs, or as some students say, "just chillin." My students were so anxious and distracted during lectures, when a few weeks ago they were animated by interest.

The refrain, "Is this going to be on the exam?" rattled me as a college teacher, just as cries of, "Are we there, yet?" assault the sensibilities of patient parents on long car trips with bored children.

I do well remember my student days. I commiserate with their end-of-semester panic by sharing with them my own experiences as a college student stressed out about grades.

Who could forget those all-nighters spent writing a term paper or completing a lab assignment? Although I counsel my students about the wastefulness of procrastinating on their assignments, I also share with them that I did the same thing more than once when I was a student.

I am always conflicted at this point. Cramming sometimes works, I did it; yet I tell my students not to. During an office visit one student plopped down in a chair and sighed, "I stayed awake all night to study for your exam!" It worked for her; she earned a solid

B+, a significant improvement over the C- she made on the previous exam. I was satisfied that she improved her grade, but I was disturbed by the cramming.

All the research on memory shows that continued study over time (called "distributed practice" in the academic literature) leads to more learning than cramming ("massed practice").

With each cycle of beginning-of-semester-excitement, midterm doldrums, and end-of-semester panic, I face a personal challenge to be

lp my students succeed.

ddWhen former students rush into my office needing advice on statistics problem
s assigned to them by their current professors, or
others oversleep and stumble

late to class; when they ask, "Will this be on the exam?", I tell them gently
to calm down and to focus.

I remind them that with careful organization and reg

ular study they will survive the panic. Then I reach over to my stack of journa

l

articles and hand them a copy of the scientific study so they can check out t

he research themselves.

dd* Evangeline Wheeler is an assistant professor of psychology at Towson Univer
sity in Towson, Md.n

Publication#W\ PwP# 83. Los Angeles Times"Publication" #: \ PxP#* 08/04/98; Ed
ition: Home Edition; Section: Metro; Letters Desk; Page B-6

Headline#\ PyP# Lengthening Class TimeHeadline #: \ PzP#

ddAdrienne Mack wrote an essay about 55 minutes being too restrictive for learn
ing (Commentary, July 23). She is right.

ddHowever, she has missed an opportunity that cannot be overlooked. Learning ov
er longer periods cannot be limited to language

arts. We must look deeper into

the real workings of our schools and make radical changes so test scores will g
o up dramatically. The

start and finish times for our schools are based on the

agrarian economy of our past. Those times required children to work in the
earl

y morning and late afternoon to help slop the pigs, harvest eggs and milk the c

ows. They were needed to clean barns and help

cook.

ddIn today's world those needs are no longer in demand. Thus our children are a
vailable to go to school from 7:30 a.m. until 5 p.m.

just as they might do when

they go into the workplace.

ddThe resultant benefits are huge. We could change the length of classes based
on the intricacies of the course material. Math should

be taught for two hours

while teaching penmanship for half an hour is sufficient. History for one hour

and science for 1 1/2. These

are arbitrary times but the idea is should be clea

r.

ddAlong with additional hours of instruction, we need to measure teachers for q
ualification and pay, based on student test results,

not on tenure, how many pa

pers they write or how many extra courses they take.

ddJUDD WENNER

ddLos Angelesn

Publication#W\ P{P# 84. The Wall Street Journal"Publication" #: \ P|P# 08/04/9
8

Headline#\ P}P# ESAs Don't Divert Public School FundsHeadline #: \ P}P#

In her July 9 editorial-page commentary "The Next Big Free-Market Thing," Amit

y Shlaes describes my proposed education savings

accounts (ESAs) as "federal vo

uchers." Although I appreciate her attention to this meaningful debate, her description of the legislation could not be more inaccurate. While I support vouchers, Education Savings Accounts are not vouchers. They simply allow parents, grandparents or any scholarship sponsor to save up to \$2,000 per year, per child in after-tax dollars. The buildup of interest within the account is tax free if used for the child's educational expenses, such as home computers, tutoring for children with special needs, uniforms, transportation, SAT prep courses, or tuition for a private or religious school. Vouchers allow a transfer of federal funds; ESAs use private after-tax dollars, not government money, to help parents give their kids the best education possible. The accounts divert no federal funds from public schools and, in fact, would pour billions of new dollars into American public education. ESAs, most importantly, give parents "not the federal government" the power to make decisions for their children.

Sen. Paul D. Coverdell (R., Ga.)
Washington

Publication#W\ P}P# 85. Boston Herald"Publication" #: \ P}P# 08/03/98; Edition : AL; Section: EDITORIAL; Page 026

Headline#\ P}P# Principals can help ed successHeadline #: \ P}P#
Regarding "Mass. colleges faulted for low teacher scores" (July 24):
We have the means for removing incompetent teachers: principals. Let them evaluate competency based on first-hand knowledge of teaching ability. Hold them accountable for student performance. Reject any big-government proposal to have anonymous test-making bureaucrats fire anyone who can't define a preposition.

But if we must test, don't use the Massachusetts test. Suppose that a doctor, after examining you with a newly invented instrument, said: "You need open-heart surgery. Tomorrow." Would you go ahead without proof that this instrument works? Well, none has been offered about the teacher test. I think this test is faulty because I know highly literate students who "failed" it. Clarke Fowler, Professor of Education Salem State College Salem

Moakley has rep as preservationist
I read with great interest David Eisen's article, "Bridge too far" (July 23). I was, however, appalled by Eisen's statement that "preservationists and harbor activists are on one side, and the city and U.S. Rep Joe Moakley are on the other."

My preservationist credentials speak for themselves. I have secured over \$50 million for many sites in Boston. My Harbor Island credentials also speak for themselves. During my years in the state Senate, in the 1960s, I filed and won p

assage of one of the first pieces of anti-ocean dumping legislation. During the same period I fought for and won passage of legislation to bring the Boston Harbor Islands under the jurisdiction of the commonwealth of Massachusetts so that the islands would not be ruined by development.

ddDuring the last Congress, I, along with Congressman Gerry Studds, filed and won passage of federal legislation creating the Boston Harbor Islands National Park, bringing federal money into the island system and to make the Harbor Islands more accessible to the public. Additionally, to date, the Massachusetts delegation has secured over \$600 million for the clean up of Boston Harbor.

ddThe debate over the fate of the Old Northern Avenue Bridge is not a battle for historic preservation, it is a debate over public safety. According to the city's Public Facilities Department, the estimated cost of making the bridge safe for pedestrian traffic, and in compliance with Coast Guard regulations, would be approximately \$15 million, and, as such, would not be feasible.

ddWithout demonstrated interest of any public or private concern to shoulder the heavy burden of repair, maintenance and preservation of the structure, the solution is clear. Public safety dictates the bridge should be taken down. John Joseph Moakley, U.S. Representative 9th District

ddStamp poll shows Korea's forgotten

ddThe U.S. Post Office recently concluded a poll asking the public to determine the most important event of the 1950s, in order to determine the events to be put on new stamp designs. Fifteen events were listed as top vote-getters. The first was the drive-in movie; the second, television's "I Love Lucy."

ddNumber 15 was the Korean War. This Korean "police action" resulted in over 50,000 killed and missing Americans. Number 15? This is truly the "forgotten war."

" Andrew J. Pullo, Member Korean War Veterans Assoc. Boston

ddGM, not Vaughn, causes Sox trouble

ddI agree with Joe Fitzgerald ("Mr. Nobody' gives up, and the Red Sox lose," July 24). Fans should recall this trouble started with the arrival of Dan Duquette. You can't blame Mo Vaughn. He had his private life and should be left alone when not in uniform. Get rid of Duquette and get back to baseball. Ed Fitzhenry, Dedham

ddGun license helped Capitol slay suspect

ddSupporters of gun ownership have been quick to point out that, in regard to the recent tragic Capitol shooting, the gun laws in Washington, D.C., were ineffective. They forget that the suspect didn't purchase the gun illegally and wasn't a criminal until he entered the Capitol and snapped.

ddGun bans had nothing to do with this incident, since the weapon was indeed purchased by a "law-abiding gun owner." This type of Second Amendment flag-waving

g makes the rest of us "law-abiding" non-gun owning citizens sick. Robert Murphy, Peabody

Publication#W\ P}P# 86. Worcester Telegram & Gazette"Publication" #: \ P}P# 08
/02/98; Edition: ALL; Section: INSIGHT; Page C1

Headline#\ P}P# Are education schools lost among trends?Headline #:\ P}P#
By JOHN LEO

A reader sent in a list of teacher education courses at the University of Massachusetts at Amherst, along with a note: "This explains

why 59 percent of prosp

ective teachers in Massachusetts flunked a basic literacy test."

ddThe courses listed were: "Leadership in Changing Times," "Social Diversity" (four different sections), "Embracing Diversity,"

"Diversity and Change," "Oppre

ssion and Education," "Intro to Multicultural Education," "Black Identity," "Classism," "Racism,"

"Sexism," "Jewish Oppression," "Lesbian||Gay||Bisexual Oppre

ssion," "Oppression of the Disabled," and (get this one) "Erroneous Beliefs."

ddThe reader was referring to a basic 10th-grade test in language, math and other subjects, given to 1,800 would-be teachers in Massachusetts.

ddAmong other things, the 59 percent who failed often couldn't spell simple English words such as "burned" and "abolished."

ddApparently they went into ed school without knowing much about anything, then came out the same way. But at least they are

prepared to drill children in sep

aratism, oppression and erroneous beliefs.

ddOur schools of education have been a national scandal for many years, but it's odd that they are rarely front-and-center in our

endless debate about failing

schools.

STANDARDS VS. ESTEEM

ddThe right talks about striving and standards, the left talks about equal funding and classroom size, but few talk much about the

breeding grounds for school

failure - the trendy, anti-achievement, oppression-obsessed, feel-good, esteem-ridden, content-free

schools of education.

ddFor an article in City Journal, writer||reporter Heather MacDonald recently visited New York's City College, to see how a modern

education school manages to

fill its class time without making the dread professional mistake of having any actual content or clear

purpose.

ddShe found the teacher talking about "building a community, rich of talk" and how ed-school students should "develop the subtext

of what they're doing."

ddEach student wrote for seven minutes on "What excites me about teaching," "What concerns me about teaching" and "What was

it like to do this writing."

ddAfter the writings were read aloud, the teacher said, "So writing gave you permission to think on paper about what's there."

ddThen the students split into small groups and talked about their feelings.
dd"It shifted the comfort zone," said one student, already fluent in ed-speak.
Another said: "I felt really comfortable. I had trust
there."dd"Let's talk about
t that," said the teacher. "We are building trust in this class."
ddBut what they were not doing was talking about anything in the real world, or
about how to teach real lessons to real children.
ddThe credo for education schools, MacDonald says, is "Anything but Knowledge."

dd"Once you dismiss real knowledge as the goal of education," she writes about
the make-work silliness in education classes, "you
have to find something else
to do."

ddThe education schools take for granted that education must be "child-centered
," which means that children decide for themselves
what they want to learn.

ddHeavy emphasis is put on feelings and the self.

ddAn actual curriculum, listing things students ought to know, is viewed as cra
mping the human spirit.

ddEd-school students are taught to be suspicious of authority and the notion th
at teachers might be expected to know more than the
children they teach, so the
word "teacher" is in decline.

ddThe fad word is now "facilitator," part guide and part bystander watching the
self-educating child.

ddThe traditional ed-school hostility to achievement currently hides behind the
word "equity" - bright students must be tamped down
so slower learners will no
t feel bad about themselves.

ddSmuggled in along with equality is the notion that performance and learning s
houldn't really count - they elevate some children
at the expense of others. Gr

ades and marks are bad, too, because they characterize and divide children.

ddThe result is that the brighter students get little help and are often the ta
rget of teacher resentment.

ddRita Kramer wrote in her 1991 study of education schools, "Ed School Follies"
: "What happens to those more capable or
motivated students is hardly anyone's
concern."

BEST STUDENTS IGNORED

ddThis lack of concern for achievement now has a racial cast. Asian and white c
hildren are often depicted as somehow out of step
if they work harder and achie

ve more than blacks, Hispanics and other minorities.

ddInstead of working hard with children to reduce the racial gap, school of edu
cation theory calls for strategies to conceal it under
group projects or simply

to demonstrate that achievement doesn't matter.

ddVarious experiments are under way to let bright college graduates bypass educ
ation schools.

ddConnecticut has a program allowing professionals in other fields to switch in
to teaching from other careers simply by taking an
eight-week summer course and
a test.

ddIn New York, the Teach for America program produced a sudden infusion of very good teachers into public schools, also by bypassing the ed-school swamp.

ddBut the hidebound education industry is digging in to close these loopholes and protect its closed-shop monopoly.

ddIt makes no sense to force teachers through schools as bad as these.

ddPeople should be able to qualify as teachers simply by passing rigorous tests in their area of competence. Scrapping the school of education requirement is clearly the way to go.

John Leo is a syndicated columnist.

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Publication#W\ P}P# 87. Harrisburg Patriot-News "Publication" #:\ P}P# 08/02/98; Edition: FINAL; Section: EDITORIAL; Page B14

Headline#\ P}P# Other needs supersede 4-year universityHeadline #:\ P}P#

Pennsylvania needs another institution of higher education like it needs another law school. Your assertion (Editorial, July 22) that in higher education `more is better` is ludicrous.

ddDid you ever hear of saturation levels? If memory serves me correctly, Pennsylvania already has more four-year institutions of higher education than any other state.

ddYour argument on behalf of a Harrisburg University implies that the university-saturated areas of Philadelphia and Pittsburgh aren't capable of producing the computer engineers and high-tech personnel needed in Dauphin County. Or do you feel the

post-graduate relocation of such individuals to central Pennsylvania would be an inhumane hardship?

ddYour allegation about the turf consciousness of the existing order of higher education and the damaging effect it has on the economic and social potential of

Dauphin County sounds like a George Costanza outburst. But the humor really emerges when you

contrast the higher education disparity between Harrisburg and Boston.

ddIn the words of our first lady: `give me a break.` Maybe the commonwealth could purchase Harvard U. and relocate it to Dauphin

County. The cost of such an endeavor should be no greater than what it costs to build a sports palace in Philadelphia or Pittsburgh.

ddHealth care, day care and mass transit are where the money is needed. We have a sufficient supply of sports emporiums and institutions of higher learning.

" Barry Ochs Shippensburg

Publication#W\ P}P# 88. Greensboro News & Record"Publication" #:\ P}P# 08/02/98; Edition: ALL; Section: EDITORIAL; Page F3

Headline#\ P}P# SCHOOL YEAR'S FIRST CHALLENGEHeadline #:\ P}P#Subhead#\ P}P#
GETTING AND KEEPING GOOD TEACHERS ATTRITION HAS BEEN
HEAVIEST AT "LOW-PERFOR

MING" SCHOOLS, BUT THE ATTRITION STARTED BEFORE THE DESIGNATION.

Subhead#: \ P}P# By Philip J. Kirk

A new school year is beginning, and some 10,000 new teachers are starting work in classrooms across this state. Another 70,000 teachers are returning to their classrooms for another year. But, in some schools, administrators are struggling to find teachers to staff every classroom.

The teachers who are starting work had to meet more rigorous standards to enter the profession, they are receiving better orientation to their new jobs and they will earn more money during their careers.

They also will receive assistance from trained, paid mentors. But, many of these teachers will leave the profession after a few years for jobs that are less

frustrating and more lucrative.

The challenge for education administrators is to recruit and retain competent, effective and caring teachers.

Rural areas traditionally have more of a challenge, but large urban systems, which pay attractive supplements, also are experiencing problems in retaining teachers and filling vacancies.

The State Board of Education is particularly concerned about the large number of teachers who are leaving schools that need experienced teachers - mostly "low-performing" schools.

An analysis of teacher turnover in schools designated low-performing in 1997 showed that teacher turnover in those schools was three times higher than in other schools statewide.

Some might question if the designation of the school as low-performing resulted in the higher turnover rate; it is important to note that this was the rate

before the announcement of school status under the ABCs.

In some of the low-performing schools, the turnover rate was 50 percent in one year.

Just imagine a work situation of 30 co-workers where 15 of them leave in one year.

Besides the extra work of administrators who have to search to replace staff, there's the emotional upheaval for students, as well as learning time lost during the transition.

The higher turnover in these schools during the instructional year is especially disturbing.

It is likely to mean that students have been taught by substitute teachers while certified teachers were recruited and hired.

An added difficulty is that the first semester of the year is typically the most difficult time of all to recruit and employ well-prepared, talented teachers

because teachers who graduated the year before already have jobs.

This may result in our least experienced teachers or substitute teachers teaching students with perhaps the greatest needs at a critical time during the school

ool year.

ddStudents taught by a succession of teachers are simply not going to learn as much as other students.

ddTeachers leaving low-performing and other schools is not just a North Carolina problem.

ddSchool systems in the United States will need to hire some 2 million teachers in the next decade, according to U.S. Department of Education estimates. In

North Carolina, we'll need an estimated 72,000 new teachers in the next seven years.

ddWe want these teachers to know how to teach so students will want to learn and to know their subject matter.

ddThe more our teachers know, the more our students can learn.

ddWe also want these teachers to be committed to continually learning more and improving their teaching style.

ddGov. Jim Hunt has led the national effort to study teacher quality.

ddAs chairman of the National Commission on Teaching and America's Future, the governor was instrumental in the development

of two national teacher quality re

ports that outlined steps to be taken to improve teacher quality and quality teaching.

ddThe governor also initiated North Carolina's bold Excellent Schools Act in 1997. This act enjoys bipartisan support from the

Legislature because it is focus

ed on increasing standards for teachers and students while compensating teachers for meeting higher

standards.

ddSeveral of the components of the Excellent Schools Act will make a difference in our attempts to keep teachers from leaving the

profession, including the lo

w-performing schools.

ddThe Excellent Schools Act will move North Carolina's teachers to the national average in teacher pay in the next three years

through across-the-board raises

and additional pay for advanced certification and degrees and for additional responsibility and work.

ddWhile that will help, a Public School Forum study found that more than 40 percent of teachers leave their classrooms before they

complete their fifth year b

ecause of a lack of discipline in the classroom and a lack of support from administrators, school boards,

and parents, in addition to low pay.

ddParents and citizens have a role to play.

ddWhen asked what would help retain high quality teachers, local school administrators cite parent involvement and community

support and respect for teaching

as key factors.

ddRestoring respect for the teaching profession is one of my personal goals as chairman of the State Board of Education.

ddAs a new school year begins, I encourage you to call your local school, ask what you can do and then follow through on your commitment.

ddOur teachers have a very important job.

ddThey deserve higher pay, better working conditions and the support of the entire community.

ddThat's where you can help in recruiting and retaining excellent teachers in a
ll schools in North Carolina.n

Publication#W\ P}P#89. The Washington Times"Publication"#:\ P}P# 08/03/98;
Edition: 2; Section: A;COMMENTARY;EDITORIALS;LETTERS; Page A16

Headline#\ P}P#Keeping science education on the cutting edgeHeadline#:\ P}P
#

As president of the world's largest scientific society - the American Chemical
Society, which represents more than 155,000 chemists
and chemical engineers -

I read "Science aversion looms as serious threat to U.S. economy" (June 19) with
initial interest, but

growing concern. This article contains many errors of
fact, implication and omission, thereby putting your readers at a distinct
info

rmational disadvantage. They should know the facts:

ddScientists did set the nation's science education standards. Your article states
that the National Science Education Standards were

written by groups "made

up primarily of educators, not scientists." In fact, they were developed under
the aegis of the National

Academy of Science, whose elected membership constitutes

the most prestigious scientists, and included members of our society
and many

other learned organizations.

ddWhat's more, scientists participated fully in every stage of the development
of these standards. Science educators were also

involved to ensure the success

of these new standards in the classroom, as well as industrialists, who eventually
employ the products

of our educational system.

ddProviding access to science for all students does not mean dumbing down the
curriculum. Your article implies that wider access

means watering down the curriculum, but ignores several facts:

ddFirst, as we approach the millennium, science is a basic subject that needs to
be taught in a fashion that makes it accessible to all

students. Second, the

standards help all students to think more, rather than less, by emphasizing understanding
and applying science

knowledge rather than just memorizing science facts

acts. They demand that students think in a scientific fashion and engage in the
kind

of inquiry that engages the working scientist - not an easier task, but a
harder one. Finally, this approach not only shows students

the real excitement

and challenges of doing science, but also helps retain students' interest in science.
We cannot teach science to

students who have opted out of the pipeline,

nor can we build jobs and keep our research enterprise vital without training
as many

bright young minds as we can reach while they are still in school.

ddThe standards are moving us closer to the performance level other nations enjoy

oy in science education. In the article, you briefly mention the results of the most recent report from the Third International Mathematics and Science Study (TIMSS). While it is true that, in general science literacy and physics, our graduating students did very poorly compared with those of the other countries participating in the study, your article failed to mention that our students in the third grade did much better than the world average, and in the eighth grade were about at the world average. Many involved with TIMSS are trying to explain why U.S. children perform worse on these measures the longer they are in school, relative to other countries.

Here is one explanation: When comparing science curriculum content around the world, you can see that our students, especially as they get older, are exposed to a curriculum that has been described as "a mile wide and an inch deep." The standards, with an emphasis on fewer concepts taught in greater depth, helps to address this issue and moves closer to those nations that outperformed us on TIMSS.

Finally, the article implies that notion that only bad-tasting medicine is good for you. I became a chemist because I enjoyed chemistry in school; to me, it was fun to learn chemistry. I would not have become a chemist if the subject were dull, irrelevant and incomprehensible. As a college professor for much of my professional life, I can tell you that nothing is more rewarding or fun - for

both teacher and student - than the moment when both realize that learning has taken place. That's what the standards are attempting to do: Make sure that more students in more classrooms learn more science than they do now.

PAUL H.L. WALTER

President

American Chemical Society

Washington

Publication#W\ P}P# 90. Raleigh News & Observer "Publication" #:\ P}P# 08/03/98; Edition: Final; Section: Editorial/Opinion; Page A10

Headline#\ P}P# Student courts must be free to punish campus crimeHeadline #:\ P}P#

Your July 29 editorial "Crime under wraps" argued that records of student judicial matters should be open to the public. The editorial ended by stating that cases of a "criminal" nature should not be heard by "campus courts" at all. If your suggested policy were followed, universities would be unable to sanction students who engage in underage drinking, vandalism, fighting, hazing, theft of community members' property or breaking into another person's computer records. Such a policy would greatly impede the role of universities in educating

students about their civic responsibilities and essentially would not allow a university community to set standards that are higher than those of society at large.

As students at UNC-Chapel Hill, we find that being part of a safe, honest university community is vital to our education. The community has the responsibility to set high expectations for its members, one of which should certainly be to uphold North Carolina laws. When a fellow student chooses to break the trust established within our community, as student judicial leaders we take action to ensure that integrity is maintained, in addition to whatever action criminal courts may choose to take.

Furthermore, when the public learns that a student has broken the law, not only do other members of the university community look to the university to take action, but the public does as well. We encourage The N&O to consider the ramifications of your suggestion, not only for universities but also for the communities surrounding them.

Sabrina K. Presnell
 Student Attorney General
 Gerald C. Andrady
 Undergraduate Honor Court Chair
 UNC-Chapel Hill
 Chapel Hill

Publication#W\ P}P# 91. The Sacramento Bee"Publication" #:\ P}P# 08/03/98; Edition: METRO FINAL; Section: EDITORIALS; Page B7

Headline#\ P}P# 'LOOPING' KEEPS KIDS, TEACHERS TOGETHER FOR MORE THAN 1 YEAR
 adline #:\ P}P#
 By Michele Fuetsch

Educators across the country are hailing a teaching strategy as old as the one-room schoolhouse but as fast-spreading as a new Disney video.

Called looping, or multiyear assignments, the strategy keeps a teacher with the same group of children for more than one academic year. Some educators say the idea is the most effective, profound innovation to enter American schools in decades.

Unlike smaller classes or all-day kindergarten, which require sizable financial investments, looping is an educational reform that "doesn't cost a penny," says Ted Thibodeau, superintendent of public schools in Attleboro, Mass., where all first- to eighth-graders are in a looping program that has them spend two years at a time with teachers. The program is seven years old.

Educators who are trying looping credit it with reducing discipline problems and the number of students held back in a grade while improving test scores, the emotional health of students, the involvement of parents and the academic per

formance of students. In Attleboro, school officials say that over two years, looping increased the daily attendance rate from 92 percent to 97 percent, while

decreasing the number of students held back by 43 percent and referrals to special education by 55 percent.

ddLooping, the superintendent says, has earned Attleboro consistently higher scores on state proficiency tests than other districts

with comparable family inc

comes and parental education levels.

ddThose familiar with looping say the secret of success is simple: When a teacher stays with the same youngsters for two years, they

say, about six weeks of i

nstruction time gets added to a two-year academic cycle. No time is lost at the start of the second year, they

say, when a new teacher would have to spend tim

e getting to know the names, personalities, strengths and weaknesses of the students

and their families. There is no need for a teacher to assess what the stu

dents learned in the previous year, because the teacher knows

and can immediate

ly begin to individualize instruction.

ddTeachers at Glendale Elementary School in Bedford, Ohio, say having the same children for two years increases their performance.

ddKarla Robinson says a looping teacher has a hard time blaming anyone else if a child fails to do well after two years.

dd"You have to be sure you've done everything you can to help him," Robinson says.

dd"It's intense," says 20-year teacher Lynn Beveridge. "I find myself working harder at this."

ddBedford school officials say that when they evaluated their 3-year-old looping program, they discovered something other educators

have noticed: that parents

overwhelmingly support looping and the teachers.

dd"Parents thought it was tremendous, the bond that was established between the parents and the teacher and the child," said Linda

A. O'Neill, the district's

elementary curriculum supervisor.ddStudents whose young lives have been scarred

by poverty or family collapse are the youngsters many educators believe could benefit most from looping.

dd"The comfort level with the teacher is so important for some kids," says Delores Vehar, principal at Oxford Elementary School

in Cleveland Heights, Ohio, "e

specially if a child has been moved around from one place to another."

ddLooping began at Oxford last year with selected classes in which teachers asked to continue on with their classes, Vehar said.

ddAttleboro's Thibodeau agrees that the academic success of looping lies in more than extra instruction time. "We think it's about

relationships more than any

thing else," he says, pointing out, for example, that people don't want to go t

o a new doctor every year.

dd"Significant relationships are where it's at," said James Grant, the New Hampshire educator who popularized the term "looping."

"Parents like it," said Gran

t, founder and executive director of the Society for Developmental Education, "because they want to have a predictable adult in their children's lives for more than 36 weeks."

ddIndeed, the Journal of the American Medical Association last fall published the findings of a longitudinal study on adolescent health that found the first line of defense against such self-destructive behavior as drugs, alcohol and early sex was a youth's love for his or her parents. The second line of defense was a strong attachment to a teacher.

ddGrant acknowledges two pitfalls in looping: personality clashes between a student and a teacher so that both dread a second year together, and the tendency of administrators to overload looping classes with children who have special needs.

ddOne school in Ohio's Mayfield School District dropped its first- and second-grade looping program, in part because some teachers and parents reported doubts about having the same behavior problems and personality clashes carried over from year to year, said school board President Janice Marquardt.

ddRobert Lincoln, principal of Tolland Middle School in Tolland, Conn., where seventh- and eighth-graders loop with a team of four teachers, says he solves personality clashes by moving the student to another class the second year.

ddIn the first year of his school's 3-year-old program, Lincoln said, 12 of about 200 students asked to be moved, while only four asked this year. Lincoln attributes the drop in part to the growing cooperation he says looping produces between parents and teachers.

dd"There's an increased commitment both ways, and that's a very potent factor here," Lincoln said, explaining that it's hard for students to elude responsibility when the authority figures in their lives are united.

ddLincoln said looping is a hot topic today in middle school circles as educators and others seek ways to connect youths more securely in relationships with adults.

ddThe academic benefits are high too, Lincoln said, pointing out that his first eighth-graders to complete a two-year cycle with the same team of teachers scored higher on state proficiency tests than any other Tolland eighth-graders had ever scored before.

Michele Fuetsch is a reporter with the Plain Dealer, in Cleveland. Distributed by Newhouse News Service.

Publication#W\ P}P# 92. Investors Business Daily"Publication" #:\ P}P#August 4, 1998

Headline#\ P}P# Education Reform In Black And White Headline #:\ P}P# Americans spend a lot of time debating race issues. But a new poll from Public Agenda shows that black parents and white parents are united on education reform

m. Both groups want public schools to raise their standards and demand the best from kids.

ddNew York-based polling firm Public Agenda asked 800 black parents and 800 white parents about their views on public schools.

Here are some of the results:

ddGood schools must focus on the basics.

ddMore than nine of 10 black and white parents agree it is absolutely essential that schools "make sure students master the basics such as reading, writing and arithmetic."

ddKids must learn and be challenged.

ddMore than eight in 10 black and white parents say it is absolutely essential that schools "promote kids to the next grade only after they show they have learned what they were supposed to."

ddHaving a choice matters.

ddFully 61% of white parents say they chose their neighborhood based on the quality of its schools. This is de facto school choice - an option that many lower-income and minority parents don't have.

ddWhile Democrats oppose any school choice or education reform efforts, black parents grow impatient. Fully 60% of black parents say they would switch their kids from public to private schools if money weren't an issue. Such Public Agenda findings jibe with the other polls we've seen.

ddLearning begins at home.

ddParents are critical of the schools, but they also think a strong family plays a bigger part in success than any school can.

ddAlmost two of three black parents think a student from a stable and supportive family who goes to a poor school is more likely to succeed than a kid from a troubled family who attends a good school. More than three of four whites parents agree.

ddIn short, what parents want - regardless of race - is higher standards.

ddMore than half of black parents agreed with the statement that when black kids aren't doing well in school, "It's a crisis, and must be addressed quickly."

' Another 28% think it is a "serious problem."

ddThese views are creating pressure.

dd"Although advocates of voucher programs sometimes point to the power of the free market and need for competition as persuasive arguments, this study suggests that most parents come to the issue from a different perspective," write the Public Agenda authors. "They are frustrated with public schools, want results and are desperate to give their children the best possible chance."

dd"We've spent a lot of time on the race issues, and we need to redirect some of those energies to getting our children a better education," said one black parent from Pennsylvania.

ddEven though parents decry the state of schools, their dissatisfaction contains some good news. As the interest of parents grows, the system will be forced to change.

ddSchools must be more competitive, responsive, accountable and free to seek to
ugh curricula to challenge students and demand
the best from them.

ddTeacher unions and educators must be part of this solution. Their low expecta
tions of students has hurt all kids.

ddTo better educate our children, schools must change. Parents of all colors sh
ould demand it.n

Publication#W\ P}P# 93. New York Times"Publication" #:\ P}P#August 1, 1998

Headline#\ P}P# Keeping the Census FairHeadline #:\ P}P#

ddIn 1990, for the first time in decades, the Bureau of the Census produced a c
ount that was less accurate than the one that preceded

it. Under Congressional

direction, the agency consulted the National Academy of Sciences and came up w
ith a new, more

statistically sophisticated procedure. But Republican leaders
have declared war on the plan. In effect, they are fighting for a census
in wh

ich some Americans count for more than others.

ddChanges in American life style, in which families double up, children shuttle
among relatives and adults move into and out of
relationships make the populat

ion increasingly hard to pin down. The Census Bureau estimates it missed about
8.4 million people

in 1990, most of them residents of rental housing. About 4

.4. million others many of them college students and people who owned
two home

s were counted twice. The results were disturbingly skewed along racial and et
hnic lines. One in 10 black males were
missed by the census, and 1 in 20 Hispa

nics. About half the Americans who never got counted were children.

ddTo keep the same thing from happening in the year 2000 census, officials deci
ded to use statistical sampling techniques to check
the accuracy of the count.

Field workers will be dispatched to 750,000 randomly selected houses to perfor
m a second minicensus.

The two results will be compared, and the bureau will t
ry to reconcile the differences.

ddSampling techniques are the state of the art in statistics, but Republicans c
ontend that they violate the constitutional mandate for
actual enumeration of

the population. The party actually fears that since poor and minority American
s tend to be Democrats,
correcting the census will help the opposition.

ddThe Republicans are attempting to starve the Census Bureau into submission.
The proposed

appropriations bill for the Commerce Department contains funding for census pr
eparations for only the next six months. If the bill
becomes law, next March P

resident Clinton will have a choice of accepting the Republicans demands for a
less accurate count or

allowing preparations for the census to come to a halt.

ddThe President may feel obliged to veto a budget bill that endorses such an un
fair procedure. To avoid that, the House should adopt
a Democratic amendment t
o the Commerce budget that would finance the census for the entire year, and di
rect the bureau to be
prepared to use either counting method. The Republicans
have challenged use of sampling in court, and in the unlikely event the
Supreme
Court decides to take up the issue, the judiciary can decide the matter. Other
wise, Congress must stop trying to politicize
the census.n

Publication#W\ P}P# 94. The Washington Times"Publication" #:\ P}P# 08/03/98;
Edition: 2; Section: A;COMMENTARY;EDITORIALS; Page A16

Headline#\ P}P# The stakes for the economyHeadline #:\ P}P#
As expected, the economy slowed considerably during the second quarter. The an
nual rate of growth for the April-June period
decelerated to 1.4 percent from a
roaring 5.5 percent during the first quarter, according to the Commerce Depart
ment's preliminary
estimate of gross domestic product released Friday.
ddThe slowdown had several causes. Some are surely temporary, but others may be
longer-lasting. The general consensus among
economists is that the General Mot
ors strike, which began June 5 and ended last week, shaved 1 percentage point o
ff the
second-quarter's growth rate. And a sharp, but welcome, decline in the r
ate of inventory investment knocked off another 2 percentage
points. A huge and
disturbing 8 percent decline in exports, reflecting the impact of Asia's econo
mic crisis, and a sharp increase in
imports, also Asia-related, together choppe
d another 2 to 3 points off the second quarter's growth rate. Yet all these del
eterious
effects, which together might have resulted in an actual decline in ou
tput, were offset by substantial increases in other areas.
Consumer spending, f
or example, increased by 5.8 percent, only slightly below the first quarter's r
ate. And private investment
continued to surge, rising by nearly 12 percent, th
anks in large part to a 17.8 percent increase in capital spending by businesses

The U.S. economy is now in its eighth year of expansion, the third longest
since World War II. Despite last quarter's slowdown,
U.S. economic fundamental
s remain strong. The federal budget is now in surplus, the first time that has
happened since 1969. And
future budgets are projected to generate ever-larger s
urpluses. In 1996 and 1997, productivity increased sharply, suggesting that the
recent increases in wages and benefits will not be inflationary. The unemployme
nt rate has been consistently declining since 1992,
reaching 4.9 percent last y
ear, the lowest rate since 1970. And today's 4.5 percent rate is nearly half a

percentage point lower than 1997's. In the face of declining unemployment, mean while, inflation continues to fall as well. Indeed, as the Commerce Department also reported last week, an economy-wide inflation index declined once again, reaching an annual rate of a miniscule 0.8 percent. For all practical purposes, the Federal Reserve has reached its goal of price stability. Last week's news of a slowdown in economic growth and a decline in inflation suggests that the Federal Reserve will continue to find no need to raise short-term interest rates in the near future. And that is very good news, both for the U.S. economy and the global economy. In addition to dampening consumption and investment, rising interest rates would adversely affect the stock market, which has already declined nearly 5 percent in the past two weeks. Whatever one's views are regarding whether or not the U.S. stock market is overvalued, the fact remains that the bull market has been an important factor behind strong consumer spending, which has been the backbone of the economic expansion. And now would not be the time for a Fed-induced stock market correction. A double whammy of rising interest rates and falling household wealth, which would result from a declining stock market, could very well be enough to tip the U.S. economy into a recession, notwithstanding its sound economic fundamentals. With 13 of Asia's 19 largest economies already mired in recession, the U.S. market must continue to remain sufficiently strong in order to absorb Asian exports, regardless of the effects upon the U.S. trade deficit. Despite the central role that Japan ought to play in Asia's recovery, the likelihood that it is capable of meeting its regional responsibilities was dealt a major blow last week. U.S. officials, it was reported, have concluded that the bad-debt problem from Japan's banking crisis now approaches \$1 trillion, almost double Japan's low-ball official estimate. Thus, for the sake of the global economy, in both the short term and long term, it is extremely important for the U.S. locomotive, fueled by strong consumer demand and business investment, to continue surging forward.

Publication#W\ P}P# 95. Los Angeles Times"Publication" #:\ P}P#* 08/03/98; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-4

Headline#\ P}P# The Internet and Child SafetyHeadline #:\ P}P#
 What thread links an Illinois preacher, a Virginia pediatrician, a Dutch justice minister, a New Jersey kindergarten teacher and a California Border Patrol officer? All have been charged with receiving or distributing child pornography over the Internet in recent months. The teacher (who has pleaded guilty to por

nography charges), the preacher and the border patrolman were also charged with

soliciting minors over the Internet. These are examples of the growing number of cases in which the Net has allegedly been used to commit or facilitate crimes involving children.

Here, for instance, Los Angeles Police Chief Bernard Parks reported recently that the Police Department has already filed twice as many Net-related crime cases this year as it did in 1997.

Penalties are sufficiently stiff and laws are generally adequate. State and federal fines and prison terms are hefty. The problem is that local law enforcement, like the LAPD, is often technically outmatched, with their aged computers, slow modems and a lack of access to sophisticated software programs that can pull supposedly deleted images out of a computer. That gap figures to grow wider

now that any pedophile with a few bucks can buy new software programs that promise to erase files—in these cases, child pornography files—so completely they can never be recovered.

More ways should be found for police agencies to get better computer hardware and software, through purchase or receiving donations, to help suppress these nasty crimes.

In the meantime, experts have suggestions for parents: Put the family computer in a high-traffic area, like the living room, where its use can be easily observed;

warn youngsters against revealing personal information on the Internet; warn them to drop out of chat

room talk that turns to body parts or underwear; insist on knowing your child's cyber friends, and limit hours online.

Vice President Al Gore said Friday that the federal government will seek to implement safeguards against the collection of personal information from children

who use the Net. That's a smart move. Some Web sites that attract children encourage them to

post their names and addresses. Preventing these postings would help limit the opportunities of those who troll for young victims,

a hidden horror of the cyberworld.

Publication#W\ P}P# 96. The Salt Lake Tribune"Publication" #:\ P}P# 08/02/98S
ection: Opinion; Page AA1

Headline#\ P}P# Give Charter Schools a TryHeadline #:\ P}P#

Aside from radical reform, like strapping per-pupil state education subsidies to the backs of students and letting the money follow students to whatever pub

lic or private school they and their parents choose, Utah's most promising education reform lies in charter schools.

Just recently, a State Board of Education committee approved start-up financi

ng for two charter schools, one geared toward the arts near St. George and the other for deaf students in the Salt Lake Valley.

ddIt is about time. Charter schools offer parents, students and teachers a variety of options that could energize and improve learning. Charter schools have more autonomy from the often hidebound rules of traditional public schools so they better can tailor their curriculum around student needs.

ddNationally, charter schools are the product of rising parental frustration with public schools, especially those in the nation's inner cities where large numbers of students seemingly are written off by educators too busy, too demoralized or even too lazy to reach them.

ddThe charter schools movement is popular. They are in 29 states and the District of Columbia. Even allies of the traditional public school system and its teacher unions, like President Clinton, back charter schools. The president last year announced \$40 million in grants to help charter schools open, and said he wants to see more than 3,000 of them nationwide by the year 2000. Now there are 780.

ddPart of the motivation for all this backing, of course, lies in staving off just such a scenario as public education subsidies following students into private schools. Charter schools are a reasonable compromise between stand pat public education supporters and those who believe the best way to improve public schooling is to let it compete head-to-head with private schools.

ddNevertheless, charter schools offer considerable educational promise and deserve a chance. Their success rests with results "reaching agreed upon performance standards. The freedom and flexibility they have is to better enable them to reach their students and achieve agreed-upon results.

ddUtah is to be congratulated for joining the charter school movement. There is little, if anything, to lose and much to gain.

Publication#W\ P}P# 97. San Diego Union Tribune"Publication" #:\ P}P#August 4, 1998

Headline#\ P}P# Too good for the jobHeadline #:\ P}P#Subhead#[\ P}P# School superintendent set high standardsSubhead#:\ P}P#

Any parent with a kid in Escondido's four high schools " or any with kids about to enter one " should don a black armband tonight when the high school board announces the resignation of Jane Gawronski as superintendent.

dd In her eight years in the post, Gawronski has demonstrated the kind of leadership, competence and principles that most superintendents can only dream about. Among other things, she was instrumental in the district's successful effort to pass a \$43 million bond in 1996, resulting in badly needed face-lifts for

the four schools as well as the construction of a new high in Valley Center.

dd She upgraded the summer school program so that more than four times as many students in the overcrowded district could attend

(and take the courses they needed), expanded the adult education program to nearly double its size and encouraged more migrant students to attend school by adding extra buses.

dd She was the first person from the CIF-San Diego section ever elected president of the CIF State Federated Council, and last year

was named the top superintendent in the state by the Association of California School Administrators.

dd But, despite all her accomplishments, Gawronski had one major flaw: She was a strong leader in a city which just about always

elects small-town politician

s to its school boards; politicians who can't stand being upstaged by competent administrators. And, as

in a lot of other county school districts, when school

board members find themselves upstaged, they do something about it.

dd It happened in Vista. It happened in Chula Vista, in Coronado and in Escondido's elementary district. And now it has happened

in Escondido's high school

district.

dd Oh, everything will be peaches and cream at tonight's meeting. Board members will fall all over themselves praising Gawronski's

success during the last eight

years. But at least three of the five will be laughing to themselves.

dd Make no mistake: Gawronski is being fired. She was just too independent for the board to tolerate. Some board members didn't

like it when she supported an

advisory panel's recommendations that the nationwide Peer Helpers counseling program be revised,

when she conducted her fiscal analysis of a charter school

and when she pushed for creation of a new, unified Valley Center/Pauma Valley

school district when the new Valley Center high school opened.

dd Never mind that Gawronski was successful in her independence. She always seemed to overshadow the board, despite her best

efforts to the contrary. She was

too good in an arena where only somewhat good was demanded.

dd It would be unfair to hold her successor to the standards that she has set,

and virtually impossible for any successor to equal those standards.

dd Escondido will miss her badly, particularly since she is departing only because of the spitefulness of the school board.

Publication#W\ P}P# 98. The (Boulder, Colo.) Daily Camera"Publication" #:\ P}
P#August 4, 1998

Headline#\ P}P# Media bias distorts affirmative action debate Headline #:\ P}
P#

ddA strange thing happened to news coverage of affirmative action in the city of Houston. When the issue was on the city's ballot

last fall, national news media

gave the story lavish attention. Houston Mayor Bob Lanier led a fight to defeat

at the Houston Civil Rights Initiative " a measure challenging the city government's race and gender hiring policies and contracting set-asides. When the measure went down to defeat by a 54-46 margin, once again TV, newspapers and magazines played the story big.

But a month ago, when a judge threw out the results of the Houston election and ordered a new vote, the media weren't very interested. In Texas, the story was as well covered, but outside the state there was very little media attention, and in some areas, none at all. The New York Times, for example, gave it six sentences on Page 13 in the last edition of a Saturday issue.

In contrast, when the referendum results came in on Nov. 6, the Times trumpeted the story on Page One. A long report said, with some zest, "Houston's voters have put a surprising brake on a national movement that has often seemed to have the momentum of an unstoppable freight train." But when the surprising brake proved faulty, the story seemed surprisingly minor. This seems true of the three major network news shows, too. A computer search of transcripts turned up no evidence that they reported the overturning of the Houston vote.

Michelle Malkin, a columnist at The Seattle Times, decided to make an issue of the media performance on this story, at least in her hometown. She wrote a column criticizing her own paper: In the 10 days between the judge's decision and her column, The Seattle Times hadn't printed a story. She had learned about the judge's ruling from friends in California. No newspaper in Washington state carried the story, even though an upcoming statewide vote on a measure similar to Houston's is a hot political issue now.

"Given its exhaustive coverage of the Houston election in 1997," Malkin wrote, "the Times' absolute silence is extraordinary. ... Sins of omission can be as damaging to the news media's credibility as sins of commission."

To its credit, The Seattle Times responded last week with an explanation that amounted to a semi-apology. Under the headline "Times Gave Story on Houston Ballot Measure Short Shrift," the executive editor of the paper, Michael R. Fancher, said the story had been overlooked in an awkward weekend news cycle. It had come to The Associated Press from Texas late on a Friday, and the AP had not included it on the wire report sent to Washington state.

The Times missed it, Fancher said, because the first version of the judge's ruling that moved on the AP wire received at the Times was available for Saturday evening papers, but the Times doesn't publish on Saturday evening, and the editors working on the Sunday paper focused on the Sunday material, not the stories in the previous day's package.

ddWell, OK. People make mistakes, and the AP feed to the Northwest was partly responsible for the sloppiness. But what about the national media? Many have specialists who are supposed to follow issues as important as affirmative action. For many newspapers, the story may have fallen into the crack between Saturday and Sunday papers, but where was the follow-up? A computer search shows only one major non-Texas daily "The Washington Times" publishing a full report later in the week. And it didn't take much news judgment to see that this was an important story: A judge canceled the results of the referendum because supporters of affirmative action preferences had tinkered with the language on the ballot to make sure the voting went their way.

ddThis linguistic tampering has failed to survive judicial review in California, Washington state and now Houston. Judge Sharolyn Wood said it was unfair to remove the original wording, taken from the 1964 Civil Rights Act ("The City of Houston shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, ethnicity or national origin .."). and to replace it with language that seemed to state that all affirmative action efforts were being banned, not just clear race and gender preferences ("shall the Charter of the City of Houston be amended to end the use of affirmative action for women and minorities ...").

ddIn admitting its mistake, The Seattle Times acknowledged the issue of press bias: "Failing to come back with a complete story about the Houston ruling feeds that perception, which critics use for partisan gain."

ddYes, bias is an issue. More and more people now understand that the selection and treatment of news stories often reflect the social views of reporters and editors rather than any non-partisan or allegedly objective standard. Our newsroom culture is so strongly committed to affirmative action that a lot of reporting on the subject is simply unreliable.

ddThe same is true on other hot-button social issues. Particularly on the two coasts, journalism is becoming an upper-class occupation. It attracts and trains people who come to share the social views conventional among our elites. These opinions are pumped into news coverage, first by osmosis, then through a determination to do good by doing journalism. It's widening the gap between the media and the rest of us. n

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

===== ATTACHMENT 2 =====

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Daily Education News



Tuesday, August 4, 1998

U.S. Department of Education
Office of Public Affairs
Carlin Hertz, Editor · 202-401-1576
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In Calif. Classrooms, A Troubled Transition
3. Los Angeles Times
With Gestures, but Not Chaos, Prop. 227 Begins
4. San Diego Union-Tribune
English-immersion era under way as Prop. 227 reaches the classroom
5. World Today (CNN)
Bilingual Education Dropped from California Curriculum
6. World News Tonight (ABC)
A CLOSER LOOK PROP 227 LEADS TO CONFUSION IN CALIFORNIA CLASSES
7. World News Tonight (ABC)
A CLOSER LOOK MIAMI IS PROUD OF ITS BILINGUAL PROGRAM
8. All Things Considered (NPR)
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9. All Things Considered (NPR)
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10. ABCNews.com
In California, Proposition 227 Begins This Week: Back to the Big E for the 3Rs
11. Associated Press
Clinton Warns of Veto To Help Kids
12. Christian Science Monitor
The Challenge for Schools: Connecting Adults With Kids
13. Christian Science Monitor
Tackling the SAT? Test-Prep Help Abounds
14. Christian Science Monitor
Summer and Basic Skills
15. Associated Press
Reno Urges Laws on Kids and Guns

16. Associated Press
MIT Requires Online Applications
17. The New York Times
Students Abroad Find A Wealth of Choices, And Even Bargains
18. The New York Times
Why Johnny's Doing Calculus: The Booming Education Industry
19. The New York Times
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26. The New York Times
Forging a Worldview: From Crow's Nest to Ivory Tower
27. The New York Times
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31. Education Week
What's Wrong With Bilingual Education? Is It 'Lingual,' or Is It 'Education'?
32. Education Week
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34. Education Week
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35. Education Week
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36. Education Week
Future Shape of E-Rate Program In State of Flux on Capitol Hill
37. Education Week
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38. Education Week
GOP Report Underscores Two Views on Federal Role
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42. Education Week
- Mass. Reacts to More Test Data; Teacher Proposal Outlined*
43. LRP Publications
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58. Education Daily
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60. Education Daily
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61. Education Daily
- Job Training Bills Would Allow Joint Voc Ed Plans*
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63. Education Daily
- Revised IDEA Quashes School District's Help For Student*
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65. CongressDaily
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67. The Washington Post
Back to Class . . . Already?
68. Austin American Statesmen
Record number of Texas schools given top grade
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Pay raises proposed for some teachers
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Schools plan what to do in case of shootings
71. Milwaukee Journal Sentinel
Doyle unveils effort to avert pupil violence
72. Detroit Free Press
New leader says Detroit presence is a possibility
73. Boston Globe
Communities, school districts to see record increases in state aid
74. Richmond Times-Dispatch
*THE OLD COLLEGE TRY SCRAMBLE FOR TUITION IS EASIER THE EARLIER
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75. Richmond Times-Dispatch
CONFUSED ABOUT HOW TO PLAN FOR TUITION?
76. The Pueblo (Colo) Chieftain
Magnet School Ready to Open Doors
77. Houston Chronicle
Public schools crumbling as tax money hard to find
78. The Washington Post
To a Degree, Darrell Green Has Filled the Last Hole in His Life
79. Chicago Sun-Times
Feds probe suburb teacher pensions

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80. BBC News
Bilingual ban takes effect

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

91. The Sacramento Bee

'LOOPING' KEEPS KIDS, TEACHERS TOGETHER FOR MORE THAN 1 YEAR

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92. Investors Business Daily

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Too good for the job

98. The (Boulder, Colo.) Daily Camera

Media bias distorts affirmative action debate

NATIONAL

1. Associated Press

08/03/98

Calif. School Bilingual Law Begins

LOS ANGELES (AP) - Thousands of kids headed back to school Monday, giving teachers, students and parents their first look at how California's new bilingual education law will translate in the classroom.

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

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

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

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

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

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

But some say the initiative was long overdue.

"They should have done something about it years ago," said parent Sylvia Velaz, whose 9-year old daughter spoke Spanish and then became fluent in English. "I don't think bilingual education works very well. If they're kept in an environment where they're speaking Spanish all the time, it won't do anything."

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

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

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

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

Instead, they will try to make the best of it, she said, vowing that Hughes Elementary would become one of the "best Proposition 227 schools" in the Los Angeles area. The school is located in the small working-class city of Cudahy, southwest of downtown Los Angeles.

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

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

The children did not actually say the word "slowly," but appeared to grasp its meaning.

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

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

2. The Washington Post

08/04/98; Edition: FINAL; Section: A Section; Page A03

In Calif. Classrooms, A Troubled Transition

Students, Teachers Struggle to Adjust On First Day of English-Only Education

By William Booth
Washington Post Staff Writer

The sweeping social experiment known as bilingual education officially ended today in the state where it began. Confusion reigned in many California school districts and defiance in others as teachers struggled to switch from Korean,

The end of bilingual education in California, the largest state in the union

Armenian and Spanish to all-English, all the time, often without the help of textbooks or lesson plans.

In Oakland and San Francisco, where schools do not open for another few weeks, officials were still holding out against implementation of Proposition 227, the voter initiative that passed with and the one with the largest immigrant population, is being closely watched by

overwhelming support on June 2. The initiative, sponsored by Silicon Valley software entrepreneur Ron Unz, replaced bilingual education with a year of English language immersion. Except in charter schools, students are then to be pushed into mainstream all-English classes.

other states also facing influxes of immigrant children. Reflecting

resentment over the spreading challenge, a bill curtailing funding for bilingual education has been introduced in Congress. But in the meantime, the change began today in Los Angeles.

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

"In an old house in Paris that was covered with vines, lived 12 little girls in two straight lines."

Some of the children understood almost every word (vine was a tough one), and waved their hands in the air to answer questions. But others seemed lost and withdrawn. "You see those faces?" asked Crabb later. "Total blanks."

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

How much Spanish?

"Nobody knows," said Alexandria Principal Carol Labrow. "As they've explained it to us, before we had a full cup of Spanish. Now we have a quarter cup. It is a precious resource and I'm telling my teachers not to waste it."

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

The termination of bilingual education has produced bitter feelings among many of its advocates, who believe that

students are well served by first learning reading, writing and core subjects such as math and science in their primary languages, and then being "transitioned" into all-English classes after several years. Many bilingual activists have charged that Proposition 227 was racist and anti-immigrant.

But opponents of bilingual education describe it as a failed experiment that became bogged down, where students spent years learning Spanish and not English, the language immigrant children most need to succeed. In California, only 7 percent of bilingual students made that elusive "transition" each year.

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

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

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

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

In another ruling, U.S. District Judge

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

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

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

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

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

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

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

Elementary School in Los Angeles. Crabb, left, used to teach in

Spanish and English but now must immerse her students in English. One student, Yolanda Alvarado, right, was among many students who needed help understanding what Crabb was saying. ■

3. Los Angeles Times

* 08/04/98; Edition: Orange County Edition; Section: Metro Desk; Page A-1

With Gestures, but Not Chaos, Prop. 227 Begins

By TINA NGUYEN;
BETTINA BOXALL

The post-bilingual age began in Los Angeles schools Monday with uncertainty, improvisation and a good

many hand gestures—but seemingly none of the chaos predicted by apprehensive educators.

And in Orange County, two of the school systems with the largest

enrollments of immigrant children continued to offer primary-language instruction. Officials of the Santa Ana Unified and Anaheim City school districts said they will continue to do so

until administrators craft solid plans for English-immersion programs.

That allowed Santa Ana first-grade teacher Victoria Boyd to read aloud a Spanish translation of the popular children's book "The Very Hungry Caterpillar" to her pupils at Benjamin Franklin Elementary School.

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

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

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

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

There were glazed looks of incomprehension and worry in some classrooms as teachers and students at 47 year-round elementary schools started a new semester, making them among the first in the state to return to class under Proposition 227, the June initiative that essentially eliminated bilingual education in California's public schools.

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

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

Santa Ana Unified officials said they plan to offer similar options. Their intensive English-immersion program will allow teachers to spend 80% of the time teaching in English and the rest of the class in the students' primary language. Also available will be a dual-immersion program that teaches students of various language backgrounds both Spanish and English.

Administrators from both Santa Ana Unified and Anaheim City said they intend to comply fully with the new law by their respective deadlines. However,

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

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

The majority of Van Nuys classes offered virtually no help in Spanish except for bilingual aides who gave occasional tips to students. Teachers tried hard to make their lessons clear by using gestures—one pointed to the floor when she asked the class to sit down. The teachers spoke slowly and clearly and frequently repeated words for the benefit of their students.

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

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

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

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

That is exactly why officials at Santa Ana Unified said they created by changing their official start day will help them develop a well-planned program, they said.

"Rather than spend our time lamenting that [Prop. 227] is here, we need to make good plans to make the program successful," Franklin Elementary Principal Robert McDonald said.

Backers of Proposition 227 let its first day of enforcement pass with little fanfare, though businessman Ron K. Unz, the oft-quoted sponsor of the initiative, announced a program to help monitor its

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

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

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

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

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

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

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

The district has developed four instruction options that parents of limited-English students can choose from: Immerse the pupils in English; instruct them almost entirely in English with classroom aides and fellow students offering native-language help (known as Model A); teach them almost entirely in English with a certified bilingual education teacher in class to help (known as Model B); apply for a waiver to place the child in a traditional bilingual program.

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

implementation. The "English for the Children Project," will take calls from whistle-blowers on a toll-free number.

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

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

As late as Friday, two federal courts ruling in separate lawsuits filed by civil rights groups gave the initiative a green light.

Officials of the Mexican American Legal Defense and Educational Fund, which vehemently fought Proposition 227, said last month that they would urge as many parents as possible to apply for waivers to thwart the initiative.

It is too soon to tell if such waiver requests will come pouring in, but there was no great demand Monday. Only a handful of parents asked about them at back-to-school meetings with administrators at San Pedro Street Elementary. Some parents at the sessions did express fear, though, that their children would somehow forget how to speak Spanish. A few wanted assurances that some Spanish would be used in the

classroom.

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

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

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

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

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

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

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

■

4. San Diego Union-Tribune

August 4, 1998

English-immersion era under way as Prop. 227 reaches the classroom

By Chris Moran and Anna Cearley
STAFF WRITERS

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

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

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

The passage of Proposition 227 in June means Iris's teachers will speak Icelos Posos, a 14-year-old eighth-grader at Washington Middle School in Vista, said she already notices the difference. She gave terse answers to questions during a break, and said this year is more difficult "because it's mas (more) English."

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

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

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

When Wright began assigning seats,

overwhelmingly in English. In Vista Unified School District, that means at least 70 percent of the time.

The voter-approved proposition ended most bilingual education in the state's public schools. Instead, limited-English-speaking students receive a one-year crash course in English backed up by bits of their first language.

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

Most local schools won't be affected. Daisy blurted out, "Yo quiero sentarme alla, (I want to sit there)," pointing to a vacant seat next to a boy.

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

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

At Felicita School in the Escondido Union elementary district, teacher Tatiana Dearing went over class rules, and the consequences of breaking them, with her second-graders. It was all done in English, slowly and with hand motions.

"If you need to get a drink of water, then you push in your chair and go to get a drink," she said, pointing to the faucet in the back of the room. "But there's only one person at the fountain at a time."

until classes resume this fall. The measure will impact 1.4 million students with limited English skills statewide.

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

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

She passed out crayons and rulers, and reminded the students not to break them or use them as weapons. The students started to fill out a work sheet, finding classmates who "like to read" or "walk to school." A picture accompanied each phrase, so they could figure it out. A few asked Dearing in Spanish what the words meant, and she explained to them in English until they understood.

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

Marcela Torres, 6, admitted that "not everything" was making sense in English. Israel Martinez, 7, made a similar assessment, and said he wants to learn English.

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

of Spanish by 11:25 a.m., and switched to English for her first-graders' geography and penmanship.

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

Felisha, a native English speaker, complied. But Sheila to her left and Lisette to her right (the school forbade the use of last names) merely continued to look at the teacher.

It wasn't until Childs showed them by drawing her hand out of a desk and onto its surface that the Spanish speakers followed the directions.

Vista Superintendent Dave Cowles said the new law did not cause any unusual disruptions, though it drew plenty of media attention to the 25,000-student district.

"I think this will be a significant

change. I hope that this makes for a quicker transition to (the) English language," he said.

That would please Maria Rojero. Her 6-year-old daughter, Karina, started an English immersion program last year.

"I don't understand much English," Rojero said in Spanish, "but I don't want my children to be like me."■

5. World Today (CNN)

August 4, 1998

Bilingual Education Dropped from California Curriculum

JIM MORET, CNN ANCHOR: As thousands of children in Los Angeles head back to school this week, a new state law is making the return more stressful than usual for some of them. It requires children whose first language is Spanish to be taught only in English.

CNN's Anne McDermott reports.
(BEGIN VIDEOTAPE)

ANNE MCDERMOTT, CNN CORRESPONDENT (voice-over): You're about to see something a little amazing.

PATRICIA YURICH, 1ST GRADE TEACHER: The first word I want you to write on your paper is "cat."

UNIDENTIFIED CHILD: Easy.

MCDERMOTT: And it was easy, even though some experts predicted these Spanish-speaking kids might fail at English immersion classes. English immersion: in California schools, that's what's replacing bilingual education, which some believe became less and less

MCDERMOTT: Eager to learn.

"bi" as time went on and more and more Spanish.

In June, voters passed California Proposition 227, which dropped bilingual education in favor of English immersion. Now some critics of 227 saw it as something of a racist slap at Spanish-speaking school children. But supporters pointed out that nearly half of Los Angeles school children speak limited English and argued something had to be done. And they got support from a somewhat surprising quarter. They got support from some Spanish-speaking parents.

Alice Callahan, who runs a day care center for poor families, says many of them believe no English means no way out.

ALICE CALLAHAN, PROPOSITION 227 SUPPORTER: The families that come to Las Familias work in the garment district sweat shops. They sell tamales on corners. They clean

Anne McDermott, CNN, Los

offices downtown. It's not a future they want for their children.

MCDERMOTT: What does this woman want for her child?

UNIDENTIFIED FEMALE (through translator): I want her to learn to speak English, but at the same time, that she doesn't stop speaking Spanish. MCDERMOTT: The principal at Los Angeles' Alexandria Avenue Elementary School says she's not completely sold on English immersion yet, but admits she's discovering the children know more English than she thought they did.

YURICH: What does "plant" mean?

MCDERMOTT: And Ms. Yurich's first graders are learning even more.

(on camera): Do you think people underestimated the kids?

YURICH: I kind of think so. I do. Because at an early — at a young age like this, they're very adaptable, and they're so eager to learn.

Where did it go?

Angeles.■

6. World News Tonight (ABC)

08/03/98Section: NEWS;

A CLOSER LOOK PROP 227 LEADS TO CONFUSION IN CALIFORNIA CLASSES

By JUDY MULLER

CHARLES GIBSON

CHARLES GIBSON: Tonight, "A Closer Look" at one of the most hotly debated issues in America — bilingual education. Some argue against it, saying that if children raised in non-English-speaking families are going to succeed in America, they need to know and learn in English. Others argue that children can learn and flourish in a

bilingual environment.

In California today, it is the first day of classes in what's supposed to be a new era in education. Proposition 227 goes into effect — the measure passed by California voters in June that seeks to end bilingual education once and for all. But will it really do that? ABC's Judy Muller reports on the California confusion.

STUDENTS: I pledge allegiance to the flag...

JUDY MULLER, ABC News: (voice-over) These children are among the first in California to get a taste of Proposition 227. In the words of the law, "nearly all" instruction must now be in English.

CATHERINE KENNEY, Teacher: Can everybody say bathtub?

STUDENTS: Bathtub.

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

CATHERINE KENNEY: Our understanding at the meetings that we've had is that we can have a very broad interpretation of that. It could be 51 percent, you know, really kind of pushing it.

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

CATHERINE KENNEY: Buenos dias, ninos.

JUDY MULLER: (voice-over) Previously, children were instructed in their native language and gradually transitioned into English. Now, they are immediately placed in an English immersion class. But there is a legal loophole. After 30 days, parents can sign a waiver requesting their child be moved to a bilingual program. At Walnut Park Elementary in East L.A., the faculty's confusion is typical.

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

GROUP LEADER: It will still be the same kind of program that we're running right now. Yeah.

JUDY MULLER: (voice-over) Backers of Prop 227 worry that too many waivers from parents will result in bilingual education as it used to be in schools from San Diego to San Francisco. Educators say the 30-day waiver creates a scheduling nightmare, because teachers and classes may have to be reshuffled after the first month of school.

CORA WATKINS, Assistant Principal: It's kind of like being a semi with a flat tire. We're rolling down the road. We started July 1. We're expected to change the tire en route.

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

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

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

JUDY MULLER: Will they take them back?

CORA WATKINS: Extremely doubtful.

JUDY MULLER: Many educators opposed Prop 227, arguing that a one-size-fits-all ballot initiative does not

make for sound educational policy. Now that they must comply with the law, a lot of them are wondering who will police it?

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

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

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

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

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

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

LITTLE GIRL NEAR SWING: Get off it.

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

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7. World News Tonight (ABC)

08/03/98Section: NEWS;

A CLOSER LOOK MIAMI IS PROUD OF ITS BILINGUAL PROGRAM

By REBECCA CHASE

CHARLES GIBSON

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

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

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

1st STUDENT: Something that makes hair shorter.

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

(Students speaking Spanish)

REBECCA CHASE: (voice-over)

About a third of the students here enter school unable to speak English fluently. But by fourth grade, most are fluent in English...

2nd STUDENT: It's like a cup that keeps - that makes things hot.

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

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

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

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

REBECCA CHASE: (on camera) In Miami, the "real world" is bilingual.

Fifty percent of the population here is Hispanic. Being able to speak both English and Spanish is increasingly an economic necessity.

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

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

REBECCA CHASE: (voice-over) That's why earlier this year, the school board voted to spend more than \$2 million to expand bilingual education. Here, the goal is to prepare all students

for a future where one language will not be enough. Rebecca Chase, ABC News, Miami.

CHARLES GIBSON: When we come back, risking the future. Teens and gambling — results from an alarming

new study.

8. All Things Considered (NPR)

08/03/98Section: News; Domestic;

California Bilingual Education

California's new bilingual education regulations officially take affect today. A newly-passed voter initiative, Proposition 227, puts strict limits on the length of time that children in the state's schools may receive assistance in their native language. Although most schools won't begin classes until September, year round schools will have to implement the new law today.

By Linda Wertheimer
Washington

DC; Mandalit delBarco, Los Angeles, CA

LINDA WERTHEIMER, HOST: In California, thousands of children began their school year today under the state's stringent new regulation for bilingual education.

In June, California voters passed a DELBARCO: Most of the Central American first-graders in Serraya Vasquez's (ph) class can already count in English. But now, when they talk to her in Spanish, the former bilingual teacher responds in English.

SERRAYA VASQUEZ, BILINGUAL TEACHER: English. Try — try it.

STUDENT: Twenty.

VASQUEZ: Twenty. There you go. How 'bout — what if we...

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

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

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

DELBARCO: In the past few weeks, teachers and school board members in Los Angeles have been hurriedly

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

MANDALIT DELBARCO, NPR REPORTER: On the playground at Alexandria Elementary, the kids are doing what they always do during recess: play ball games, giggle, and talk to each preparing for the change. After 30 years of instructing students in their native languages, sometimes their entire school career, bilingual instruction will be limited to one school year.

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

Carol Labrow (ph) is the principal of Alexandria Elementary.

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

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

other in Spanish. Eighty-five percent of the students here come from Spanish-speaking homes. But on this first day of school, their classes were conducted in English only.

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

All of those questions have yet to be answered.

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

TEACHER: Entiendes (ph), or no?

SIX-YEAR-OLD AILEEN: No.

TEACHER: No, entiendes (ph).

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

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

Mandalit delBarco, NPR News, Los Angeles.

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

9. All Things Considered (NPR)

08/03/98Section: News; Domestic;

Colorado Bilingual Education

In Denver, the debate over bilingual education has taken a radically different tack than in California. After complaints by parents, the federal government

may take the city to court for failing to provide adequate bilingual education. The city program runs for 3 years, but parents want up to 7 years' instruction in kids' native languages.

By Robert Siegel

Washington

DC; Aaron Schacter, Denver, CO

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

As Colorado Public Radio's Aaron Schacter reports, this is the first time the federal government has threatened to sue a school district because its bilingual education program is not adequate.

AARON SCHACTER, NPR REPORTER: In this Biology I class at West High School in Denver, ninth and tenth graders sit perched atop metal stools surrounded by sinks and gas

MARTINEZ: Denver has never ever implemented bilingual education or anything — any form — of teaching non-English speaking students in an effective and serious manner. SCHACTER: Martinez is especially dubious of the district's plan to move kids out of bilingual education within three years. She claims it takes about five to seven years for students to become truly proficient in English.

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

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

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

SCHACTER: And Martinez says not a thing has changed since the suit was filed. Denver school officials acknowledge the problems. Denver school board member Rita Montaro (ph) says as late as two years ago, students were taught by unqualified teachers equipped with meager supplies.

burners — a typical high school science class. Except in this class the students are instructed in Spanish.

SOUND OF TEACHER INSTRUCTING AMERICAN STUDENTS IN SPANISH

SCHACTER: This is an example of how school officials in Denver believe bilingual education should be taught. It's part of a three-step approach. Content is given in a native language, most often Spanish.

When a student is ready, he moves on to transitional level courses called sheltered English with classes taught mostly in English. And, as language skills get better, the child is mainstreamed. School officials expect the process to take three years.

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

SCHACTER: But in the last two years, Montaro says, Denver has spent more than a hundred thousand dollars on books and supplies. And she says qualified bilingual education teachers have been hired.

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

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

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

LU LIN YANG (PH), DENVER PUBLIC SCHOOL BILINGUAL

principal at West High School.

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

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

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

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

INSTRUCTOR: OK, everybody: Rarely.

STUDENTS (in unison): Rarely.

LU LIN YANG: Rarely.

STUDENTS (in unison): Rarely.

LU LIN YANG: OK. Different.

STUDENTS (in unison): Different.

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

STUDENTS (in unison): Currently.

LU LIN YANG: Straight.

STUDENTS (in unison): Straight.

LU LIN YANG: Thin.

STUDENTS (in unison): Thin.

LU LIN YANG: Not tin. Thin.

STUDENTS (in unison): Thin.

LU LIN YANG: Thin.

STUDENTS (in unison): Thin.

LU LIN YANG: Through your tongue. Thin.

STUDENTS (in unison): Thin.

LU LIN YANG: OK. That's better.

OK, you have to remember...

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

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

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

LIN YANG: You're not going to have

the highly educated professional people moving to the states. You're going to have lower-class, the people that can't make it in their own country that are very poor. They're going to come whichever way they can to the United States to make a better life. And then they bring their family.

SCHACTER: While people like Lin

Yang scramble to teach kids from other countries, the city, federal government, and parents are squabbling over what a bilingual program should look like and how long kids should be in it.

No one appears to know the answer; but in Denver, both school officials and the federal office for civil rights claim to have the right idea. The Department of

Justice is reviewing the case and is expected to decide later this year if it will take Denver public schools to court.

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

■

10. ABCNews.com

August 3, 1998

In California, Proposition 227 Begins This Week: Back to the Big E for the 3Rs

By Rebecca Leung
ABCNEWS.com

Aug. 3 — A California initiative banning bilingual education formally takes effect this week, and teachers are struggling to answer an increasingly

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

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

'Considerable Disruption' Civil rights groups tried Friday to block implementation with a lawsuit charging that the plan was put together too hastily and lacked adequate teacher training and a fully developed curriculum. But a federal judge denied them an injunction that would have prevented the English-only measure from taking effect today. Meanwhile in Los Angeles, a district judge refused to block the nation's second-largest school district from proceeding with a new teaching plan aimed at complying with Proposition 227. The ruling clears the way for the Los Angeles Unified School District to educate its 312,000 students with limited English proficiency without the benefit of teaching them in their

imperative question: How will Proposition 227 be applied in classrooms?

"Some teachers are definitely pulling their hair out," says Dale Martin, a spokeswoman for the California Teachers native languages. "There's no question it will cause a considerable amount of disruption," said U.S. District Judge Lourdes Baird. "But as far as the magnitude of the change, the methodology is basically going to be the same."

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

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

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

Association. "They're lost," agrees Jim Sweeney, superintendent of the Sacramento City Unified School District. "I can't remember anything like this."

using her authority to waive most education laws for alternative and magnet schools.

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

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

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

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

The Associated Press contributed to this report.■

11. Associated Press

08/03/98

Clinton Warns of Veto To Help Kids

By SONYA ROSS Associated Press
CHEVERLY, Md. (AP) - Accusing Congress of trying to put young

Americans' futures "in the back seat," President Clinton said Monday he will veto any federal budget that lacks money

for a summer jobs program and the education proposals that he wants.

The president looked out at a roomful

of summer workers at Prince George's Hospital Center and said that he, like them, had worked during his breaks from school in jobs funded by the federal government - and today he is in the White House.

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

House Appropriations spokeswoman Elizabeth Morra called the veto threat "unfortunate," and said Republicans were simply "prioritizing spending" and trying to stay within the balanced budget agreements.

White House spokesman Barry Toiv

House leaders have said they are working to provide funds for such programs in a way they believe to be most effective. House Education Committee Chairman Bill Goodling, R-Pa., has promised to propose legislation that would consolidate 31 education programs and send \$800 million directly to public schools.

Morra, the house Appropriations spokeswoman, called Clinton's veto threat "unfortunate," saying GOP lawmakers tried hard to set spending priorities within the boundaries of the balanced budget agreement. She said they felt it better to ensure a \$1.2 billion increase in funding to the National Institutes of Health for medical research efforts, which Clinton also has advocated.

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

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

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

"It would show the American people that it is possible to make bipartisan progress on this most difficult of political reform issues," Clinton wrote. "A partisan minority continues to resist change. The members of the House have

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

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

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

Terence Newton, a 15-year-old who is

a chance to change that pattern."

The young workers Clinton met Monday were taking part in the federal summer jobs effort through the Summer Academic Enhancement and Career Exploration Program run by the Private Industry Council. A spending bill the House may consider this week would eliminate the \$871 million jobs program and provide less than the president wants for Head Start, tutoring efforts and some other school programs. Head Start is an early childhood education program for the poor.

"The House Republican plan puts politics ahead of people and puts your future in the back seat. That is wrong," Clinton said. "If a bill like the one that is proposed by the House Republicans passes, I will veto it."

working this summer as a patient escort at the hospital, said he now understands the demands of work, from adhering to dress codes to taking his duties seriously.

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

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

12. Christian Science Monitor

August 4, 1998

The Challenge for Schools: Connecting Adults With Kids

Gail Russell Chaddock,
Staff writer

of The Christian Science Monitor

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

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

That is the conclusion of Patricia Hersch, whose recent book, "A Tribe Apart" (Ballantine), takes a close look at the daily lives of eight teens in the picture-book suburb of

Reston, Va. "Kids have been growing up without a substantial adult presence in their lives for years, and we're only beginning to see the consequences," she says.

The book is not another exercise in parent-bashing. Nor does it plunk all the blame on the schools. But both parents and educators will find much to ponder

in the stark and riveting accounts these kids give of their lives. In the end, caring teachers and parents make a difference.

We meet Jessica Jones (not her real name) at 13. Her parents are loving and attentive, but friends' parents offer access to empty bedrooms, drugs, car keys, and liquor. A friend's rape prompts her to rethink sneaking around and boozy nights. Brandon, a Boy Scout, resents coming home to an empty house and worrying over money after his father's job loss. He turns to pushing drugs and tagging underpasses as a graffiti artist.

Charles's parents are successful black professionals, but their achievements can't shield him either from racist slurs or the trash-talking "ghetto boys" at his high school. Joan attempts suicide, and Jonathan succeeds.

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

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

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

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

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

She began research for the book by spending a year observing classes every day at a local middle school. She contacted the parents of 60 kids for permission to talk to their children. ("I worried about how easily some parents granted permission - some didn't even

June.

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

A rise in high-risk behavior

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

The percentage of students reporting illicit drug use, for example, increased substantially between 1992 and 1996 - up to 26 percent for 12th-graders, 23 percent want to meet me," she says.) Eventually, she narrowed the focus to eight, and spent three years talking to them.

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

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

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

for 10th-graders, and 15 percent for 8th-graders. More than 1 in 3 10th-graders reported that they had been threatened or injured at school during the previous year, according to a recent survey by the Washington-based National Education Goals Panel. Adding to a sense of urgency in this debate are recent schoolyard killings in Springfield, Ore., Edinboro, Pa., Jonesboro, Ark., West Paducah, Ky., and Pearl, Miss.

As schools gear up to reopen this month, many districts are adding metal detectors, more police, safety audits, and early-warning guides for teachers to ensure safer schools. But the cornerstone of this effort must be reestablishing ties with students, educators say.

make good choices," he says.

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

Making time to listen

In Alexandria, Va., Riley and Attorney General Janet Reno met recently with students about safety at T.C. Williams High School. Students spoke of the need to listen. "I have lots of friends who get into trouble in school, and I ask them, 'What did your parents say?' and they tell me that they were too busy or didn't care," says Mohamed El-Hassan, whose family moved from Sudan five years ago.

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

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

13. Christian Science Monitor

August 4, 1998

Tackling the SAT? Test-Prep Help Abounds

WASHINGTON — For high school students, it's an academic challenge dreaded more than reading the English epic poem Beowulf: The SAT and ACT college-entrance tests.

But put away the pencils and grab a computer mouse. Test-preparation programs on the Internet and CD-ROMs

that slide into home computers are flooding the market.

With colorful graphics, cartoon figures, personalized practice tests, and test-taking strategies, the computerized products - as well as commercial prep classes and private tutors - appeal to many of the more than 3 million test

takers tackling the Scholastic Assessment Test and American College Testing program exam each year.

Students preparing for the tests can find free help on the World Wide Web. They can buy prep books, mostly priced between \$10 and \$30. There are CD-ROM disks for personal computers,

selling for around \$20 to \$50. Coaching classes cost from \$60 for a high school English teacher doing test-prep on the side to more than \$500 or \$600 for classes from national commercial companies. Some parents spend thousands of dollars for private sessions, including some offered at well-to-do vacation spots like Martha's Vineyard, off the Massachusetts coast.

Educators caution that not all students need to invest in test-prep software or classes. They advise students to check out

free materials and determine whether their preliminary college-entrance test score will be adequate to obtain admission from the college they've chosen.

To get a preview of the ACT, Paul Silva, a senior at Ponderosa High School in Parker, Colo., loads a CD-ROM, sold by Kaplan Educational Centers, into his computer. "You put in the CD. It's like you're driving a car and you have a road map to the ACT. After you take the pretest, it tells you what areas you need

to work on," he says.

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

14. Christian Science Monitor

August 4, 1998

Summer and Basic Skills

Amelia Newcomb,
Staff writer

of The Christian Science Monitor

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

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

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

The research is sobering. A recent study looked at the difference in reading comprehension skills between

high-poverty and middle-class students at the end of elementary school. More-advantaged kids moved steadily ahead over the years, while high-poverty children barely budged. The problem, the study stated, lay almost completely at the feet of differing summer experiences.

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

Most kids lose some academic skills over the summer. But those from more-prosperous homes often get camp, summer classes, or most important, many informal learning, playing, and reading opportunities to keep them on track.

A number of urban systems are requiring more summer classes for students who have fallen behind - a move that is often popular with inner-city parents and the kids themselves, in part because it keeps them safe and with other children. But experts say that some informal (and free) efforts can make a difference as well.

Janine Bempechat, assistant professor

in human development and psychology at the Harvard Graduate School of Education in Cambridge, Mass., makes a key point: If adults show interest, kids typically will as well. If you both liked the movie "Contact," for example, read the book (by Carl Sagan) aloud. Try to find someone, or a university, who has a telescope you can check out. Do the shopping together, making a game out of reading labels and sorting items. Borrow library passes to museums.

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

Read*Write*Now!" program encourages children to read 20 minutes and write 10 minutes each day. Partners meet with children once or twice a week. The department provides activity books, including "summer home recipes" in reading, math, and history (Contact 1-800-USA LEARN or www.ed.gov). The department also has materials for preschool kids.

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

15. Associated Press

08/03/98

Reno Urges Laws on Kids and Guns

By LAURIE ASSEO Associated Press
TORONTO (AP) - Attorney General Janet Reno told the largest U.S. lawyers' organization Monday that more must be done to keep guns away from children and help end a national "culture of violence."

"There can be very few people in the

United States who disagree with the proposition that no one should possess a gun unless they know how to safely and lawfully use it, and evidence a willingness and capacity to do so," Reno told the American Bar Association's policy-making House of Delegates.

"States must enact and enforce laws

requiring gun owners to store their weapons securely so that children cannot get access to them," she added.

Pointing to the recent fatal shootings inside the U.S. Capitol and killings at a number of schools around the country, the attorney general said gun-related violence is a major threat to Americans'

safety. While Toronto had only 100 gun killings from 1992 through 1996, Chicago - a similar-sized U.S. city - had 3,063 gun homicides during that same period.

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

"Thus, reducing the number of injuries

The ABA's House of Delegates passed a resolution Monday seeking stronger

and deaths influenced by others must clearly continue to be a national priority," the attorney general said.

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

"We need to teach these young people that guns kill and maim for life ... that guns really do kill," Reno said. "The efforts to deal with school gun violence, including firearms education, mediation

bottom line is that lawyers can change our country's attitude about guns ... We can end the culture of violence in this nation."

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

to head off disputes and stronger laws to keep guns away from young people. ■

16. Associated Press

08/03/98

MIT Requires Online Applications

By ROBIN ESTRIN Associated Press

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

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

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

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

Admission Counseling.

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

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

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

About two dozen other business schools, including Harvard, Columbia, Dartmouth, Northwestern, the University of Texas, Tulane, Michigan State and the University of California-Davis, will accept electronic applications through the GradAdvantage Web site, which went

online Aug. 1.

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

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

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

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

17. The New York Times

08/02/98 Section: Education Life Supplement; Section 4A; Page 12, Column 1

Students Abroad Find A Wealth of Choices, And Even Bargains

By Robert D. Hershey Jr.

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

While distractions remain, foreign study these days is a far different proposition. No longer confined largely to language courses, study abroad offers a

vast array of places and subjects from which to choose.

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

"I don't know any country that has colleges as expensive as here," said Paulo Sotero Marques, a Brazilian journalist

who lives in Washington and has three college-age children.

Nissa Petersen spent the 1997-1998 academic year studying sociology at University College in Cork, Ireland. The cost, including housing and one-way air fare but not meals, came to \$15,200 — not inexpensive but significantly less than the \$20,000 or so she would have paid to Salem College in Winston-Salem, N.C., where she was enrolled back home.

"I was pleasantly surprised," said

Virginia Petersen, Nissa's mother. "I thought it would end up costing more."

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

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

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

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

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

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

With hundreds of foreign-study programs, finding the right one often involves one of the two dominant

For her part, Nissa Petersen said the savings gave her the sense "that I wasn't placement bureaus that have made a business of linking American students with appropriate courses in foreign institutions. One is the Institute for Study Abroad at Butler University in Indianapolis; the other is Beaver College in Glenside, Pa., a suburb of Philadelphia. The broker, who takes care of all arrangements and continuing supervision, is paid a fee that varies by place and situation and is built into the total cost quoted.

Students seeking the widest options may want to consult one or more of the standard references published by the

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

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

Britain and Ireland

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

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

Beaver also places students in Ireland. University College Galway exerts the strongest pull on Americans, especially

gallivanting around at my parents' expense."

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

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

Rutgers University has a junior-year program for study at one of 10 English and Scottish universities that students are assigned to after they are accepted into the program. Students from other colleges and universities get secondary consideration. Costs range from \$14,280 a year for New Jersey residents to attend the Universities of Bristol and Sussex to a high of \$21,370 for students from other states who attend University College London. The prices do not include room, board or air fare.

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

Rutgers Study Abroad Office, 102 College Ave., New Brunswick, N.J. 08903; (732) 932-7787 (www.rutgers.edu/academics/study/uabroad/sao.html).

Germany

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

As might be expected, however, this policy has led to an emphasis on one-for-one exchanges between American and German students, making arrangements more difficult. A good source of information on scholarships, visas and other foreign-study matters is the New York office of the German Academic Exchange Service, 950 Third Ave., New York 10022; (212) 758-3223 (www.daad.org).

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

One is in Berlin (\$9,000 a semester, \$16,200 for a full year, including lodging but not meals), and two are in Freiburg.

One Freiburg program, on the European The University of Maryland University College runs sizable German programs, mostly for the military, but it also offers one in Schwabisch Gmund for civilians planning careers in international business. This English-language curriculum costs \$11,000 a year for Marylanders and \$16,000 for nonresidents, including room and board.

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

Italy

Florence, not Rome, is the most popular Italian destination for American students, with Georgetown University, Smith College and Sarah Lawrence College offering programs of some renown. But the program that educators usually mention first is run by Syracuse University, which for more than 30 years has been a sizable presence with its own campus in this arts capital, a virtual museum without walls. Art history and architecture are the chief subjects of study for the American contingent — 200 strong last semester.

This program is unlikely to be a money-saver, though, because Syracuse charges the same amount, about \$13,000 a semester, that students pay at its campus in New York State. The price includes housing, some meals and one-way air fare. Students who join the program from higher-priced universities might find Florence cheaper than, say, Yale or Princeton, but even as a financial wash, the sunny seat of the Medicis is hard to resist.

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

Fairfield University, a Jesuit institution in Connecticut, offers two monthlong summer programs and one-semester and full-year programs. Cris Bowers, Florence Program Assistant, Fairfield University, Dolan House, Fairfield, Conn. 06430; (203) 254-4220 (www.fairfield.edu/sce/index.htm).

New York University has begun offering a year in Florence for freshmen. New York University Study Abroad Admissions, 7 East 12th St., Room 608, New York 10003; (212) 998-4433 (www.nyu.edu/studyabroad/under

Union, costs \$8,400 for the semester, including lodging but not meals.

Institute for the International Education of Students, 223 West Ohio graduate/florence.html).

Central and South America

The University of Costa Rica attracts students interested in the rain forest and other environmental subjects; a brochure mentions the country's 800 varieties of butterflies. The university has become such a magnet for foreigners that some students have complained about a lack of connection to the local populace.

The University of Kansas sponsors a highly regarded program that costs only \$5,300 a semester, \$4,300 for those enrolled at the Kansas school. This price covers everything but transportation and includes intense Spanish-language study.

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

The University of Illinois leads an American consortium that expects to place 70 students in one or more of three top institutions in Buenos Aires this fall. The three are the University of Buenos Aires, still a center of political ferment but not as strike-prone as it used to be; the Catholic University of Salvador, and Torcuato Di Tella University, which has rigorous economics and business programs.

"This isn't a fun-in-the-sun type of program," said Joan Solaun, foreign-study director at the University of Illinois, noting that the program requires two weeks of orientation at an Andes retreat. Tuition, room and board come to \$7,985 a semester.

Study Abroad, University of Illinois, 115 International Studies Building, 910 South Fifth St., Champaign, Ill. 61820; (217) 333-6322 (www.uiuc.edu/providers/ips/sao/).

The Middle East

Israel offers many choices for foreign students. Its five principal universities have formed a consortium to coordinate efforts, but each maintains individual admissions requirements and sets its own price, although costs for each are around \$10,000 a year for tuition and housing. The Hebrew University of Jerusalem and Tel Aviv University are the most popular choices of American students. Bar-Ilan University, in a Tel Aviv suburb, concentrates on Jewish heritage; Ben-Gurion University of the Negev in Beersheba offers a desert experience, and the University of Haifa exploits its location in a cosmopolitan port city and

St., Chicago, Ill. 60610; (800) 995-2300 (www.iesabroad.org).

center for high technology.

The Hebrew University of Jerusalem, Office of Academic Affairs, 11 East 69th St., New York 10021; (800) 404-8622 (www2.huji.ac.il/www/usfos/top.html). Tel Aviv University, Office of Academic Affairs, 360 Lexington Ave., New York 10017; (800) 665-9828. Bar-Ilan University, Office of Academic Affairs, 91 Fifth Ave., Suite 200, New York 10003; (888) 248-9327. Ben-Gurion University, Center for International Student Programs, 342 Madison Ave., Suite 1224, New York 10173; (800) 962-2248 (www.bgu.ac.il/osp/). University of Haifa, Overseas Student Programs, 352 Seventh Ave., New York 10001; (800) 334-0755 (www.haifa.ac.il).

An intriguing new Arab-studies program is being offered this fall in Sana, capital of newly unified Yemen in the southwestern corner of the Arabian peninsula, along ancient trade routes for spices and luxury goods. The 10-week program consists of Arabic and two other courses: one on the country's 5,000-year history, the other on its current political science. Study of Arabic is recommended before starting the program, but it is not required. Registration is through Portland State University in Oregon, which has more than 30 years of experience in the Middle East. The Yemeni program costs \$5,500, which covers tuition, lodging and at least one meal a day.

Study Abroad, Portland State University, P.O. Box 751, Portland, Ore. 97207; (503) 725-8246 (www.oaa.pdx.edu/International/InternationalEd/studyabroad).

Australia

Sydney, host to the Olympic Games in 2000, is becoming a highly popular destination for American students. In size and breadth of curricula, institutions like the University of Sydney and the University of New South Wales are similar to state-financed universities in the United States. The cost is \$11,500 to \$12,000 a semester, including housing and air fare, but not meals. The first semester runs from February to June and the second from July to November.

A student must take a full course load to qualify for a student visa, and a guidebook cautions that foreign students are sometimes "surprised at the workload required of them."

Butler is the main broker for

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

Institute for Study Abroad, Butler University, 4600 Sunset Ave., Indianapolis, Ind. 46208; (800) 858-0229, (www.butler.edu/www/isa). Study Abroad Adviser, University of

Sydney, NSW Australia 2006; 61-2-9351-5841 (www.usyd.edu.au/su/io). ART Drawings■

18. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 28, Column 1

Why Johnny's Doing Calculus: The Booming Education Industry

By Jim Yardley

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

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

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

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

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

In doing this, Ms. Trindade joined thousands of other parents across the country who are plunging into the vast world of "supplemental education," of which chains like Huntington, Sylvan and Score! make up only a part. In the past five years, an enormous educational industry has taken off to meet the needs and demands of parents who are either frustrated with schools, or fearful that their children will fall behind in an increasingly competitive world.

The amount of products and services — how-to books, software titles, learning centers, private tutoring programs — is stunning. Since 1991, Sylvan, one of the first chains of storefront learning centers, has grown from 466 to 700 outlets across

the country, with more than 124,000 students registered last year. Huntington is also expanding, from 112 centers in 1995 to a planned 200 by the end of this year.

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

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

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

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

Probably not. But parental anxiety over education and future success certainly helps explain some books, like "Career Coaching Your Kids, for Ages 6 to 26. The volume of materials hasn't necessarily made for more clarity: Different books and tutoring programs often espouse contradictory advice, like using the phonics or whole-language approaches — or neither — to help children learn to read. Some child development experts note, meanwhile, that many "new approaches" on the market are merely repackaged old maxims like drills and memorization.

What also concerns many development experts is the notion that

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

"There's a magic bullet for everything now," said Gail Furman, a Manhattan child psychologist who works with several private schools. "If you're depressed, you take Prozac. If you're impotent, you take Viagra. If you have a learning problem, you get tutored, get tested and you think it will all get better. But that's not always true."

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

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

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

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

has been identified as a youngster with severe learning problems," Dr. Furman

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

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

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

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

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

Vickie Glazar, a Sylvan spokeswoman, noted that Sylvan uses the respected California Achievement Test to make its assessments; Huntington uses a combination of tests, including parts of the California test.

But another potential area for conflicts of interest can come from "co-branding." In one example, Sylvan and the software company Virtual Knowledge have a relationship in which children who take Virtual Knowledge's "Children's Skills Test" assessment software are nudged toward Sylvan for help.

Though Dr. Levine has not seen that test, he cautioned parents about placing too much weight on findings from any generalized, at-home computer assessments. In many ways, this assessment is a descendant of the old at-home I.Q. tests. Designed to be "fun" and not intimidating to children, the at-home assessment software is based on

said. "Her parents have been advised to get outside tutoring and counseling, and the Iowa Skills Test and the California Achievement Test, according to company officials.

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

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

"The parent is faced with all these options and they have limited resources," said Mr. Green, whose book, "Finding Help When Your Child Is Struggling in School," will be published later this summer by Golden Books. "What they know is: 'I have a child who is bright and capable, but he is not working at a level commensurate with his ability. So what can I do?'"

Experts worry that lower-income children, many of whom would greatly benefit from extra help, are far less likely to get it, pushing them even further behind academically. Educational software begins at around \$30. And most poor families don't have home computers in any case. One session at a learning center, meanwhile, can cost \$55 to \$75 an hour, depending on the child's age and skill level, and the centers suggest three hours a week — putting the price beyond the reach of many middle-class families as well.

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

In response, a small number of public school systems, using Federal grants, have contracted with Sylvan to operate tutoring centers in disadvantaged schools. And there are nonprofit programs sprinkled across the country. The Readnet Foundation operates programs in five upper Manhattan schools, using computers and specially designed software to provide intensive reading support and tutoring for underprivileged children. But these programs are the exceptions.

that she may not be a candidate for the school."

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

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

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

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

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

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

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

On the surface, chains like Sylvan and Huntington may seem as similar as McDonald's is to Burger King. Both use a ratio of one tutor per three pupils and both have similar hourly rates. But Sylvan offers an incentive plan in which students can earn points toward winning a prize, such as a skateboard; Huntington considers rewards to be the wrong message. Sylvan guarantees that a student's reading skills will jump at least one reading level after 36 hours of

tutelage; Huntington doesn't make

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

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

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

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

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

Diane Shohet, an executive producer with Hasbro Interactive, which makes computer games with an educational bent, said that "edutainment" is the most recent trend for children. In edutainment, the emphasis is on visual graphics and "fun" animated characters. "People are doing more entertainment-form titles that happen to have some education in them," Ms. Shohet said. "Fun," of course, is part of the attraction of software; unlike rote school exercises, children embrace

guarantees.

software learning games.

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

But even educators involved with software worry that some products labeled as educational are merely thinly veiled video games. Robin Hubbard, executive director of the Readnet Foundation, which has developed a reading software program in conjunction with Teachers College, said most titles "for younger children are really just pleasant looking, not based on academic theory, generally."

"The software the little kids are using really has to be a close relative to the television they have been watching," she said. "Otherwise it won't hold their interest."

What is lacking is an easy way to make sense of it all. In this, the Government offers little help. Charles Blaschke, head of Education Turnkey System, a market research group that monitors Federal and state initiatives for software, said that the last major study of computer-based education in schools was done in 1975. For simply weeding through the options, the Web sites of Family PC, Children's Software Revue, Home PC and Technology & Learning offer reviews of new software.

Some educators say the evolution of software is already transforming the learning process for the better. Voice-sensitive computer software can interact with students doing exercises. The not-too-distant future of virtual reality — when a student can put on a headset and find himself in first-century Asia Minor — tantalizes many educators.

"It's only the beginning," said Paul Houston, executive director of the American Association of School Administrators. "It's going to inevitably revolutionize a lot of learning."

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

Elizabeth Trindade is spending much of the summer looking for ways to help

her son. Huntington determined that Lorenzo was, in fact, in need of tutoring and recommended three hours a week at \$225. Ms. Trindade could not afford it. She is a personal trainer who runs her own business; her husband is a personal trainer for a health club.

After Huntington, Ms. Trindade took Lorenzo to a child psychologist, who raised the possibility of attention deficit disorder. She also bought a copy of "The World Almanac for Children," and she kept meeting with officials at Manhattan's District 2.

Finally, she said, she reached a compromise with them: Lorenzo will repeat kindergarten this fall rather than transfer into special education. In her research, she discovered that Lorenzo was one of only a few children in his class who hadn't attended preschool. Perhaps, Ms. Trindade said, Lorenzo wasn't slow, but simply behind before he had started.

To help him catch up, she has restructured her home life. She now spends time every day tutoring Lorenzo; when he makes up his bed, he has to also spell b-e-d. She has devised counting games and learning games, partly from consulting books. He also works with different educational software titles.

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

ART Photos: Students being tutored at a Huntington Learning Center in Englewood, N.J. "Originally, we were the last choice," said Ray Huntington, the chain's founder. "Today, we are increasingly the first choice." (Philip Greenberg for The New York Times; Photo illustration by Terry Miura) (pg. 28); Elizabeth Trindade is spending the summer looking for ways to help her 6-year-old son, Lorenzo, who had fallen behind in kindergarten. (Thomas Dallal for The New York Times) (pg. 31); K.C. Genzamer, a private tutor, works with Eric and Jake Murray on

educational games. (J. Emilio Flores/The New York Times) (pg. 38)■

19. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 17, Column 1

Easy Degrees Proliferate on the Web

By David Koeppe

Ira Doreen Donovan, an elementary school teacher in Miami, was 31 credits

shy of a master's degree in special education when she saw an on-line advertisement for Columbia State

University. After sending \$800 as the first payment on a \$2,000 degree, Ms. Donovan received a textbook to

summarize and send back for grading.

Believing this was the first step of several, she was shocked when shortly after, a certificate not only for a master's but a doctorate arrived at her home. Along with the degrees came transcripts awarding her a 3.9 grade point average for classes never taken and credit for a completed thesis and dissertation.

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

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

After investigating 36 complaints, including one from Norway and one from Malaysia, the Louisiana Attorney General's office has filed for a preliminary injunction against Columbia, charging that it violates the state's Unfair Trade Practices Act and consumer protection laws. Last month the State of Illinois also filed suit seeking an injunction and restitution for consumers and the state.

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

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

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

Although many distance-learning schools have solid reputations and graduation requirements, hundreds of Web sites have popped up for schools charging between \$200 and \$7,000 for

Perhaps the largest crackdown on schools took place from 1981 to 1991, when Operation Dipscam (for diploma scam) put 50 out of business on charges ranging from mail or wire fraud to conspiracy. "Sometimes we'd find phony accreditations or that we were able to negotiate a degree for a lower price," said Allen Ezell, a former agent with the Federal Bureau of Investigation who oversaw Dipscam. "Some schools sent transcripts and diplomas to students for courses never taken."

sheepskin that requires little or no work from students. Columbia, for instance, promises degrees within 27 days.

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

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

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

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

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

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

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

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

Accreditation, however, is voluntary.

"From my experience it's not the blatantly fraudulent schools that are the real threat," Mr. Stewart said. "It's the academic frauds that have a little

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

Hawaii has been wrangling with a few unaccredited schools lately. Its department of consumer affairs has sued Pacific Western and American State Universities, two distance-learning

substance that are the problem."

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

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

"Many people are well aware of what they are doing," Mr. Sullivan said. "They want a credential and they want to get it quickly. But others are busy people or foreign students who don't know much about higher education. They see these places as programs that fit their needs."

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

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

Columbia State claims in Internet advertising that it is accredited by the International Accrediting Association, a "fictitious school accrediting agency," according to the Louisiana Attorney General's complaint. The owner of Columbia, Ronald Dante, was sentenced in February in Los Angeles to five-and-a-half years in prison for operating fraudulent schools in California. He jumped bail and is being sought by United States marshals, according to Michelle Muth, a spokeswoman for the Federal Trade Commission. Columbia continues to operate.

schools with offices there, for not making clear in advertisements that they are unaccredited. After agreeing to a settlement, American State decided to close. "The penalties were too substantial," the school's lawyer, Evan R. Shirley, said, specifically citing the requirement that every ad disclose its unaccredited status.

"My client never explicitly expressed wrongdoing," he added, "but a conclusion could be rationally made that there was wrongdoing."

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

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

An unaccredited school called Washington University, which has an office in Bryn Mawr, Pa., but is incorporated in Hawaii and the British Virgin Islands, settled a suit in June filed by the more established Washington University of St. Louis. The suit charged that the unaccredited school infringed on its trademark and engaged in unfair competition.

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

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

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

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

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

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

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

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

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

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

In her settlement with the Attorney General's office, which had filed suit against her, Ms. LaFata agreed to pay restitution to the state and not to conduct

business on the Internet for five years, including having a Web site.

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

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

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

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

How to Check School Credentials

Surfing the Web for a home-study school? The Department of Education suggests that the first step is to check a school's accreditation — a process in which courses are reviewed, students surveyed and campuses inspected. For a list of agencies approved to accredit schools, write: Department of Education Accreditation and Eligibility Determination Division, 6000, Independence Ave., S.W., Washington, D.C. 20202-5244; (202) 708-7417; www.ifap.ed.gov/scb.html/agenc.htm.

The Council for Higher Education Accreditation, an organization of colleges and universities, also approves accrediting agencies. Write: One Dupont Circle, N.W., Suite 854, Washington, D.C. 20036-1110; (202) 955-6126; www.chea.org.

ART Photo: The home pages of two on-line schools that offer quick degrees, left. Ira Doreen Donovan's doctorate. ■

20. The New York Times

08/02/98 Section: Education Life Supplement; Section 4A; Page 32, Column 1

Back To the Blackboard

By Mikki Shaw

A recent survey suggested that education professors are out of touch with the reality of the American classroom, students' needs and the public's desires. The survey, by the research organization Public Agenda, concluded that education

professors value the learning process over the right answer and creativity over grammar and spelling, and they consider discipline a low priority.

Not surprisingly, such conclusions make parents growl and classroom teachers cringe.

Those of us who work with new teachers struggle daily with the conflicting demands of classroom realities and academic ideals. We want our teachers to have realistic expectations and appropriate tools, but we also seek commitment to change and a recognition

that the traditional ways of teaching are not the only ways. In our program at Columbia University, we encourage aspiring teachers to read widely and work in cooperative groups, and we offer alternative methods for assessing their future students' progress besides traditional testing.

Still, many of our graduates find jobs in schools that emphasize traditional teaching and learning — and the transition can be difficult. I think of Ashley, for example, idealistic and enthusiastic, who was placed in a school where the teachers focused on issues of control and discipline. Ashley found the approach troubling. Yet when she took over a class and tried out other techniques, students responded only to the lack of restraints, and chaos ensued. She was left feeling that there was no choice but to assert control.

Last May, prompted by questions of pedagogy and a conviction that, after five years at Teachers College, it was time to get back to kids, I accepted an invitation to spend two weeks teaching at a Yonkers high school. I had been a high school English teacher for 20 years, and later, as a teacher of teachers, I had spent three years at the Yonkers school supervising student-teachers. My intent in returning to a high school classroom was to teach, not to write. But much of what I saw lends a firsthand glimpse into the chasm between the theory and the practice of education, a disjuncture that recurs in urban districts across the country.

The high school where I taught is located among practically identical well-manicured, one-family homes. Until a decade ago, the school was well respected for academic achievement. But today, its reading and math scores are among the lowest in the state. In the mid-80's, a high-profile, bitterly fought redistricting effort triggered white flight. Today the school is 10 percent white, 40

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

I was pleased that they were being talkative. I had feared silence. At the end of the period, they asked if we were still going to fool Mr. M. Sure, I told them, why not?

After class, the substitute said she had thought I was in trouble when I started by asking questions. It turned out "good," though, she said. I asked her why she didn't consider getting certified in one of the major subjects, where there are more opportunities than in Health Ed. No, she

percent Hispanic, 45 percent black and 5 percent Asian and other.

I returned to the classroom to see if I still responded to students — and they to me, but what surprised me most was the teachers. Some were curious about me, others suspicious about my motives or aggressive in their attacks on the Ivory Tower. Day after day, what I heard was sadness, sometimes anger, and often despondence when the subject turned to the lack of money or support services. Yet, what my colleagues wanted most was help in becoming more effective teachers, help working with their students.

Monday, Day 1

I had been up until 3 the night before, worrying, but class was completely anticlimactic. The 27 10th graders came full of noise and energy, but settled down quickly at the request of my host teacher, Mr. M., as the kids call him. He introduced me, distributed our project for the next two weeks, "The Taming of the Shrew," and took a seat in the back of the room.

I asked why anyone would want to read Shakespeare today, and we wended our way into a discussion about whether human nature — and teen-agers — have changed much in 400 years. We talked about arranged marriage, why older siblings always think they got a bad break, and who has the upper hand in the battle of the sexes.

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

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

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

Midnight

I'm worried. I spent four hours tonight making up questions, group projects and told me, that's boring stuff and too much work.

Wednesday, Day 3

The kids laughed when I started class by asking Mr. M. if he could please get me some coffee. ("Hey, Mr. M., she think she Petruchio!") While he was gone, we planned our attack. Mr. M. returned.

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

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

"We finished it."

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

character maps for my new students, indicating each character's role and relation to the others. I have my own project due this week for a class at Teachers College, plus another rewrite for my dissertation proposal. Tomorrow I pick up curriculum projects from my own Teachers College students, which will have to be returned in a week or so.

What was I thinking?

Tuesday, Day 2

Mr. M. had a conference day, so there was a substitute teacher in class with me. Maybe in her mid-20's, she was certified to teach Health Ed. She seemed sweet. She took attendance — there were five kids who had been absent yesterday — then she sat down and chewed gum for the rest of the period. I could tell when I got boring just by looking over at her. She would start bobbing her head or staring out the window.

I handed out the character maps. Now, all I needed was their attention! I told the class that Mr. M. had told me the class was great and so should be able to do the entire play in one period.

"Come on, we can do it."

Nothing. No open books.

"Well, O.K., if we can't read the whole play, maybe we can at least get an idea of what the play is about, and then we can try and convince Mr. M. that we did read the whole play."

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

So we plowed through the summary and the character map — with small time-outs for explanations about dowries, soliloquies, asides and why the Shakespearean casts were all men.

We got to the crucial scene in which Petruchio admires what he claims is moonlight in the middle of the afternoon, and forces Kate to acquiesce to the false observation. A few kids started going off on Kate — how she was a sellout, and worse.

Amazement, laughter, all very silly.

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

I spent the next period in the faculty room with Mr. M. When he introduced me as "from the university," several teachers started talking about "reality," as if theirs is separate from mine. It's what I'm here to see, I told them.

They began to tell stories. They agreed that the central problem in this school is

that students suffer few consequences for breaking rules, unless violence is involved. This last is not a rare occurrence. In the fall and winter, there were half a dozen reported instances of fights involving teacher injury.

Another typical scenario they described goes like this: There's an announcement that teachers should make boys remove their hats. A teacher sends one student who refuses to do so to the office. He is back in five minutes — his hat still on. Another five minutes, an administrator peeks into the classroom and criticizes the teacher in front of the class for not enforcing the hat rule! I groan.

Thursday, Day 4

Mr. M. has his kids in the computer room every Thursday working on vocabulary. The kids look up 20 words, copy the definitions into their notebooks and then write sentences using them. Some teachers might use the time to go "on vacation," but Mr. M. circulated throughout the entire period, troubleshooting computers and assisting with vocabulary.

He has plenty of energy and enthusiasm. It's his 30th year, and he still wants to learn as well as teach. He wants interaction and feedback and stimulation and support — something teachers don't often get, because it is so easy to become isolated in classrooms. Many of us teach as we were taught, and as we were taught to teach. But we need to teach differently today, because kids learn differently.

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

to raise a point. I'm certain

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

My friend is glib.

My friend is forbearance.

I have spent a lot of time trying to figure out what I might have done differently on Friday. Why has discipline become the Consideration That Dare Not Speak Its Name in our universities? Keeping students engaged and expressing concern for them goes a long way toward maintaining a good working atmosphere — but it isn't the whole answer. I decide we need to keep reminding them of the relevance of the material, and they need to have at least two activities each period. Designing those kept me entertained for four or five hours late Sunday evening. It is taking me well over three hours each evening to prepare for a 40-minute class.

Monday, Day 6

My friend is finesse.

Mr. M. listened and encouraged me to think of different approaches. My first thought was to trash the vocabulary altogether. If these kids need to know these words because the Curriculum God says so, why not just give them definitions and be done with it? Then we could spend the time focusing on context. I tried to design a handout that gives definitions, indicates parts of speech, and then asks students to put the correct words into a coherent paragraph — hardly the challenging innovation I'd fantasized about, but perhaps useful.

Friday, Day 5

I missed a fight yesterday afternoon.

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

The class was restless today, edgy. I wasn't a new face anymore. Perhaps they figured they'd been polite for long enough. One boy turned and started talking to the boy behind him. I stood near them as we were reading, and he stopped.

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

Pretty soon I was playing the classroom equivalent of "Whack-a-Mole," the carnival game where little animals pop up from different holes as fast as you can whack them down. Finally, Mr. M. bailed me out by again showing a key scene from the movie.

After class, Mr. M. spent the break in the faculty room. The main topic there was a principal's letter to a teacher detailing the proper disposal method for dead rodents. Having tried unsuccessfully

I brought in a few props, including one of my son's books, *Where's Mommy's Truck?* It shows the Mommy driving a pickup to work at a construction site and changing her own tire on the way. I knew I had my class back when I walked over to one of the biggest guys and got him to lift the flap to show the class "Mommy's truck."

I also brought in an article about Kelly Flinn, the first female B-52 bomber pilot, who was accused of adultery. We spent 10 minutes on a few "Dear Abby" situations, like what if your brother wanted to be a nurse or a kindergarten teacher? And, should Tasha ask out the shy boy in her class who she thinks likes

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

Then Mr. M. had three classes in a row, and I stayed to observe. Each class was much like second period — resistant, even a little hostile. Mr. M. worked the room, pushing and pulling and teasing the kids. But I noticed there were some he didn't approach or touch. Later, he told me he fears they might really go off.

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

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

There is no lunch period for upperclassmen. The cafeteria had been the site of too many fights, so lunch was eliminated. Juniors and seniors attend school only from 8 until 12:45 — with no lunch and no break — and then are dismissed.

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

I pointed it out, saying, Should we call the custodian? Someone spilled paint."

He looked at me strangely. It took a minute, but then I realized that it wasn't paint. It was blood. The kids didn't seem to notice. They walked right through, trailing blood all over the hall.

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

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

The Weekend

her?

In between we read and paraphrased the play. Some of the boys persisted in thinking that I was poisoning their minds with propaganda, but for the most part, they were surprisingly willing to examine their preconceived notions.

Tuesday, Day 7

Quiz day. Mr. M. and I each made up our own, 10 questions each. Mr. M.'s had five on vocabulary, and five on the play, all based on memory. What year was Shakespeare born? What was Kate's suitor's name?

Mine was a paragraph of fill-in sentences, each one about Shrew, and each using one of the vocabulary words.

Among them: Gremio, Hortensio and Lucentio are eager to Kate's marriage so Bianca will be free to marry. (The word: expedite.)

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

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

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

Wednesday, Day 8

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

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

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

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

Remove you hence!"

Tiffany and Krystal: "You go, girl!"

We then showed the Taylor-Burton version of the same scene, and as it played, two boys determinedly shredded loose-leaf paper into the tiny pieces of confetti that you find on the floor in every high school in America. When the bell rang, I walked over and told them, "Hey, there's paper all over the floor by your desk." They both looked up and replied in concert, "I didn't do it."

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

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

Thursday, Day 9

Vocabulary in the computer room. I gave out a sheet with words and definitions, parts of speech and a sentence for each as an example. Students had to say whether the word was used correctly and then write a new sentence using it. The period was tough; they kept calling us over and asking questions. It seemed as if they weren't listening or reading the directions. But their sentences were much improved.

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

sentence and that he understood the meaning of the word. But the fourth sentence was "He is grimy." The fifth was "She is a hypochondriac." And so on. When I asked him why the difference, Benjamin, a recent transfer student, said: "The school I come from, no teacher ever read past my third sentence."

Friday, the Last Day

I asked the kids to write a letter with some advice for the new teachers I work with. What do they need to know to be good teachers? The kids struggled, unsure what right answer I was looking for.

Some wrote things like, You've got to like kids and then quit. Others wrote from the heart. Tyrone, whom I thought I'd really made a connection with, asked to leave the room. The pass was out so I told him he had to wait. He insisted he had to get something from his locker, made a face and walked out. Don't grab the rope, Mik, I told myself again. I'll write him up later. To my amazement, he was back in a minute — with a pen to write his letter.

I walked around and shook hands with each student and wished them good luck. This seemed to take them by surprise.

Several girls hugged me; a few asked if I would come back and visit. But when the bell rang, they zipped out the door without a backward glance. I left the building feeling both reluctant and relieved, remembering what Mr. M. had told me when I asked how he kept going after 30 years.

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

■

21. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Sonny, We Didn't Have Calculators Back Then (And I Had to Walk)

By Jame Barron

A generation ago, every engineering student, prospective physicist and budding chemist carried a slide rule. Made of ivory, wood or (later) plastic, a slide rule looked like a fancy ruler but used logarithms to perform mathematical functions, from simple multiplication to trigonometry.

Hand-held calculators came along in the 1970's, and slide rules disappeared from backpacks and briefcases. So how

many companies still make slide rules?

"Pretty much no one," said Gordon P. Smith, a graduate student at the University of Mississippi who has a collection of 50. The best-known maker of slide rules in this country was the Keuffel & Esser Company, whose slide-rule factory in Hoboken, N.J., was converted to apartments in the 1980's.

The Oughtred Society was formed in 1993 to help collectors and dealers swap information. The society, which is based

in Emeryville, Calif., has 300 members and is named for William Oughtred, who invented the slide rule in the 17th century.

Mr. Smith, the son of a physics professor at the University of Florida, studied at the Georgia Institute of Technology and other hard-core engineering institutions. He set up one of the first World Wide Web sites about slide rules, using computer technology to honor an anachronism while he still used

the anachronism in class.

"I was in that gray area where students no longer used slide rules but calculators weren't allowed for tests, so I managed to keep some math skills," Mr. Smith, 27, said. "I'd show up with a two-foot slide rule for the final and make a point of sitting in the front row. People would

stare at it and wonder what it was."

Then he became a teaching assistant. "I weep for the students I see now," he said. "They can't do simple multiplication or addition, and the first reaction when you give them a problem is to reach for the calculator. They have no concept of order of magnitude or estimation."

He encourages his students not to use calculators.

The slide rule, he said, is an even harder sell. So far, no converts. JAMES BARRON

ART Photo: Gordon P. Smith shows off part of his treasured collection (Rollin Riggs for The New York Times)■

22. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Barbarians at the Schoolhouse Door

By David W. Chen

One father barged into the principal's office, screamed obscenities and demanded a copy of his son's summer school schedule. Another argued with the driver when his daughter's school bus arrived 20 minutes late, then lay down in front of the vehicle in protest.

These were the most egregious examples of the boorish behavior that prompted the Capistrano Unified District in Orange County, Calif., to do something that apparently no other district has tried before: pass a civility

policy aimed at adults.

The policy stipulates that, in accordance with a rarely invoked state law, anyone who yells, uses profanity or behaves in a way that threatens the safety of students may be asked to leave school property.

"This is not meant to chill people from criticizing us," said James A. Fleming, the district's Superintendent. "What we're saying is, someone's got to make a point to stop the incivility."

But the policy has its critics.

"What example does it set for school

administrators to micromanage the manners and morals of their staff, pupils and parents?" Tibor Machan, who teaches business at Chapman University in Orange, Calif., wrote in The Orange County Register. "It fosters paternalism carte blanche."

Since the policy went into effect in March, no one has been asked to leave, Dr. Fleming said. A few parents, however, have been warned: be civil. DAVID W. CHEN

■

23. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Alumni Editors Call for Freedom

By Macarena Hernandez

It's an age-old debate: what is the role of the alumni magazine?

Traditionally, administrators have seen them as fund-raising tools (some operate right in public relations or development offices).

But editors have long had different ideas. Last month, a group of 250 editors submitted a statement of standards to the Council for the Advancement and

Support of Education, an organization of alumni association administrators, seeking "the protection of academic freedom generally accepted in higher education" and the right to present a balanced portrait of their universities — "good and bad news, popular and unpopular views."

A council subcommittee is discussing whether to recommend the standards to member institutions. The statement grew

out of discussions on the Internet between several editors about disagreements they had had with administrators over editorial content.

Tom Bleezarde, editor of the Williams College Alumni Review and head of the drafting committee, said it strived to balance traditional freedoms of expression with concern for the institution.■

24. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Military Fires a Warning Shot at Law Schools

By David W. Chen

After getting word that several law schools were barring its recruiters from campus, the Department of Defense decided to take a closer look, and over the last few months it has notified 40 law schools that their policies most likely violate Federal law.

The warning is the latest broadside against campuses that ban employers who

discriminate on the basis of sexual orientation. The Defense Authorization Act for 1995 cuts off Defense Department grants and contracts to educational institutions that do not give the military access to students.

Now, after soul-searching over the military's "don't ask, don't tell" policy toward gay soldiers, most of the 40 law schools are either changing their policies

on recruitment or reinterpreting them (say, redefining what constitutes "on campus"), said Lieut. Col. Tom Begines, a Defense Department spokesman.

The College of Law at Willamette University in Salem, Ore. — worried that it might lose as much as \$100,000 — is one of the schools that will allow military recruiters on campus for the first time. "We decided to make an exception under

the theory of 'comply now, grieve later,' said Dean Robert M. Ackerman of the law school.

So far, no law school has been declared ineligible for aid, said Colonel Begines, though detente has not been

reached with everyone. He would not identify any schools.

But New York University Law School is apparently one of the holdouts. Irene Dorzback, an assistant dean, said the school saw no reason to change.

"We're not putting a monetary value on individuals' civil rights," Ms. Dorzback said, adding that the school had not even calculated how much money it might lose. ■

25. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 7, Column 1

Where the Girls Are: Where Boys Aren't

By Andrew Jacobs

In recent years, an insistent group of educators has been making the case for all-girls schools. Now it seems that parents are jumping on the bandwagon. From 1991 to 1997, enrollment at girls' schools has increased 15.4 percent, according to a study by the National Coalition of Girls' Schools. During the

Studies have demonstrated that in co-educational settings boys get more attention than girls and so perform better academically, but critics contend that segregation inhibits social development and is not particularly healthy for society, either.

same period, the total population of elementary and secondary schools rose 7 percent, according to the National Center for Education Statistics.

The increase is a sharp turnabout from the previous three decades, when single-sex schools lost favor to co-educational institutions.

"It shows the growing realization that David Sadker, a professor of education at American University, has analyzed patterns of instructional favoritism in his book "Failing With Fairness," but he does not necessarily support the creation of more single-sex academies.

girls do better when they're not competing with boys in the classroom," said Meg Milne Moulton, executive director of the coalition, which represents 88 schools with 37,000 students nationwide. The coalition survey, which compared 80 of its member schools, found that enrollment had risen to 33,802 in 1997, from 29,282 in 1991.

"We should be fixing coed schools," he said, "because the girls that get left behind are the ones who will lose out." ANDREW JACOBS

26. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 24, Column 3

Forging a Worldview: From Crow's Nest to Ivory Tower

By Linda Lee

Four years ago, Danny Siegle graduated from the North Carolina School of Science and Mathematics, a public boarding school in Durham known for its tough admissions standards, rigorous course work and personal attention to students.

"Everybody goes straight to college from the School of Science and Math," he said. "It's assumed you go."

Mr. Siegle, one of five children, wanted to attend a small private college, but he couldn't afford it. Instead, he found himself headed for the University of North Carolina at Chapel Hill (enrollment: 23,000). He began to get cold feet.

"I thought I'd fall through the cracks there," he said. "I was afraid I would get lost. Meanwhile, I didn't think I knew anything. I knew science and math, but I didn't know what made countries different."

So he decided to defer enrollment for a year and see the world.

There were long talks in the living room with his family. Friends balked. "People said, 'Oh, you'll never go to college,'" he said.

His mother, Kathleen, accepted his unconventional idea. "I think there's this desire to be in a path of your own," she said, "and some people know that sooner, and take these brave steps."

After graduation, Mr. Siegle first spent five weeks delivering pizza to buy a plane ticket to Seattle, where he got a job as a cook on a fishing boat. "They didn't ask me if I knew how to cook," he said. "They asked if I liked to cook. I knew how to boil water."

The job lasted four months, 100 hours a week. "So I learned a lot about the real world there," he said. He saved \$10,000, got off the boat in Japan and wandered through China and Tibet, Pakistan, Jordan, Israel, Greece, Albania ("one of my faves"), Serbia and Hungary. He then traveled through Western Europe and flew home from London in August 1995. "I entered school just like I told everyone

I would," he said, adding that the trip taught him how to deal with bureaucracies, a skill he believed he needed on a large campus, and something more.

"I traveled because I wanted to learn, and universities didn't offer what I wanted to experience," he said. "The same desire to learn that drove me out of the U.S. drove me back to school."

Today, at 22, Mr. Siegle has completed three years as a biology major at Chapel Hill. He has spent seven months studying in Denmark and four more teaching English in Turkey. When he graduates next spring, he wants to go back to work on a fishing boat, this time as an observer for the National Marine Fisheries Service.

"We got paid about the same," he said of the observer on his last expedition. "But I was working 14 hours a day and he was sitting in a chair." LINDA LEE
ART Photo: (Jennifer Warburg for The New York Times)■

27. The New York Times

'So, Like, What Do I Do Now?' Some of the Alternatives

By Linda Lee

Admissions officers agree that no one should go to college until he or she can do so with enthusiasm and optimism.

But parents often divide along ideological lines (carrot vs. stick) about what a child should do instead: mothers tend toward an expansion of horizons like internships and seminars, while fathers often want their child to learn some harsh lessons about work and responsibility.

Perhaps the best advice comes from Cornelius Bull, founder of the Center for

Boarding schools like Phillips Exeter Academy in Exeter, N.H., offer programs that give students who have just graduated from high school a chance to take classes they missed or retake ones they did poorly in; to play more sports, or maybe to mature a little more.

Advantages: Students can bring up their grade point average and take advanced courses that could get them into a better college. "A postgraduate year is very much like what their freshman year will be like, but very structured," said Karyl Clemens, dean of admissions at Hartwick College in Oneonta, N.Y. "It helps them gain confidence and helps them sharpen skills. And it may motivate them."

Downside: Cost can reach \$25,000, about the same as a year of private college.

Internships

A number of companies help match students with suitable programs and can provide a leg up in the application process. For \$1,500, Mr. Bull (below) and his Center for Interim Programs offers two years of counseling and a list of adventure internships, like farming in New Zealand or helping at an orphanage in India. Students usually receive room and board but pay transportation costs. Time Out Associates in Milton, Mass., charges \$150 an hour for counseling on internships and experimental education programs.

Advantages: Going to remote

Interim Programs, a counseling program in Cambridge, Mass. "If you don't know where you're going," he says, "any road will take you there."

Here are six options:

Military Service

An old remedy for young men at loose ends, the military now finds that 20 percent of recruits are women.

Advantages: The G.I. Bill offers up to \$15,300 (paid out at \$400 a month) for college after completion of service and between 75 percent and 95 percent tuition assistance up to a certain amount locations teaches self-reliance and provides immersion in other cultures. "Those students who travel and see the world learn a lot about themselves," said Diane Anci, associate director of admissions at Mount Holyoke College in Massachusetts. "They come back with an unbelievable ability to make connections."

Downside: Some children are not ready for a solo adventure.

Residential Internship Programs

Dynamy, in Worcester, Mass., provides a structured living environment, counseling and three unpaid internships. The yearlong program, for applicants ages 17 to 22, begins with three weeks of canoeing and rock climbing through Outward Bound.

Advantages: Provides guidance, supervision and the chance to work in a variety of challenging fields that are traditionally hard to break into, like advertising or television. "Some kids can pack a suitcase and take off," said David Rynick, executive director of Dynamy. "Others need the support."

Downside: An expensive solution: the fee is \$10,250 and housing \$3,600.

Good Works

Nonprofit groups — religious, cultural, humanitarian — can usually make use of a willing worker. Government programs like Americorps and private national service organizations like Americare, based in New Canaan, Conn., also welcome help.

while still serving. The experience can put some young people on track. "I just had a young man come in who had a 1.9 average in high school," said John Chopka, dean of admissions at Malone College in Canton, Ohio. "He'd spent the last three years in the Marines. We did admit him, conditionally. I really think this young man is going to make it."

Downside: Discipline may come as a shock; pay is low (\$856.80 a month for basic training), and a two- to six-year commitment is required.

Postgraduate Year

Advantages: Looks good on a college application, is beneficial to society, expands horizons. Joshua Wray, 19, of Durham, N.C., said he was "just getting by" in high school. At the end of September, he is to help manage computers in a Senegalese village as part of a nonprofit program connected to the Ecopartners Project at Cornell University. He is to get room and board but must pay his own plane fare. "My friends said, 'Go to college first, and then do it,' " he recalled. "But if I went to college, I'd never be able to do this again."

Downside: Low or no wages, and some youths need more supervision.

A Job

Many jobs will pay handsomely for something a teen-ager already knows, from fooling around on a computer or car to mowing the lawn. And a little bit of training — say, in bartending or truck driving — will greatly increase income.

Advantages: Teen-agers have a chance to grow up and support themselves.

Downside: A temporary gig could become a lifelong career. But, as Larry Griffith, the director of admissions at the University of Delaware, says, "There's a snobbery in academia, but there are perfectly legitimate hair salon schools. Some people have a different path."

LINDA LEE

ART Photos: (Monkmeyer; Kirsten Elstner; Evan Richman; Laura Pedrick)■

28. The New York Times

08/02/98Section: Education Life Supplement; Section 4A; Page 42, Column 5

After High School, A Call to arms

By Kristina Shevory

WHEN I TOLD MY father I was

looking for something interesting to do the summer after high school graduation,

I was not quite prepared for his suggestion: the Army.

I thought he was joking. What young woman with an upper-middle-class background, graduating from one of the best high schools in Texas, would even consider the military? I had a bright future awaiting me at the University of Chicago that fall. Obviously my father doubted my intellect.

But being an astute man, he knew exactly why the Army might draw me: I was yearning for an eventful break after four years of intense study, and I loved language. The military could send me to the Defense Language Institute in

I remember, at boot camp, how unsure I was about some of the more difficult tasks I was challenged to undertake — for instance, rappelling down a 30-foot

California. I could learn a foreign language. I could learn to surf.

The local recruiter assured me of the superb wave conditions around the institute. And in the summer of 1993, fresh from graduation, I left for basic training in Missouri.

The military intelligence unit in Austin I was assigned to was up to quota in every language but Russian. So it was Russian I learned. Now I also know how to fire a machine gun, throw grenades, move under enemy fire, jam enemy communications. I can march to John wall in less than a minute. I have always been terrified of heights, and the thought of throwing myself off that wall positively filled me with terror.

Philip Sousa.

More important, during two years of active duty, the Army instilled in me a high sense of self worth and discipline, and a desire for an education. In fact, I often find little in common with my fellow students, who are largely ambivalent about their own direction in life. I have a clear vision of my future as a Russian specialist. In August, I leave for St. Petersburg, where I will study Russian for another year.

Somehow, I managed to muster up the courage, and I beat everyone else's time.

My father was not crazy at all. And I can surf. KRISTINA SHEVORY■

TRADE

29. Education Week

August 4, 1998

It's About Teaching And Learning —Not Testing

By Gerald N. Tirozzi

In decades past, television and radio stations ran this public service announcement: "It's 10 o'clock. Do you know where your children are?" As we approach the new millennium, we should revisit this PSA, asking parents and educators a slightly different question: "It's 9 a.m. Do you know how your children are doing in school?"

As important as it is to know where our children are after school, we must also know how they are doing in school.

The declaration "all children can learn" is emblazoned on the walls of corridors and classrooms in most of our schools. Yet while a critical and optimistic statement, the phrase is incomplete. It begs the central question: What is it that we expect all children to learn? For answers to that, states and school districts have to clearly articulate challenging content and performance standards for all students, especially in reading and mathematics. Educators must decide once and for all what students should know at specific grade levels and clearly state how well they should know it. And to ensure that such challenging expectations are being met, states will have to implement rigorous assessment systems aligned with their standards.

Yes, we know that all children can learn. We know, too, that not all children are learning to the same high standards. That is why the voluntary national tests

recommended by President Clinton and U.S. Secretary of Education Richard W. Riley will be critical to helping determine whether or not children are learning reading and math as well as their peers across the nation and around the globe.

Contrary to popular belief, a student's report card or standardized-test scores may not accurately represent how he or she is doing in school. A recent study of students in low- vs. high-poverty schools reinforces this point. It shows that students in low-poverty schools who receive C's in math score higher on math assessments than students in high-poverty schools who receive A's in math ("Prospects: Student Outcomes," U.S. Department of Education, 1997). In addition, significant disparity exists in many states' assessments of student performance in reading and math when compared with results from the National Assessment of Educational Progress of a random sample of the same students. For instance, Louisiana reports that 80 percent of its students meet state standards in 8th grade mathematics. Yet, NAEP reports that only 7 percent of Louisiana 8th graders meet the basic mathematics level. Wisconsin reports that 85 percent of its 4th graders meet the state standards in reading. According to NAEP reports, however, only 35 percent of 4th graders in Wisconsin meet the basic reading standards.

Research tells us that if a student is unable to read independently and with comprehension by 4th grade, he likely will fall further behind as he progresses through middle and senior high school. As a result, this student's learning potential in all other courses is seriously impaired. A child who does not master the foundations of algebra by grade 8 is less likely to take challenging coursework such as geometry, trigonometry, and calculus in high school; thus, this child will be less likely to be prepared for more advanced math and science courses, college-level work, and a demanding technological society.

Rigorous voluntary national assessments in reading at the 4th grade level and math at the 8th grade level will provide a national and international barometer against which teachers, administrators, parents, and students can assess learning at critical junctions on the pathway to academic success.

Voluntary national tests in reading and math are being debated in Congress, promoting a national discourse on the issue. The reality is that much of the debate and dialogue is missing the point. The issue is not testing, states' rights, federal intrusion, or disadvantaged communities. The real issue is teaching and learning.

The voluntary national tests will support learning in the classroom. They will not take valuable time away from

instruction, as critics purport. Each test will take one and a half hours to administer, representing approximately one-tenth of 1 percent of the total school year. Imagine a doctor deciding not to

We also have clear and critical new evidence that the voluntary national tests will not merely repeat tests that states are currently administering. Congress asked the National Academy of Sciences, in consultation with the National Governors' Association, the National Conference of State Legislatures, and the National Assessment Governing Board to study whether tests that already have been developed by commercial publishers and states may be used to measure individual student performance against NAEP standards, and whether existing tests can be compared against each other. The results are in. The national academy found that it is not possible to compare and link commercial and state achievement tests, nor is it feasible to report individual scores from those tests based on the NAEP scale. The administration and Congress agreed last fall to have these results inform congressional action on national testing. These findings clearly demonstrate that the voluntary national tests are needed to show how well students are performing compared with rigorous national standards.

Critics of the voluntary national tests also claim that public education is the responsibility of the states, not the federal government, and that it is states' rightful role to develop standards and assessments to support student learning. I wholeheartedly agree. The seminal question that states must address is how they define "challenging" and "rigorous." These two words should not have a variety of definitions. Would it not make sense to have a national and international benchmark against which 50 states — individually and collectively — can assess the extent to which students meet challenging learning outcomes? After all, reading is reading and math is math, regardless of where it is being taught. The voluntary national tests are tools that districts and states should be given the opportunity to use to measure whether their students are meeting challenging standards.

Unless there is a rigorous benchmark against which states can accurately gauge what their students know and how well they know it, states will never really understand how high they have "raised the bar" for student achievement. This challenge can be met by utilizing NAEP

test a child for a life-threatening disease —one for which there is a cure if diagnosed early on —because the test would take one and a half hours to administer. If one and a half hours of standards, which the president is recommending as the national barometer.

AEP has been used for 28 years to assess a random, stratified population of America's students on achievement in reading and math. It is recognized and accepted by educators, researchers, and evaluation experts as a rigorous, valid, and reliable assessment of student progress. The voluntary national tests will be developed in accordance with the content and performance standards embedded in the NAEP 4th grade reading and 8th grade math assessments. Therefore, states, districts, schools, teachers, parents, and students will be able to assess student progress against other 4th graders nationally in reading, and 8th graders nationally and internationally in mathematics. Also, states can objectively and realistically determine how high their "achievement bars" measure up to world-class standards.

The voluntary national tests are not an attempt at federal intrusion into the schools, as critics charge. First and foremost, voluntary means voluntary. States and local districts will determine whether or not they participate. And the federal government will not be involved in the development and administration of the tests. These tasks will be determined by the National Assessment Governing Board, a group of 26 independent individuals —not federal employees — that also oversees NAEP. Furthermore, the federal government will not collect information on individual students.

Within 45 days of test administration, educators and parents will receive detailed information about students' performance on the tests, including an item-by-item analysis that will further enhance the teaching-learning process.

A new form of the test will be developed by the test contractor each year. NAEP will place the "old test" on the Internet within 45 days of administration. So students, parents, teachers, principals, and superintendents can review the test's individual questions and answers. The availability of an item analysis of this type can be a useful tool for states, districts, schools, and classrooms to collectively and individually assess instructional strengths and address learning weaknesses. In turn, this becomes an even more powerful tool

instructional time is really the issue, then school officials must re-examine how each and every 90-minute period of the school year is being utilized.

for teachers, students, and parents in determining student progress.

Many states and districts are in the process of aligning their assessments to their standards. The national tests will serve to supplement such efforts and validate results of student achievement. In effect, states and districts can use the voluntary testing initiative to take an additional and more comprehensive snapshot of student progress through both a national and international lens.

Critics of the voluntary national tests say it is unfair to expect students from lower socioeconomic school districts to do well on a rigorous test until they have all of the necessary material and personnel resources. While I respect and understand this, as a former educator with more than 37 years of experience in education at all levels, I believe we do a greater disservice to students in these communities by holding them accountable to a lower set of standards while they wait for the resources to arrive. With this waiting-period mentality, many districts and schools try to explain away poor students' performance. Securing the best resources for classrooms is important, but even more important are high expectations and a commitment to excellence for all. The ultimate irony in this continuing discourse is that, even if suddenly the resources became available, the critical issue would remain: resources to learn what?

The new millennium will require a highly educated citizenry and workforce. As a nation, we cannot afford to leave even one student behind. The urgency of this national imperative is captured in a closing scene of the movie "Apollo 13," when the flight commander cogently warns the crew of a damaged space capsule, "You have one hour to build a filter, and failure is not an option."

Failure is not an option for America's schools. But, as a nation, we have a dilemma. Simultaneously and to varying degrees, all 50 states and a majority of our 15,000 school districts are engaged in defining academic success and failure. In effect, the assessment of student progress is in the eyes of a multitude of beholders; one state or district's idea of success may be another state or district's lament over failure.

Until there is a national resolve to articulate a vision of what students must know and be able to do in the core academic subjects of reading and math, parents, teachers, students, school boards, and communities will only have access to a state and local interpretation of student progress. Often, this limited view of reality hinders the potential to improve

the teaching-learning process.

Without question, there are examples throughout the nation's schools of high-quality assessment and challenging academic standards. But if we are committed to academic success for all students, we cannot be content with the celebration of victory gardens when what is truly needed is a commitment to amber

waves of grain. Voluntary national tests represent tools that can help us reap the harvest of equity and excellence in our schools.

Gerald N. Tirozzi is the assistant secretary for elementary and secondary education for the U.S. Department of Education in Washington. ■

30. Education Week

August 4, 1998

What's Wrong With Bilingual Education? Repair It, Don't Replace It

By Jerry Jesness

If bilingual education has been a failure in the United States, it is not because of its bilingual nature. A number of foreign countries have done well with bilingual or multilingual education. The Friesians of Holland receive their elementary education in both Friesian and Flemish. That simply means that by the end of high school they will be expected to have mastered four languages instead of three (Flemish, English, and German) like other Netherlands. Citizens of Luxembourg are educated in their native language, plus French and German. Lebanese schools prepare many students to speak, read, write, and do business in both Arabic and French. Even the supposedly homogeneous Japanese have a form of bilingual education in which dialect-speaking Japanese children receive their earliest years of education from teachers who understand their dialect.

The political right has blamed the bilingual education establishment for poor academic performance by Hispanic students. The political left has blamed prejudice and poverty. While there may be some truth in both allegations, there are other important factors that have not been adequately addressed. Part of the problem both with bilingual education and English-as-a-second-language instruction in the United States lies in our unwillingness to treat English for nonspeakers as an academic subject. Although truly limited-English-proficient, or LEP, students are children in need of instruction in the English language, schools often treat them as members of a social caste, a group of helpless individuals in need of a warm, fuzzy environment created by caring but undemanding teachers. The polyglot

Dutch see Friesian children as students who need early instruction in two languages. In addition, their polyglot school administrators and policymakers understand the process of second-language learning. Monolingual American educators, however, are likely to see immigrant children merely as a disadvantaged group that must be held to a lesser standard.

Placement in bilingual or ESL classes is not always strictly according to language ability. In some schools on the U.S.-Mexican border, bilingualism is the norm. Bilingual students are not, however, necessarily limited-English-proficient. Many are English dominant, and others are fully proficient in both languages. In some such schools, bright, well-behaved bilingual students get placed in regular education, while their slower or more troublesome peers find their ways into bilingual classes. Farther from the border, even monolingual English-speaking students with Hispanic surnames may find themselves with the LEP label. I have taught a number of students who were suddenly found to be limited-English-proficient after failing a semester or creating a major disruption in a regular education class.

Schools have benefited by artificially inflating their numbers of limited-English-proficient students. Low test scores can be explained away by pointing to a high number of LEP students, so applying the LEP label to low-performing students, even those who are English dominant, can make a school appear statistically better than it really is. In some places, LEP students can even be exempted from standardized testing. There are supposedly safeguards to prevent students from being mislabeled as limited-English-proficient, but,

unfortunately, these safeguards are weakly enforced and many students are not appropriately placed. Because of this abuse of the system, bilingual classes sometimes become holding pens for poorly performing students.

American schools aren't particularly good places to learn languages. Few American students of foreign languages (other than English) actually master them, at least not in school. Immigrant children tend to pick up English eventually, but not at a speed that would impress European educators. ESL and immersion programs have not necessarily been more successful than bilingual education. There have been pockets of success for each method, but none stands head and shoulders above the others. It is unfortunate that so many educators and politicians glorify one approach while demonizing the others. In reality, all three are valid and can work if, and only if, they are well implemented.

Immersion, the solution being touted by conservative educators, will not solve all of the problems of LEP students. The American public schools of years past, when non-English-speaking children sank or swam, yielded mixed results. Although some immersed students did quite well, others, unable to speak English and forbidden to speak anything else, went mute daily from 8 a.m. to 3:30 p.m. Teachers would "modify" for these students by allowing them to mindlessly copy phrases from textbook to worksheet or to review for tests with "study sheets" that were in reality copies of upcoming tests with the answers filled in. They eventually absorbed enough English to communicate, but missed out on academics. Thanks to grade adjustment and social promotion, such students managed to get through school

conversant in English but barely literate in any language. It was the failings of

Immersion works well for some students, and needs to be at least a large part of the program for all. Older students with a grasp of basic English and the willingness to pore over their homework with dictionaries and grammar books benefit from such an approach, especially if they have access to someone who can explain and clarify difficult English concepts. The greater the ratio of native speakers to nonspeakers, the more appropriate immersion becomes. One teacher cannot truly immerse 30 students. When a tiny handful of nonspeakers is spread throughout a sea of English speakers, every activity becomes an English lesson. However, in communities in which most people speak the child's native language, opportunities to practice English in true one-on-one conversations are few.

Younger students respond to immersion better than older ones, especially if a large number of native speakers surround the LEP child, but immersion of very young students can create a problem with reading. Children cannot read beyond their vocabularies, so those who are taught to read a language that they do not speak will not progress well.

If there is true immersion, the trade-off, more oral English but less

immersion education that gave rise to bilingual education.

reading, may be reasonable as long as the schools understand the situation and allow for more intensive reading instruction when the student is ready. Unfortunately, this is often not the case, and students whose reading has been delayed because of language problems may end up being labeled slow learners or learning-disabled. A major advantage of bilingual education is that it permits students to learn to read at a developmentally appropriate age. These early literacy skills will transfer over to English.

Worse than sink-or-swim, however, is stay-out-of-the-water-until-you-know-you-can-swim. Bilingual education at its worst allows students only very limited contact with spoken English. I once had a beginning ESL class made up of recent immigrants mixed with students from a bilingual program like the one described above. The bilingual students had been in American schools from two to four years, but none had more than a rudimentary command of English. By Christmas, some of the recent immigrants were outperforming the ex-bilingual education students in both oral English and academics. Obviously, these students had been cheated out of both contact with and instruction in English. A good bilingual teacher realizes that a student needs

thousands of hours of contact with a second language in order to become fluent. Bilingual programs that do not recognize this deserve to be eliminated.

It is never a good idea for educators to stand on dogma. Bilingual education and immersion need not be mutually exclusive. If an immersion approach is to be used, schools could still provide students with access to out-of-class tutors who could give explanations in the students' native language, or we could imitate the Japanese and allow beginning students to speak to their teachers in their native languages while requiring the teachers to respond in English. One daily period of native-language reading instruction could be offered to 1st and 2nd graders even if the rest of the day is spent in total English immersion.

Bilingual programs would do well to provide long periods of total English immersion as well as opportunities to interact with native speakers. Both bilingual and immersion programs should be held to accountability standards. Bilingual education needs to be repaired, but not necessarily replaced. Let us not replace the status quo with less effective programs. ■

31. Education Week

August 4, 1998

What's Wrong With Bilingual Education? Is It 'Lingual,' or Is It 'Education'?

By Raul Yzaguirre

If someone had only read news coverage of the Ron Unz initiative that passed resoundingly on June 2 of this year (the so-called "English for the Children" California ballot proposition which all but mandates the end of bilingual education), one would think that bilingual education was an educationally unsound concept doomed to failure. Yet just in the last few months, three well-regarded reports were released that give a resounding educationally based endorsement of bilingual education.

The first was "Preventing Reading Difficulties in Young Children" by the National Research Council, a respected organization with unassailable research standards that is not given to unfounded

pronouncements. In the section on literacy, the NRC's carefully worded finding on bilingual education states:

"Schools have the responsibility to accommodate the linguistic needs of students with limited proficiency in English. ... These children should be taught how to read in their native language while acquiring proficiency in spoken English, and then subsequently taught to extend their skills to reading in English."

Another recently released NRC study, "Educating Language-Minority Children," conducted in conjunction with the National Institute of Medicine, found:

"Bilingualism, far from impeding the child's overall cognitive or linguistic development, leads to positive growth in these areas. Programs whose goals are to

promote bilingualism should do so without fear of negative consequences. English-language learners who develop their native-language proficiency do not compromise their acquisition of English."

Even more dramatic was the report from Jay P. Greene of the University of Texas at Austin, who did a meta-analysis of all the research done on bilingual education. Mr. Greene is not an educator and therefore has neither a predetermined agenda nor any claims to expertise on the subject. He is, however, an expert in the field of ensuring statistical and methodological validity in research. Using rigorous standards, Mr. Greene found that the research evidence was overwhelmingly in favor of bilingual education as the best way to educate limited-English-proficient, or LEP,

children.

These three reports, taken together, should end any question about the effectiveness and worth of bilingual

Although I have been an observer of and a participant in this debate for years, it took me a long time to understand why there is so much passion and so little rational discussion on this issue. What I realized is that while I and other proponents of bilingual education were talking about education, others were really talking about language policy.

And while education philosophy is hardly emotion-free, language policy and practice affects us in a very personal way. It gets at the core of the kind of society we want or are likely to have. And since the debate on bilingual education should now be over, let us then have a discussion on language.

The debate over language has at least three aspects to it: language as a problem, language as a right, and language as a resource and/or a reality. For many years, educators saw language—or rather any language other than English as the primary or only language spoken by children attending school—as a problem. I use the term "problem" rather than challenge deliberately. It was not simply a question of the practicality of adding English to whatever language the child brought to the class to assure a common means of communication. Rather, it was a question of instilling in immigrant children, so far as it can be done, the objective of "absolute forgetfulness of all obligations, or connections with other countries because of descent or birth," as the superintendent of schools in New York City noted in 1918.

Therefore, any language other than English was neither positive nor benign. It was a "problem" to be washed away, and led to a process which obliterated that other language because it represented a threat to the nation, or at least, to those who did not understand that language. And if the child failed to keep up with his or her peers, so be it; there were always factory and field jobs that did not require literacy but only the ability to understand the verbal commands of their bosses. At a time when universal literacy was only a dream even for native-born Americans and when there were a plentiful number of union factory jobs that allowed a hard-working person with drive and determination the opportunity to work, buy a home, and send his and her kids to college, this might have made some sense. It was the process by which

education, both as an educational strategy and as the best way to make sure that proficiency in English is achieved. But anybody who believes that this will end millions of what we now call "white ethnics" assimilated into this society, and the process became a source of pride to them.

For others, particularly Native Americans and Hispanics whose roots in this country predated the British, the trade-off was not perceived to be so equitable. To those who had not gone through the psychological experience of crossing an ocean and leaving family and other ties behind them for greater opportunities, the idea of having to give up something so personal and so defining as language and culture for a society that did not accept them even when they did speak English, the trade-off was fraudulent and demeaning. Thus, intellectuals, activists, and other leaders from these groups and others reacted by raising the issue of language rights.

There are many ethnic Americans who lament that their ancestors were put through this pressure cooker that passed for a melting pot and that deprived them of their heritage. More vocal and more prominent, however, are Americans, particularly some white ethnic Americans, who are incensed with the idea of language as a "right," particularly if the notion is that this right should be paid for by their taxes. How many times have we heard, "My grandfather came to America not knowing a word of English and nobody helped him," or, "We were taught to learn English and nothing but English was spoken in front of us." Even some Hispanics, who had been forced to give up some of their birth language and heritage, became the staunchest supporters of this notion. Indeed, "contrarians" like the commentators Richard Rodriguez and Linda Chavez have been given far more publicity and coverage than mainstream Latino leaders for embracing this "philosophy." Mr. Rodriguez once went so far as to argue that it is great for non-Latinos to learn and speak Spanish but not Hispanics.

It is precisely folks who equate bilingual education with an effort to preserve, or worse, demand the right to, their own language that are most rabidly against bilingual education. Language as a right, or more precisely a minority language as a right, conjures up images of a Quebec-style divisiveness and the possible Balkanization of the country.

That, of course, is precisely the issue—the tendency to draw analogies that are

the debate is either uninformed, naive, or both.

familiar to us, which in the case of language are overwhelmingly about problems, controversies, and feuds. Even if the analogy does not apply, too many of us believe that it does. After talking to dozens of Canadians familiar with the Quebec separatist movement, I have yet to find one who believes that Hispanics in the United States are remotely like French-speaking Quebecers. For one thing, the Francophone separatists and the hard-line Anglo opponents of French-language rights are both opposed to bilingual education. It is the "One Canada" leadership that promotes bilingualism in the name of unity. But how often do you hear about countries where people speak different languages and enjoy peace and prosperity, as is the case in Switzerland and other countries? Peace and comity do not make the evening news.

Which brings us to a third way of understanding language: language as a powerful national resource. During World War II, America profited enormously from U.S. citizens who spoke other languages well. German-Americans, Italian-Americans, and even Japanese-Americans from our own internment camps served our country honorably and gallantly and were an asset in helping American forces understand the Axis powers. Navajo Indians known as the "code talkers" were assigned to different units to facilitate communications without fear of the enemy breaking the code. In fact, it was the only code not deciphered by the Axis powers.

There exists an enormous contradiction in this country. On the one hand, the National Governors' Association unanimously agreed last year that the United States should make foreign-language acquisition a priority in our schools, given the fact that we are the industrialized world's most linguistically ignorant nation. On the other hand, as a recent Washington Post headline summed it up: "California Rejection a Big Blow to Bilingualism." I believe this contradiction exists because the debate over bilingualism has been about language policy and not about education.

Let me be clear: I believe learning English is a must for every American. If anyone doubts my word, I would ask them to visit any of the 100 or so

National Council of La Raza affiliates that provide English-language training to tens of thousands of Latinos each year. But it is equally unconscionable to allow the debate over bilingual education to

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lead our country into wasting such a valuable natural resource as a population that already speaks a multitude of languages. It is also wrong not to use the best method available to teach LEP La Raza, the nation's largest Hispanic civil rights organization. Education

children English, which research shows is bilingual education.

policy analyst Raul Gonzalez assisted in the preparation of this essay. ■

32. Education Week

August 4, 1998

More Parents Want Charters, Ed. Dept. Study Concludes

Parent demand for charter schools has grown, but the schools continue to face such obstacles as a lack of start-up funds and inadequate facilities, a report from the U.S. Department of Education says.

Nationwide, the department counted 693 charters running in 23 states and the District of Columbia in the 1997-98 school year, taking into account school closures. The school tally jumps to about 780 when counting as separate schools Arizona's multibranch charter schools. In the 1997-98 school year, 279 new charter schools opened their doors, according to the report.

Fewer than one in 20 charter schools has closed voluntarily, merged with others, or been shut down, the report says.

While most charter schools are similar to their districts in the racial and economic backgrounds of their students, it says, about one-third are more likely to serve poor and minority students.

The report issued last month is the second installment in a four-year study of such public schools, which operate without some state and local regulations in exchange for greater

accountability for student results. ("ED Study Paints Portrait of Charter Schools," June 4, 1997.)

Later reports will address issues such as what impact charter schools have had on student achievement and on public education as a whole.

The department late last month also released a guide for chartering entities that outlines such tasks as devising solid evaluation criteria for reviewing charter applicants, conducting background checks of applicants, and managing an appeals process. ■

33. Education Week

August 4, 1998

Predominantly Black Charters Focus of Debate in N.C.

By Lynn Schnaiberg

When North Carolina lawmakers opened the door to charter schools in 1996, critics predicted a rush of "white flight" schools would follow.

It seems precisely the opposite has happened. Of the 33 charters that are up and running, a dozen have student populations that are more than 85 percent black.

Many state charter school supporters say that as long as the schools produce positive academic results—and do not not intentionally block students based on their race—those figures should not be cause for alarm.

But North Carolina law suggests otherwise, and a debate has ensued over whether—or how—the racial-balance provision of the charter school law should be enforced. State policymakers have spent months trying to resolve the issue in a legal and political climate that looks with growing suspicion at policies

While the state wrestles with the issue, charter schools are not sure what, if any,

drawn on the basis of race or ethnicity.

While many states' charter laws aim to encourage racial diversity, North Carolina's is relatively prescriptive, experts say. Neighboring South Carolina, which has one of the nation's strictest racial-balance rules for its charter schools, has confronted similar issues. ("Racial Makeup at Issue In S.C. Charter Debate," April 30, 1997.)

North Carolina law says that within a year after a charter opens, its enrollment "shall reasonably reflect" the racial and ethnic composition of the general population within the countywide district boundaries or the district's racial and ethnic composition.

Supporters fear the state's predominantly black charter schools may be forced to close. "It's a scary and confusing time for these schools," said Roger A. Gerber, the president of the Association of North Carolina Charter Schools.

steps to take as the next school year approaches, said Jack Daly, the executive

'Fear of Resegregation'

For now, the state's charter schools are operating against a shifting landscape.

In July, the state school board voted to allow a statewide charter school advisory committee to determine on a school-by-school basis whether a charter school's racial imbalance is justified and what action, if any, the state should take.

The Raleigh-based North Carolina Foundation for Individual Rights, a conservative nonprofit legal group, plans to file a lawsuit to block the state from enforcing the law's racial-balance provision.

And a bill is moving through the legislature that would soften the provision to require only that schools make a "good faith effort" toward achieving diversity.

But both critics and supporters of the proposed change say it is unlikely to survive the legislative process.

director of the legal group challenging the state law.

He points to one such school that last year held separate enrollment lotteries for blacks and whites in order to strike racial balance. Such action amounts to an illegal racial quota system, he contends.

State board President Phillip J. Kirk Jr. said he opposes shutting down the charter schools and points out that there are nearly all-white or all-black traditional public schools in the state.

"I don't think charters were intended to resegregate the schools," he said.

Jane P. Norwood, a state board member and a professor at Appalachian State University's school of education in Boone, said she is undecided on the issue.

"I have a definite fear of resegregation. I am old enough to remember 'separate but equal' in this state," she said. "But I believe in freedom of choice to a certain extent. It's a real dilemma."

Seeking 'Good Schools'

A recent U.S. Department of Education study found that most charter schools are similar to their districts' racial and ethnic breakdowns, but about a third are more likely to serve minority

students.

Close to 49 percent of North Carolina's charter school students are black. In the state's public schools as a whole, 31 percent of students are black.

Roughly half a dozen of the state's charter schools are predominantly white, but many reflect their surrounding communities in the rural western areas of the state, according to Grova L. Bridgers, who oversees charter schools for the state education department.

Experts point to myriad reasons for the high percentage of African-Americans in charter schools, too. Many of the predominantly black charter schools are in majority-black neighborhoods in large cities like Raleigh and Durham, and some were launched by black community leaders.

"People aren't fleeing the public schools because of race," Mr. Gerber said. "They're fleeing to what they think are good schools. And they are unsatisfied with what they've been getting in traditional public schools."

Balancing Goals

Tom Williams, the director of Healthy Start Academy, said that when the school

organizers wrote their charter, they never expected they would draw anything but a mixed student population. But the search for an affordable building led them to a poor and mostly black neighborhood in Durham.

Although the organizers tried to talk the 40 white students who had signed up last year into staying, they all withdrew, he said.

The vast majority of Healthy Start students come from the neighborhood. Of the 320 pupils in grades K-3, four are white. Mr. Williams said he hopes that more white families will give the school a chance once they see the students' impressive test gains.

But the former New York state school administrator, who is white, said his top priority—and his parents' priority—is a high-quality education. True integration, he argued, comes from the upward economic mobility gained through education. "I hear parents say: 'My kid is reading a year above grade level. And I don't care whether he's sitting next to a white student or not.'"

34. Education Week

August 4, 1998

N.Y. To Require Accreditation For Ed. Schools

By Jessica L. Sandham

Colleges and schools of education in New York state are taking a hard look at teacher-exam pass rates and accreditation requirements following the state's recent adoption of stricter teacher education standards.

The New York board of regents last month passed a set of reforms geared toward improving the quality of the state's teaching force. Among the changes, which range from strengthening professional-development standards to overhauling teacher-review processes, the regents now will require that all public and private higher education institutions attain accreditation for their teacher education programs by Dec. 31, 2004.

Under the new standards, the state also retains the right to shut down, or "deregister," schools of education where fewer than 80 percent of graduates pass

Schools of education in New York have steered away from trying to obtain NCATE certification because of the direct and indirect costs of the process, said Elaine Sands, the dean of the education school at Adelphi University, a

one or more required certification exams beginning next year.

The mandate comes even as the regents move to make existing certification exams on teaching skills and liberal arts knowledge more difficult, and as they require all new teachers to pass a third exam that will gauge their expertise in a specific content area or specialty.

Adoption of the new standards should push universities that skimp on their teacher education programs, sometimes to the benefit of other disciplines, to wise up to the need to allot more resources to teacher training, said regent Saul B. Cohen, who served on the task force that initially proposed the teacher reforms.

"Right now, schools of education are cash cows for the universities," Mr. Cohen said. "If universities want their schools of education to be accredited, they're going to have to put more money private institution in Garden City.

Despite the expense, which runs into the thousands, many of those heading education schools in New York understand that the regents' move to demand accreditation was "a long time

into them."

Two Options

The regents' new rules allow schools two accreditation options: accreditation through a nationally recognized professional body; or accreditation by the regents themselves, which would be based on the recommendations of a professional-standards board that the state board is in the process of forming.

To date, only four of the state's 113 teacher education programs are accredited through the Washington-based National Council for Accreditation of Teacher Education, which is currently the only established professional accreditation association for schools of education. A second group, the Teacher Education Accreditation Council, also located in Washington, is planning to begin reviewing teacher training programs within two years. coming," Ms. Sands said. "Schools of education need to meet a higher professional standard of excellence."

State Aid Sought

Still, some education officials expressed concern that the required

accreditation and an 80 percent pass rate on teacher exams will be economically unattainable for the state's public institutions, unless they receive an infusion of new state money.

The situation appears particularly dire for the City University of New York. Only two of CUNY's 10 branches that offer teacher education attained an 80 percent pass rate on each of the required teacher certification exams in 1996-97.

School districts are depending on the teacher education programs in the New York state and New York City systems to help produce some of the hundreds of thousands of new teachers they will need to hire in the next several years, said Gregory Nash, the president of NEA-New York, the state affiliate of the

National Education Association.

"If the state isn't committed to providing quality teacher education programs in their institutions, how can private institutions be expected to do it?" Mr. Nash said.

Like other aspects of the regents' plan that hinge on state funding, any increased aid for public institutions would require legislative approval.

Other highlights of the plan include:

A gradual phasing out of all temporary, or emergency, teacher licensures by 2003;

A requirement that all incoming teachers obtain a master's degree within the first two years of entering the classroom;

A provision that would provide every

new teacher with at least one year of state-financed mentoring;

A requirement that all teachers certified after Sept. 1, 2000, complete 175 hours of professional development every five years to renew their licenses;

The creation of an incentive program designed to attract teachers to hard-to-staff schools through scholarships and a \$10,000 bonus to certified teachers who agree to work for three years in high-need areas; and

The establishment of a teacher-review process in which teachers who are judged to be unsatisfactory will be given the opportunity to improve through a district-created teacher-improvement plan. ■

35. Education Week

August 4, 1998

Senate OKs HEA Bill That Would Streamline Teacher Ed.

By Julie Blair

Washington

Members of the House and Senate are set to reconcile their competing plans to ensure new teachers are well prepared for the classroom.

In voting 96-1 to renew the Higher Education Act for five years, the Senate last month accepted a proposal that would authorize \$300 million over five years in competitive grants to improve teacher education and recruitment programs.

Specifically, it would consolidate the federal government's myriad teacher education initiatives into two grant programs. The bill calls for allocating \$150 million to states to reform their teacher preparation requirements. The other \$150 million would be used for partnerships between universities and disadvantaged schools to upgrade the quality of teaching.

In May, the House approved its own version of the HEA reauthorization, 414-4, calling for \$18.5 million a year for teacher training. While similar to the

The Senate bill does not mention funding for the National Board for Professional Teaching Standards, which offers voluntary certification for educators who meet high standards. The House bill, however, would eliminate federal funding for the organization. In fiscal 1998, the NBPTS received \$18.5 million from the federal government, said

Senate measure in intent, the House bill would consolidate current programs into only one grant to states. It also proposes that 70 percent of the federal funds go to local partnerships and only 30 percent to states.

The differences will be taken up by a House-Senate conference committee. When the committee will go to work has yet to be determined.

Legislators in both houses are "all on the same page with wanting to do the right thing," said Amy Wilkins, a senior associate with the Education Trust, a nonprofit organization in Washington that advocates high standards and equity in education. "The real question is: Will people be able to overcome...pride of authorship in exchange for really good policy?"

Focus on Teachers

The newly passed Senate bill aims to raise state standards for teachers, boost their assessment scores, and create opportunities for professional development. It would require states that accept funding to increase the percentage Sally Memissi, vice president of the Southfield, Mich.-based board.

Despite the HEA proposals, however, funding could survive in a separate appropriations bill, David Bryant, a senior associate for government relations with the National Education Association in Washington, said in an interview.

The bill also sets parameters on the

of K-12 classes taught by educators in their areas of expertise and to hire teacher candidates who integrate technology into the classroom.

"You can't realistically expect students' performance to improve unless you also focus on those doing the teaching," Sen. Jeff Bingaman, D-N.M., a member of the Labor and Human Relations Committee who lobbied for improved teacher accountability, said in a recent interview. "The more academic instruction we have...the better our teaching corps will be."

The plan also would offer incentives to teach in needy districts by forgiving up to \$8,000 in student loans for those who did so.

"This is the strongest piece of the entire bill," said Penelope Earley, the senior director for the Washington-based American Association of Colleges for Teacher Education. "There have been a number of reports...showing a teacher shortage. We want to make sure there are enough teachers and that they are well prepared." costs of higher education.

Under both the House and Senate plans, the interest rate on federally subsidized student loans would drop to 6.8 percent from the current 7.6 percent for students still in school, and to 7.4 percent from the current 8.2 percent after graduation.

Supporters note that the decrease

would save students substantial amounts of money. But opponents—including President Clinton—say it would allow lenders to collect billions in federal subsidies because the government would pay the lenders to continue in the student-lending business, which banks contend is unprofitable at the lower interest rate. The Office of Management

and Budget estimated the bill would provide \$2.4 billion in subsidies during the five-year time frame to make up for the difference in interest rates.

Other provisions in the bill include increasing the maximum annual Pell Grant for needy college students. By 2003-2004, awards will be worth \$5,800.

Separately, the Department of

Education last month cut interest rates for students who consolidate their direct student loans with federally guaranteed student loans by Sept. 30. A student with a \$1,000 loan who consolidates will save about \$50, said Jane Glickman, a spokeswoman for the department. ■

36. Education Week

August 4, 1998

Future Shape of E-Rate Program In State of Flux on Capitol Hill

By Mary Ann Zehr

Washington

The fate of the E-rate remains uncertain on Capitol Hill, where Congress is weighing a proposal that could change the program dramatically.

Sen. Conrad Burns, R-Mont., and Rep. W.J. "Billy" Tauzin, R-La., have advanced legislation that would use a third—or about \$1.7 billion per year—of the current 3 percent telephone excise tax to pay for "telecommunications and related services" in schools and libraries.

Their companion bills, introduced in both the House and the Senate on July 23, propose getting rid of the E-rate and replacing it with a five-year program of block grants to states. The program would be administered by the Department of Commerce's National Telecommunications and Information Administration.

The 30,000-plus applications submitted by schools and libraries for 1998 education-rate discounts for telecommunications services would be transferred to the new program, according to Ben O'Connell, a spokesman for Sen. Burns.

On the same day that the Burns-Tauzin proposal was introduced, the Senate passed the appropriations bill for the departments of Commerce, State, and Justice with an amendment that would require all schools and libraries to

Congressional challenges to the program were stepped up when AT&T Corp. and MCI Communications Corp. announced in May that they would put a surcharge on residential phone bills for the cost of universal service, which includes the cost of the E-rate.

On July 1, AT&T put a charge of 93 cents per month for universal service on residential phone bills; the company estimates about 23 cents will go to the

choose a system to filter out any objectionable Internet material such as pornography before receiving any E-rate money. Sens. John McCain, R-Ariz., and Ernest F. Hollings, D-S.C., introduced the amendment.

Undue Scrutiny?

The appropriations bill also includes language overriding an earlier amendment that would have prohibited schools and libraries from applying to the Commerce

Department's Telecommunications and Information Infrastructure Assistance Program. The new amendment says schools and libraries would be eligible for TIIAP money in fiscal 1999, but only for purposes other than those served through the E-rate. ("Panel Cuts Technology-Grant Program," July 8, 1998.)

Complaints that the E-rate is undergoing an unusual amount of examination for a new government program arose during a July 16 hearing in the Senate Commerce, Science, and Transportation Committee.

"I don't know of any other program that has been created in less than a year and received such scrutiny and review," said Sen. Olympia J. Snowe, R-Maine, a co-sponsor of the E-rate provision contained in the Telecommunications Act of 1996.

Also during the hearing, the General E-rate program. At the same time, MCI put a 5 percent charge and Sprint Corp. put a 4.5 percent charge on residential phone bills for universal service. Spokesmen for AT&T, MCI, and Sprint deny charges from E-rate advocates that their companies also are lobbying Congress to kill or stall the E-rate.

E-rate supporters monitoring the E-rate program say they hope the SLC's commitment to comply with the GAO

Accounting Office presented its report on how the Schools and Libraries Corp., the agency administering the E-rate program, was handling its "integrity operations." Sen. McCain, the chairman of the committee, had asked the congressional investigatory office to make sure that the SLC had adequate procedures to prevent waste, fraud, and abuse.

Among other things, GAO officials said they were concerned that an independent audit of the corporation had been scheduled for completion after funds would already be committed to applicants.

During the hearing, Ira Fishman, the executive director of the SLC, committed to complying with all of the GAO's recommendations on running the program.

After repeatedly being asked by Mr. McCain to say when the SLC could start paying for E-rate applications, Mr. Fishman estimated that money would start flowing "sometime early this fall."

In response to congressional pressure, the Federal Communications Commission has already dramatically scaled back the E-rate program for 1998 applications, promising to give out \$1.9 billion over 18 months instead of \$2.3 billion over a year, as was first anticipated.

report will put questions about the program to bed.

"There's absolutely no reason these discounts can't start going out to children [in schools], and anyone who is trying to say more measures need to be put in place is just trying to delay the program," Michelle Richards, the director of federal programs for the National School Boards Association, said during a recent pro-E-rate rally on the Capitol lawn. ■

37. Education Week

August 4, 1998

Contractor Gets More Time To Write National Test Items

By David J. Hoff
Washington

The independent panel designing President Clinton's proposed voluntary national tests is juggling its development schedule even as Republicans in Congress are moving to stop its work.

The National Assessment Governing Board announced last month that it will give its contractors extra time to write questions for pilot tests.

The changes eat into the board's time to review more than 2,000 potential items for the proposed 4th grade reading and 8th grade mathematics assessments. But board members won't delay the schedule that calls for pilot testing in March and for the exams to be ready by the spring of 2001.

If GOP leaders have their way, the work will never get to that point. The fiscal 1999 spending bill approved by the House Appropriations Committee last month included no money for ongoing work on the tests and prohibits the **Department of Education** or the governing board from spending money from other accounts on the project.

Republican Roadblock

Stopping the proposed tests is a top priority for congressional Republicans. The House early this year passed a bill demanding that the governing board —

known as NAGB —stop test development by Sept. 30.

The Senate included the same language as an amendment to a bill creating tax incentives for K-12 education savings. When the test language was dropped from that bill in a conference committee, Speaker of the House Newt Gingrich, R-Ga., and Senate Majority Leader Trent Lott, R-Miss., promised they would put a stop to NAGB's work on the new tests in the fiscal 1999 appropriations bill.

President Clinton eventually vetoed the tax bill. He has announced his opposition to the House appropriations bill based on its numbers alone. Last year, he threatened several times to veto a fiscal 1998 spending bill that would have halted his testing plan, but the administration negotiated a compromise that allowed test development to continue for fiscal 1998, which ends Sept. 30.

Despite the outside debate, NAGB is working as if it will have the money and authority to proceed with its work on the tests.

The bipartisan panel of politicians, educators, and community leaders — whose primary task is overseeing the separate National Assessment of Educational Progress —altered its schedule last month after experts

evaluating its work suggested changes.

In a July 15 letter to **Secretary of Education Richard W. Riley**, the National Research Council said NAGB's schedule did not leave enough time for the American Institutes for Research, the lead contractor for the project, to prepare the 2,600 questions needed for the pilot tests.

The nrc's experts in June reviewed 105 questions and determined that about half needed significant revisions before they could be approved for pilot-testing. While that proportion isn't extraordinary for a test in the early stages of development, the experts for the private council created by congressional charter thought NAGB's time line was insufficient for the contractor.

Deliberation Curtailed

In response, NAGB will free up time for the contractor by cutting back on the time the board spends deliberating on the items.

Mark D. Musick, the board's chairman, said NAGB will hire experts to review potential test questions and decide how well they measure students' ability to perform on the proficiency levels of the existing national assessment, the sampling of student performance that would be the basis of the new tests. ■

38. Education Week

August 4, 1998

GOP Report Underscores Two Views on Federal Role

By Joetta L. Sack
Washington

The ingredients of the Republican recipe for federal education policy have resurfaced in recent weeks, through the release of a long-awaited report and new initiatives designed to reduce federal bureaucracy.

Unveiling their "Education at a Crossroads" report in July, Rep. Peter Hoekstra and fellow Republicans offered a formula for public schools with roots in the GOP education agenda: block grants and fewer federal rules, more parental involvement, and back-to-basics

academics.

With Congress scheduled to recess this month and adjourn for good in early October, the Republicans have already begun working on related legislation, and one bill that follows their agenda —the proposed Dollars to the Classroom Act —may be voted on shortly after the August recess.

The report and the Dollars to the Classroom legislation —which would merge funding for 31 federal education programs into one block grant —are likely to be merely symbolic works given the relatively little time left in this year's

session. But, assuming that Republicans retain control in the 106th Congress, both could lay the groundwork for next year's anticipated reauthorization of the Elementary and Secondary Education Act and its related K-12 programs.

"What we have learned should concern every American," Mr. Hoekstra, the Michigan Republican who chairs the House subcommittee on oversight and investigations for education and workforce issues, said in announcing the report's findings at a July 16 news conference. "We found little evidence proving the effectiveness of federal

programs."

Speaker of the House Newt Gingrich of Georgia was among the GOP lawmakers at the briefing.

Trading Charges

Members of Mr. Hoekstra's subcommittee spent more than two years traveling across the country, mainly to members' home districts, to visit schools and talk with local officials about the effectiveness of federal initiatives. The "Crossroads" report, which Mr. Hoekstra called "the most comprehensive review of federal education programs undertaken by Congress," was first scheduled for release late last year. ("Value of Two GOP Education Probes Debated," March 18, 1998.)

Upon the report's release, House Democrats quickly blasted its conclusions, and claimed they were shut out of the planning process for the study and the 22 hearings associated with it.

"It was more or less set out with an objective in mind," said Rep. Patsy Mink, D-Hawaii, the ranking Democrat on the subcommittee. "I don't think there was any effort to balance the witnesses."

"That's baloney," Mr. Hoekstra responded in an interview. He charged that Democrats had refused to participate in the process and were usually given 30 to 60 days' notice of scheduled hearings.

The Dollars to the Classroom Act debate, meanwhile, is also likely to spark fierce opposition from Democrats, who

contend that it would unravel accountability in federal funding. If enacted, the measure would create a federal education block grant with few rules on how states and schools use the money. Many education groups — including the Council of Chief State School Officers — also oppose the measure.

"The whole idea of collecting money from taxpayers and sending it back without any establishment of needs, goals, or criteria of admission is simply not acceptable," Ms. Mink said.²

The same debate surfaced in the Senate Labor and Human Resources Committee late last month, as the panel approved a measure that would expand an experimental program that gives states some freedom from federal regulations for education programs. The bill, S 2213, would expand the "Ed Flex" program from the 12 states where it is allowed now to all 50 states.

More immediately, "Education at a Crossroads" highlights the gulf between the Republican take on federal policy and that of the Clinton administration.

Debating the Facts

"The contents of this report are riddled with inaccuracies, and its recommendations again fail to address the most critical needs of America's students, teachers, and schools," **Secretary of Education Richard W. Riley** said.

The report contains a transcript of Mr. Riley's testimony at a Washington hearing last year, in which he was unable to provide the exact number of federal education programs.

The GOP puts that total at 760, while the **Education Department** says federal education programs number fewer than 200.

The two sides also squabbled over the amount of federal school funding that reaches the classroom. Mr. Hoekstra maintained that it's no more than 65 to 70 cents out of every dollar, while the Clinton administration says it is more than 95 percent.

The Washington-based American Association of University Women also gave the report a thumbs-down. The AAUW released a poll of 600 Democratic, Republican, and independent women voters that showed they favored a strong federal role in education. The "Crossroads" report "flies in the face of what the majority of women voters want," said the AAUW's executive director, Janice Weinman.

Ms. Weinman attended Mr. Hoekstra's news conference to announce the report, and the Republicans there told her that voters should first and foremost focus on the quality of federal programs rather than the quantity.■

39. Education Week

August 4, 1998

House Spending Bill Takes Conservative Line

By Joetta L. Sack
Washington

Under the cloud of a threatened presidential veto and sharp discord among its members, the House may vote this week on a restrained education spending bill with implications well beyond dollars and cents.

The proposal, which passed the Appropriations Committee on a party-line vote July 14, would hold total funding for **Department of Education** programs to \$32.9 billion, up 2.5 percent from fiscal 1998's \$32.1 billion allotment.

It would let states use funding from the Goals 2000 school reform program and the Eisenhower Professional Development grants as block grants for education reform with few restrictions on spending. And, as promised by the

Republican leadership, it includes language that would bar federal funding for the development or implementation of new national tests, continuing a hard-fought battle over one of President Clinton's education priorities.

Conservative Appeal

In many ways, the appropriations bill is a bow to conservative Republicans, who say they have been shortchanged by their party in recent years. Already, the package is provoking strong reactions.

In a move that was unusual so early in the budget process, Mr. Clinton told the House Appropriations Committee before its vote that, unless significant changes were made, he would veto the measure.

"The bill is fundamentally flawed," Mr. Clinton said in a statement. "It cuts \$2 billion from our request for educational investment, short-changing

initiatives on education reform, on raising educational achievement for our children, and on providing focused help for students who need it most."

The GOP faults Mr. Clinton for counting on funding from a stalled tobacco settlement to support new K-12 initiatives in his budget proposal, and for not proposing budget cuts to offset his new expenditures on class-size reduction and other efforts. Last week, Appropriations Committee Chairman Robert L. Livingston, R-La., sent a strongly written letter to the White House demanding that officials there quickly send "real and do-able" funding alternatives in order for the House to consider paying for any of the administration's proposed initiatives.

The House committee's proposal would increase spending for GOP

priorities such as special education state grants, which would see a 5.8 percent boost, to \$4.82 billion; and the Chapter VI block grant, which gives aid directly to schools with few strings attached, which would get a \$50 million increase, to a total of \$400 million.

The bill would also hold funding for Title I grants at the current level of \$7.5 billion and sharply cut some of Mr. Clinton's favorite initiatives. For instance, **Education Department** funding for school-to-work programs would drop from \$200 million to \$75 million. The school-to-work initiative also receives funds in the Department of Labor budget. Mr. Clinton had requested \$125 million in education money for the program, which is scheduled to be phased out by fiscal 2000.

Whether the conservative Republicans who have driven the budget-writing process this year have the votes to get their bill passed in the full House is an open question.

"They're going to have a hell of a time getting the moderate votes," predicted Andrew Rotherham, a legislative specialist with the American Association of School Administrators in Arlington, Va. "There's a lot in that bill that gives a lot of people reason not to like it."

Hitting Existing Programs

The Committee for Education Funding, a Washington-based coalition of education groups that lobbies for increases in federal school aid, blasted the measure as "inadequate and harmful."

The bill is unusual in the amount of language it contains that would alter existing programs, such as the Goals 2000: Educate America Act.

"This bill probably, more than any other, defines the differences in priorities" between the two parties, Rep. David R. Obey, D-Wis., the Appropriations Committee's ranking Democrat, said shortly before the panel's vote. "This bill was never going to be easy, because of the budget constraints,

but it has been made infinitely more difficult."

But Republican leaders did not seem troubled. "This bill will pass. A version of this bill will be signed into law, and life will go on," Mr. Livingston said, also during the hearing.

Republicans on the Appropriations Committee pointed out that the tight constraints of last year's balanced-budget agreement were agreed to by both parties, and that Republicans were working to eliminate or cut programs that they believe are ineffective or not a federal responsibility.

"We have to make choices," said Rep. John Edward Porter, the Illinois Republican who chairs the education appropriations subcommittee.

The Senate Appropriations Committee is expected to write and vote quickly on its spending plan when Congress returns Sept. 8. ■

40. Education Week

August 4, 1998

District Holding Some Notes in Assault Case

By Jessica Portner

The Grosse Pointe, Mich., school system has refused to surrender certain notes in a rape investigation involving district students, saying state law prohibits school officials from releasing records of conversations between students and staff members.

Education law experts say such a state law has rarely been used to prevent the release of student-staff communications in criminal cases.

According to the district's lawyer, Caryn Wells, the principal of the 1,274-student Grosse Pointe North High School became aware of the alleged rapes while investigating how a lewd photograph of senior-class president Daniel Granger appeared in school's 1998 yearbook. During those inquiries, three female students accused Mr. Granger and three other male students of sexual assault.

Police then investigated the accusations, and the four young men who attend school in an affluent suburb of Detroit were charged with third-degree criminal sexual conduct.

The girls were 14 at the time of the alleged incidents, which are said to have occurred in private homes last December and January. Under Michigan law, 16 is

the age of consent for sex. The four defendants were all 18 or 19 at the time. If convicted, they could face up to 15 years in prison.

Mr. Granger's lawyer, William Bufalino, said last week that his client "categorically denies having sexual intercourse [with the accusers] or not to the level these young girls imagined." Mr. Granger and the other defendants have pleaded not guilty to the charges.

Additional Records

In a preliminary hearing last month in Wayne County Circuit Court, Judge Lynne Pierce ordered the district to surrender the principal's notes about all of the students involved in the case.

The district complied but refused to provide additional notes sought by both the prosecution and the defense because they concerned other students.

Prosecutors are seeking the additional records in an attempt to corroborate the accusers' accounts and to identify any other possible victims or assailants. Defense lawyers also are seeking the notes in an effort to bolster their cases.

"If somebody said to the school [official] that a student did such and such with so-and-so, that's evidence," said Richard Padzieski, the chief of operations in the prosecutor's office in Wayne

County, Mich.

But Mark McNerney, a lawyer for the 8,500-student district, said that the school system is trying to satisfy the statute, not obstruct the prosecution. The 1961 Michigan law says that "confidential communication with teachers and administrators and behavioral records cannot be released without parents' or students' OK," he said.

Interviews with a student have the same protection as a person's discussions with a doctor or a priest and must be kept confidential, he argued.

"Society wants students to talk to a teacher without being afraid that the conversation is going to get out," he said.

In a Bind

Gwendolyn H. Gregory, an outside counsel to the National School Boards Association and an expert on education law, said she knows of no other case in which a state privacy law was invoked to block the release of notes in a criminal investigation.

Federal law requires school districts to keep student records confidential, with some exceptions. But Ms. Gregory said she was unaware of state laws other than Michigan's that further protect student records or private communications with school officials.

Cases such as the one involving Grosse Pointe North High School put administrators in a bind, she said. They are stuck between violating student privacy, thus risking a parent's lawsuit if they divulge information about a child,

and inhibiting an investigation that could lead to a criminal conviction.

"It's always a quandary," Ms. Gregory said. "You just have to work it out to maintain the confidentiality, but not so you allow the perpetrator to get away

with it."

Mr. Padzieski of the county prosecutor's office said last week that he plans to seek a subpoena at the end of the month to get the remaining records from the district.■

41. Education Week

August 4, 1998

Mayor To Control Cleveland Schools After Judge Ends State Intervention

By Kerry A. White

The passing of the torch in Cleveland is imminent: This fall, the beleaguered school district will join the list of large urban school systems—including Boston and Chicago—under mayoral control.

"Today is a historic day for Clevelanders," Mayor White, a Democrat, said in a prepared statement following the judge's ruling. "After a quarter of a century of having the educational policy for our children in the hands of the federal court and then the subsequent state supervision, we can now move forward with a school system run by our community for our community."

A federal court ordered the state takeover of the 76,500-student system in 1995 after declaring the school system, which was on its last legs academically and \$155 million in debt, in a "state of

U.S. District Judge George W. White ruled last month that a federal court order that placed the district under state control will be lifted on Sept. 9.

Mayor Michael R. White, along with an appointed nine-member school board crisis."

The plan for mayoral control was approved by state lawmakers and signed into law by Gov. George V. Voinovich, a Republican, in August 1997.

Fight Continues

Judge White, no relation to the mayor, who in March declared that the school system had fulfilled its legal obligation to desegregate its schools, failed to rule last month on a request by two groups opposed to the mayor's assumption of authority. Those groups, the Cleveland chapter of the National Association for the Advancement of Colored People and

and a superintendent of his choosing, will take over the Cleveland schools, returning the district to local control for the first time in nearly 25 years.

the Service Employees International Union, which represents school support workers, have asked that schools remain under state control until their appeal is decided. ("Judge Ends Desegregation Case in Cleveland," April 8, 1998.)

Meanwhile, a nominating panel put together by the state is reviewing the applications of about 240 school board hopefuls—many of them prominent community leaders—and will make recommendations to the mayor by Aug. 10. The school board and the mayor's choice for chief executive officer are expected to be named by fall.■

42. Education Week

August 4, 1998

Mass. Reacts to More Test Data; Teacher Proposal Outlined

By Kerry A. White

A school-by-school breakdown of scores on Massachusetts' first-ever exam for licensing new teachers is forcing some education schools to take a hard look at their curricula, even as state officials propose creating one of the nation's most intensive programs of teacher recruitment and training.

While individual test-takers' scores on the April test were issued earlier this summer, the state education department released results by school on July 23.

The 59 percent overall failure rate had already rippled through the state and made headlines nationwide, but the data on how individual colleges and universities in the state performed took many higher education officials by

surprise.

Nearly 1,800 prospective teachers took the eight-hour test in April and, although interim Commissioner of Education David P. Driscoll cautioned that scores from colleges where only a small sample of students took the test "need to be interpreted carefully," he asked college leaders to make changes in their programs where they could.

"I urge the institutions of higher education to accept the data for what it is, which is a snapshot of performance on one round of testing," he said in a statement, "and now analyze it and use it to strengthen areas of need."

In addition, Mr. Driscoll, along with acting Gov. Paul Cellucci, a Republican, and top lawmakers, last week unveiled

the state's—and possibly the nation's—most aggressive plan yet to attract, train, and mentor top teachers.

\$20,000 Bonuses?

The proposal, known as the 12-62 Plan for its intent to reach from middle school—or age 12—to retirement, would cost a total of between \$5 million and \$10 million, state officials say, funds they say could be drawn from the state's \$1 billion surplus.

It incorporates a widely publicized proposal by state Senate President Thomas F. Birmingham to grant new teachers \$20,000 signing bonuses, which would be spread over the first few years of their careers, new scholarships and loan-forgiveness programs, and a more streamlined certification process.

The plan, which Mr. Driscoll drafted with input from other state leaders, also proposes a new "master teacher corps" through which the state would reimburse and reward those teachers who complete the National Board for Professional Teaching Standards requirements and an additional content test.

In order to be enacted, different parts of the plan would require the approval of either the state board of education — which could take up the proposals next month — or the legislature, which has recessed until January.

A Confirmation

On the school-by-school analysis of teacher-test scores, one of the institutions

Administrators at Springfield College said that since the scores were released they have put together a panel that will examine how students performed on each section of the test to determine how required courses can be adjusted to improve results.

"Springfield College has a long history of producing quality teachers," said Gretchen A. Brockmeyer, the associate provost and associate vice president for student affairs at the private college. "We'll look at testing results as they come back and will determine what sort of enhancements and changes need to be made in the curriculum."

Results from the second round of

with the poorest showing was Northeastern University in Boston. Only three — or 17.6 percent — of the school's 17 teacher-candidates passed both the exam's reading and writing subtests.

The university's president, Richard M. Freeland, said the scores represented one in a series of "wake-up calls."

"The scores confirmed what we've known for some time: that the education programs here and elsewhere are not as strenuous as they need to be," he said in an interview last week. "Well before the testing results were released, we revamped our master's program, raised freshman admission standards, and reworked our undergraduate teacher tests, administered July 11, are forthcoming."

Boston University Chancellor John R. Silber, who as the state school board chairman has led the drive to raise the academic bar for students and teachers, saw his university post a 65.7 percent passing rate among its 68 teaching candidates.

In a statement, Mr. Silber said that the teacher tests "were not difficult, and, therefore, the scores are even more appalling than they might at first seem."

He added that although BU students scored relatively high, officials there were not happy with the results and have set a higher standard for future tests: If bu

curriculum....The test makes the case that we should redouble our efforts."

Many other schools didn't fare much better than Northeastern: Only 22.2 percent of Springfield College's 63 candidates passed both the reading and writing portions of the Communications and Literacy Skills Test; 26.8 of Westfield State College's 84 candidates passed; 30 percent of Massachusetts College of Liberal Arts' 20 candidates passed; 32.9 percent of Bridgewater State College's 146 candidates passed; and 33.8 percent of Salem State College's 71 candidates passed.

students don't manage a 90 percent pass rate within the next two years, he said, university officials will consider abolishing the education program.

Only two of 56 Massachusetts institutions whose students or graduates took the spring exam had perfect scores, according to education department figures: the Harvard University graduate school of education and Wellesley College, although a total of only 13 students from those schools took the test.

The next-highest passing score went to Tufts University, where 81.3 percent of the 16 candidates passed.■

43. LRP Publications

July 31, 1998

Senate Passes Job Training Conference Report

Youth job training programs will have a greater focus on long-term academic and occupational training, rather than short-term employment fixes, under a House-Senate conference report issued this week and passed by the Senate late last night.

House and Senate conferees finished negotiations on the legislation (H. Rpt. 105-659) that will provide more flexibility in job training and push federal dollars to local communities. The Senate approved the report yesterday in a late-night session prior to leaving town today for its August break.

The House will likely follow suit later today or early next week, after which President Clinton is expected to quickly sign the bill into law.

"For more than three years, I have been working on a comprehensive job training reform package - and I am convinced Senate passage comes not a

moment too soon," said Sen. Mike DeWine, R-Ohio, primary sponsor of the work force legislation. "Our economic future depends on a well-trained work force and this bill will help prepare American workers to face the challenges of the 21st century."

Rep. Bill Goodling, R-Pa., chairman of the House Committee on Education and the Workforce, echoed DeWine's sentiments, saying the Workforce Investment Act "is a huge step toward reforming this nation's employment, training and literacy programs for the 21st century."

The act consolidates more than 60 federal training programs through the establishment of three block grants to the states, including programs for disadvantaged youth employment and training.

While the legislation allows for the continuation of summer youth

employment programs, it requires that all employment experiences under these programs be tied to basic academic and occupational learning opportunities. Under these programs, priority will be given to hard-to-serve disadvantaged youth, including a requirement that not less than 30 percent of local youth program funds be spent on out-of-school youth.

The legislation also authorizes youth opportunity grants, which are intended to create job and learning opportunities for children living in high poverty neighborhoods and rural communities.

Clinton praised the bill's focus on disadvantaged children, saying it would help "create jobs and opportunities for out-of-school youth in high poverty areas."

House and Senate conferees are expected to take up vocational education legislation when Congress reconvenes in

September. ■

44. Education Week

August 4, 1998

Researchers Blame Test Revisions for Falling Ill. Reading Scores

By Debra Viadero

Illinois educators have been scratching their heads over four years of mysterious

"Simply put, we think the reading scores are wrong," P. David. Pearson and Timothy Shanahan write in an article scheduled to appear this month in the Illinois Reading Council Journal.

The dip in scores on the reading portion of the Illinois Goals Assessment Program, or igap, has been a puzzle because it has come as scores on other parts of the test were rising. Also, some large districts, such as Chicago and Springfield, have seen their students' reading scores on other standardized tests go up while their state scores were dropping.

"Even when we'd see small dips in scores or we were treading water, what we were seeing on the IGAP was huge Niagara Falls drops," said Thomas Kerins, who oversees testing programs for the 14,800-student Springfield district.

The state tests, given to students in grades 3, 6, 8, and 10, are important because districts whose students score poorly over a period of years are placed on academic warning lists and can eventually be dissolved by the state.

What's at Stake?

Beginning in 1995, state education officials launched a series of studies to determine the cause for the declining

declines in students' scores on the state's 10-year-old reading tests.

Now, two of the researchers who scores. The studies found that, although the tests had some flaws, the achievement declines were real.

In their analysis, however, Mr. Pearson and Mr. Shanahan point out that the scores headed southward only after 1993, when the state began reporting the test results for individual students rather than for districts.

One of the problems with that change, they say, was that it altered some of the conditions in the way the test was scored.

Because Illinois, like many other states, wants to see how students do over the long run, each year's version of the test has to be made comparable to the previous year's. To do that, test administrators give a smaller subset of students two tests — the current one and the previous year's version — and the results are compared.

For most test-takers, explained Mr. Shanahan, the director of the University of Chicago's center for literacy, the stakes got higher with the switch to reporting individual test results.

"All of a sudden, kids' names go on the test, and Mom and Dad know how you do on the test," he said.

But for the subset of students taking the older tests, the stakes stayed the same, he said. They are told, "Look, no one

helped design the assessment say the fault for the declining scores lies with the tests themselves.

"It's like a tractor pull that gets heavier every year," he said. "Mr. Shanahan said. If those students don't try as hard as a result, he said, then students taking the regular test have to get more questions right in order to score as high.

"It's like a tractor pull that gets heavier every year," he said.

State officials, though, said that the "equating" tests are given days after the regular tests and that students may not even be aware the results don't count.

"Basically, we have looked at the equating, scaling, scoring, and linking issues up one side and down the other, and we have used the best people in the country, and none of them found a problem," said Eunice Greer, the division director for standards and assessment for the Illinois state school board.

What is more, state officials said, the issue could become moot as Illinois moves next year to a new assessment — one that was designed to yield individual results from the start.

But Springfield's Mr. Kerins disagreed. "It's certainly not a dead issue to the principals whose phone numbers I have in front of me and who want to be called the minute last March's scores are available," he said. ■

45. LRP Publications

July 31, 1998

House, Senate GOP Lawmakers Offer Measure to Abolish E-Rate Agency

The agency established by the Federal Communications Commission to govern the E-Rate program would be eliminated under a new joint House-Senate measure.

The Schools and Libraries Internet Access Act (H.R. 4324, S. 2348) - - introduced last week by Rep. Billy Tauzin, R-La., and Sen. Conrad Burns, R-Mont. - - would eradicate the Schools

and Libraries Corporation and shift authority for the program from the FCC to the National Telecommunications and Information Administration.

The measure cuts the federal excise tax on consumer telephone bills from 3 percent to 1 percent. It also devotes the remaining proceeds to a "Telecommunications Technology Trust Fund" from which needs-based state

grants would be awarded to fund Internet access for schools and libraries.

"It is hard to justify the continuation of the excise tax in an era of budget surpluses, and it is harder still to swallow a new tax on our monthly phone bill," said Burns, chairman of the Senate Subcommittee on Communications. "This legislation is an excellent compromise that would allow us to keep

our promise of educational access to the Internet without sticking it to the American taxpayer. At the same time, we are cutting the new bureaucracy that oversees the program and relying on current agencies."

The Burns-Tauzin measure calls for approximately \$1.7 billion to be authorized for the E-Rate program through 2003. The program is intended

to provide needy schools and libraries with discounts ranging from 20 percent to 90 percent for telecommunications services, including Internet access.

In recent weeks, Congress has shown support for the E-Rate program, but lawmakers have been highly critical of the SLC and the manner in which it has administered the program.

A recent General Accounting Office

report found that, under the SLC's direction, the E-Rate application process was taking longer than expected, the effectiveness of key compliance checks is questionable, program procedures have not yet been finalized, and the program lacks clear and specific performance goals and measures.■

46. LRP Publications

August 3, 1998

Teacher Group Launches Laptop Computer Initiative for Educators

Science and math instructors figure to benefit this year from a new, privately funded program that gives them a chance to show how laptop computers can be used as tools for teaching and learning.

With a grant from the Toshiba America Foundation, the National Science Teachers Foundation will administer the Laptop Learning Challenge, a program for educators to present innovative ideas for using laptop computers to enhance science and math education.

The program will be open to all educators during the 1998-1999 school year. The National Council of Teachers of Mathematics also will have input on the project.

"We believe the future of science education will include the use of personal, portable computers by all teachers and students," said John Sumansky, president of the Toshiba America Foundation. "And, while there is a great potential for the laptop computer leading to significant improvements in the teaching and learning of science, it will only be realized if we begin now to explore and construct lessons that employ the power and flexibility of the laptop."

To participate in the program, educators will submit lesson plans that have both science and math components and are performed using one or more laptop computers. The plans should

describe an investigation for students to analyze a problem, plan and conduct an experiment, organize results, and communicate their findings.

Twenty plans will be selected by a panel of field experts for publication in an NSTA-produced book and CD-ROM package.

"Laptops have the potential to usher in a whole new array of hands-on teaching activities that can be used inside and outside the classroom, and teachers need to be on the forefront of this technology," said Steven Rakow, NSTA president. "We are especially excited that we can introduce these strategies to our new teachers in training and prepare them for the classroom of the future."■

47. Education Week

August 4, 1998

Georgia, Maryland Beef Up Teacher Education Programs

By Kathleen Kennedy Manzo

Students who graduate from teacher training programs in Georgia and Maryland will soon enter the classroom buoyed by more extensive coursework in reading and mathematics instruction.

Graduates of the 15 education programs at Georgia's state universities will also be backed by a guarantee from the university system.

Under a 10-principle plan to improve teacher preparation programs unanimously approved by the Georgia state regents last month, elementary education candidates will be required to complete an academic minor in both reading and math. Middle school teacher-candidates will need minor

concentrations in language arts, math, science, and social studies, while aspiring high school teachers will have to complete additional requirements in each subject they expect to teach.

Beginning in the fall of 1999, all education majors will have to accumulate 15 to 18 credits in each subject to meet the new requirements.

"The bottom line is that our graduates must be better prepared to teach," Chancellor Stephen R. Portch of the Georgia university system said in a statement.

The system will guarantee that graduates at every level have sufficient knowledge of the subject matter they expect to teach and that they will be able

to demonstrate effective teaching skills within their first two years in the classroom.

If they are unable to do so, the system will provide additional training. Ongoing professional development will also be offered for all classroom teachers.

Raising the Bar

The state education department, which has been working with the university system on an initiative to improve education from pre-kindergarten through college, endorsed the plan. But the new standards, which may lengthen the time for getting a degree, could also create new challenges, some observers say.

"A number of our members have been struggling and don't think they were

prepared enough to deal with [classroom] issues," said Tim Callahan, a spokesman for the Professional Association of Georgia Educators, an independent teachers' organization that approves of the plan. "We are setting the bar a little

Most education graduates now complete just one reading course, and some new teachers enter the classroom without any background in the subject. Three new courses will focus on reading, reading instruction, and instructional materials and strategies.

"State test results have been relatively mediocre," Ron Peiffer, the assistant state schools superintendent, said. "It is clear

higher, and we may find ourselves with some shortages of educators in the pipeline. But that will be transitional."

Meanwhile, a Maryland reading task force proposed last month that all new teachers and those seeking recertification we need to make some changes."

Some union officials and teacher-educators oppose the new policy. While higher standards are needed, they say, mandating a specific number of courses will not guarantee teachers' improved performance in the classroom.

"The question is whether [requiring new courses] is the best way to make sure teachers have the skills they need to teach

in that state take up to 12 semester hours in reading instruction. The state board approved the measure in an 11 to 1 vote last month.

children to read," said Karl K. Pence, the president of the Maryland State Teachers Association, a National Education Association affiliate. "Teacher education departments have retooled their programs, and they feel that they've permeated these skills throughout in-service training."■

48. LRP Publications

Aug. 3, 1998

Study Reveals Threat of School Shootings "Overblown"

The media blitz fed by the half-dozen fatal school shootings in the last six months has created the public perception that such violence is on the rise, when research shows it has decreased in recent years, a new study claims.

The number of fatal attacks in schools is lower than it was five years ago, the Justice Policy Institute revealed in a recent study. The report cited a 23.7 percent decline in violent school deaths from the 1992-93 school year through the current school year.

The report - - School House Hype: School Shootings and the Real Risk Kids Face in America - - says 55 deaths resulted from school shootings in the 1992-93 academic year; 51 in 1993-94; 20 in 1994-95; 35 in 1995-96, 25 in 1996-97 and 40 in 1997-98.

The liberal criminal justice research

group drew data from a variety of recent sources, including the Center for Disease Control, the U.S. Department of Education's National Center for Education Statistics and the U.S. Department of Justice.

The report argues that the media exposure and drama surrounding this year's school shootings leads the public and policy-makers to believe that such violence is becoming a trend.

"Media coverage of these dramatic killings has created a misperception that schools are dangerous," said Vincent Schiraldi, director of the Justice Policy Institute. "In fact, schools are still the safest place in America for kids. If we want to reduce the overall number of childhood gun deaths, we should be expanding after-school programs and restricting gun sales."

As a result of the hype, the study's authors argued, lawmakers are misguided in their legislative efforts to solve a problem that does not exist. "[A]s the risk of school ... death is overblown, we are witnessing a tragic misdirection of attention and resources," the report said.

The study pinned "everyday gun violence" as a more pressing issue, citing that "as many as 8 kids a day are killed by guns ... kids are killed in gun accidents 23 times the rate they are killed in schools.

"The best data on the very specific threat of school-associated violent death reveals that children face a one-in-a-million chance of being killed at school," the report added.■

49. Education Week

August 4, 1998

Taxes, Transfer Program on the Table In St. Louis Desegregation Settlement

By Caroline Hendrie

When he signed a recent bill aimed at ending court-ordered school desegregation in Missouri, Gov. Mel Carnahan hailed it as "a monumental piece of legislation." The measure's final outlines, however, are scarcely set in stone.

Conceived as a tool for extricating the state from court-ordered desegregation in St. Louis, the new law erects a framework

for continuing the major elements of the city's nationally known urban-suburban transfer program once federal oversight ends.

Several key provisions, though, will not take effect unless a settlement is reached to get the state off the hook in the 26-year-old case. And other features of the bill can be scrapped or modified during negotiations.

"Nobody knows what the final thing

will look like," said Cleveland Hammonds, the superintendent of the 46,000-student St. Louis district. "Everything is on the table."

Riding on the settlement talks, among other provisions, are:

Funding, governance, and educational programming in the troubled St. Louis district;

Millions of extra dollars for districts statewide, thanks to changes in the funding formula aimed at benefiting districts with large numbers of poor students and steep local tax rates; and

The transfer program for St. Louis and 16 nearby suburbs, which many integration advocates view as a flagship of interdistrict desegregation efforts nationally.

All Eyes on St. Louis

The legislation, which the Democratic governor signed in late June, sets a March 15 deadline for settlements that release the state from court-ordered desegregation spending in St. Louis and Kansas City. The state has spent about \$3 billion since the mid-1980s to remedy unconstitutional school segregation in those cities.

Since a federal judge has approved such a deal in Kansas City, all eyes are now on St. Louis. While some potentially deal-breaking issues divide the parties there, many analysts believe the stage is set for an end to litigation. ("Judge Decides State Funds for Desegregation To End in K.C.," April 2, 1997.)

"We think that this is a one-time, tremendous opportunity to resolve the case," said John R. Munich, the state's deputy attorney general. William L. Taylor, a Washington-based lawyer who represents the National Association for the Advancement of Colored People in the case, shares that view.

Cash a Concern

For St. Louis school leaders, money heads a lengthy list of obstacles to such a deal. The city currently receives \$70 million to \$75 million annually in court-ordered desegregation payments. To help replace some of those funds once the case is settled, the law authorizes about \$45 million in new state aid for the city and lays out a plan for raising local taxes by about \$21 million annually.

But because of a provision that rewards districts with high local tax rates, much of the state replacement funding would become available only if St. Louis voters agree to the tax increase. Even in this best-case scenario, the district faces a net loss of \$25 million to \$30 million in annual state aid under the law.

The two African-American state senators who represent the city have clashed over the legislation, in part because of the tax issue.

And Sheryl H. Davenport, the president of the local affiliate of the American Federation of Teachers, said the proposed tax increase helped persuade the union to fight the bill.

Observers say the best hope for getting a yes vote is a settlement that lays out a credible plan for improving city schools. On the other hand, a settlement is unlikely without financial assurances for St. Louis once the court pulls out. Kenneth C. Brostron, the St. Louis schools' general counsel, predicts the answer lies in making any legal deal conditional on a referendum's approval.

Transfers at Stake

Among the other obstacles to a settlement is continuation of the transfer program, the largest of its kind in the country. Some 13,000 African-American students from St. Louis attend schools in 16 predominantly white suburbs, while 1,400 white suburban students are bused to city magnet schools.

Lawmakers say they intended to provide enough state money to maintain those exchanges. But some school officials question whether the law does that. Moreover, the legislators left unaddressed exactly how money would be distributed among districts.

Another potential impediment is the law's requirement that each participating suburb hold a referendum six years after court control ends on whether to keep taking city students. Mr. Taylor, for one, said he sees no reason why districts should have that option.

William H. Danforth, a former chancellor of Washington University in St. Louis, has been appointed by the court to coordinate a settlement. And among those hoping he succeeds is Alpha Nickelberry, 18, who graduated from high school in the suburban Lindbergh district last spring.

"I hope in my heart that it continues," he said of the transfer program. "If not, you're going to have kids who are all the same going to certain schools, and they're not going to be ready to go out into the world." ■

50. LRP Publications

August 3, 1998

Clinton Gears Up to Veto GOP Education Agenda

President Clinton today vowed to veto any congressional budget that does not contain adequate funding for the administration's cornerstone education initiatives and summer job programs.

The president, addressing participants of the federal summer jobs program, again denounced the Republican-supported budget proposal that would cut funding for the jobs program and inhibit expansion of Head Start, after-school programs and national testing. Clinton's statement comes in the

wake of his recent criticism of funding allotted for various initiatives in the House's proposed education agenda (see D.C. Daily, July 29).

"The House Republican plan puts politics ahead of people and puts your future in the back seat. That is wrong," the president said to the group of federal summer employees. "And if a bill like the one that is proposed by the House Republicans passes, I will veto it."

Clinton condemned the Republican-led Congress for cutting

more than \$3 billion from the administration's proposed budget, including funding for smaller class sizes, school construction, Internet connection in schools, reading tutors and hiring 100,000 additional teachers.

"There are ... those in Congress who disagree with [my] agenda," the president said. "They have proposed a narrow and much more partisan plan that, in my view, is not a step into the future, but a step backward." ■

51. Education Week

August 4, 1998

Barriers to Education Exist Long Before High School

Among Latinos, Report Says

By Lynn Schnaiberg

While much has been made of the high dropout rates among Hispanic students, a recent report suggests that Latinos face barriers to gaining a good education long before high school.

And those barriers seem to persist throughout Hispanic students' school years, says the report released late last month by the Washington-based National Council of La Raza, a leading advocacy group for Hispanics.

"We really want to redefine the picture for Latino education and not make it a single issue: dropouts. We need to look at what comes before that," said Sonia M. Perez, a report

co-author. The cumulative dropout rate for Latino youths is 30 percent, compared to 7.7 percent for whites and 12.6 percent for African-Americans. ("U.S. Report Tracks High Dropout Rate Among Hispanics," Feb. 11, 1998.)

Hispanic children also are less likely to enroll in preschool programs such as Head Start, take rigorous academic classes, or attend a four-year college, the report says.

Raúl Yzaguirre, the president of La Raza, said in a prepared statement that the fate of Hispanic children will have a large effect on the United States as a whole. Recent figures from the U.S. Census Bureau show that there are now

more Hispanic children in the United States than there are African-Americans younger than 18.

"Because of the size of the Latino youth population, even modest improvements in Latino educational attainment mean a boon for the United States," Mr. Yzaguirre said.

The report, which largely draws on previously published data, is intended to focus attention to the dramatic achievement gap that exists between Hispanic and white children. It is also intended as a call to action among community groups, business leaders, and policymakers at the federal, state, and local levels. ■

52. Education Week

August 4, 1998

Pirated Software Could Prove Costly To L.A. District

By Julie Blair

An internal audit of one school in the Los Angeles Unified School District has uncovered hundreds of pirated computer-software programs, and that could end up costing the district millions of dollars.

Under a tentative agreement, the district would be required to pay \$300,000 to the Washington-based Business Software Alliance for infringement.

The accord would also require the 681,500-student district to come into compliance with federal copyright law in three years, an effort officials say could cost the Los Angeles schools \$4.5 million.

Compliance efforts would likely mean holding seminars for staff members, purchasing licensed software, removing unlicensed software, and monitoring the schools' use of software, said Victoria M. Castro, the school board president.

The audit of the West Valley Occupational Center was prompted by the BSA, a watchdog organization for seven leading software companies.

The law on computer software should be clear, but the use of the Internet is murkier, said August W. Steinhilber, a Maryland lawyer who is an expert in copyright law.

In most cases, the federal Fair Use Act of 1976 does not apply to software. Some

following a call in 1996 to the group's pirating hot line.

Industry specialists say the problems in Los Angeles can be found in educational institutions across the country and could cost schools millions in copyright-violation penalties.

Pirating involves making unauthorized copies of licensed software, books, or music—and all are violations of federal law.

In Los Angeles, the illegal copies were most likely made by well-intentioned teachers or administrators who did not realize they were doing anything wrong, said Rich Mason, the general counsel for the district.

"If we did [a districtwide] audit ... we would probably find some significant use of unlicensed software," Mr. Mason said. Employees "are simply not knowing they're not supposed to do this."

Officials of the nation's second-largest district plan to discuss the proposed settlement at a school board meeting Aug. 25.

Checking software use in the 660 other copyrighted products—such as books and Internet materials—can be copied for educational purposes under strict guidelines, Mr. Byer said.

One solution would be to purchase a districtwide license that would allow districts to duplicate some programs

district schools would not be an easy task, Ms. Castro said. Some facilities have hundreds of computers, and each year the district spends \$8 million on new software, she said.

The district has a policy against pirating copyrighted materials, but, Ms. Castro said, the computer policy is "probably not as strong" as the other sections.

Universal Problem

The issue of pirated computer software is a universal one, said Karine Elsen, the BSA's director of marketing and public relations.

While there are no statistics on the number of schools that pirate software, an estimated one in four programs used in the United States is bootlegged, she said.

"Despite great strides recently ... there is still a lot of software that is copied and distributed. Unfortunately, as long as there is a resource need, there is a tendency for that to happen," said David Byer, the vice president for government affairs at the Software Publishers Association in Washington.

within specified schools, Mr. Byer said.

Monitoring how products are used may prove the most difficult element of new technology, the experts say, and informing staff members of district policy may be the best way to prevent abuses. ■

53. Education Week

August 4, 1998

Waco Gets Tough With Summer School Effort

By Robert C. Johnston

Summer vacation has finally arrived for nearly 2,000 students in Waco, Texas, who endured six weeks of summer school under the toughest retention policy in the Lone Star State.

Last summer, the Waco school board declared that 1st through 8th graders who failed standardized tests would not advance to the next grade. Instead, such students would have to attend a month and a half of summer school and then be retested. The new practice was launched this summer.

Now, despite a lawsuit brought by a group of local parents seeking to end the effort, state officials are looking to Waco as a pilot project on scrapping so-called social promotion. In fact, the policy in the working-class city in east-central Texas has drawn praise from Republican Gov. George W. Bush, who has pledged to end such promotions statewide if he is re-elected this fall.

"Ending social promotion is one of Governor Bush's top priorities," said Debbi Head, a spokeswoman for Mr. Bush. "He agrees with Waco's goal and supports it."

But raising the bar in the 16,000-student Waco district won't be cheap.

After spring tests, 20 percent of Waco's 1st through 8th graders faced retention, prompting a record summer school enrollment that carried with it a \$1 million price tag.

Michele Ryan, the president of the Waco Council of PTAs, believes it is money well spent. "It's a good first step," she said. "The more we expect from children, the more they're going to put forth."

Grade Inflation?

Waco's stricter policy began with a 1996 district study that found a high rate of students who passed their classes but

Besides, Texas already requires students to pass an exit exam, first given in the 10th grade, to graduate from high

failed the Texas Assessment of Academic Skills, a state exam given in grades 3-8 and grade 10.

Waco's passing rates on the 1995 TAAS were 58.7 percent in reading and 42 percent in math —more than 20 percentage points below the state average in each category.

"We found there was very little correlation between report card grades and TAAS scores," district Superintendent Rosanne Stripling said. "This became the platform for pursuing a new policy."

The district has addressed the discrepancy by more closely aligning curriculum with state learning standards. And, in teacher evaluations, principals are comparing student grades with TAAS scores.

Today, the higher stakes the district has attached to the state exam are being credited with improving scores on the most recent TAAS this spring.

Waco students raised their reading and math scores 10 percentage points over last year's; the state average went up 3 percentage points. The performance of the district's black students shot up 16.6 percentage points, while the average score for black youngsters statewide rose by 6 percentage points.

To help the students who didn't reach threshold scores, the district hired 154 teachers for summer programs on 18 campuses.

Waco regularly has summer school for students who fail to meet grade and attendance marks for promotion. But this year's program is larger and more focused.

In addition to holding the size of summer classes to a maximum of 16 students, the district sought out strong reading and math teachers and raised their hourly pay from \$14 last year to \$18.

school, she said.

She compared her district's use of tests to fishing: "You can have line and a

"We encouraged principals to be very selective," Ms. Stripling said. "No matter how wonderful a program is, success depends on who administers it."

In addition to a curriculum tailored to their weaknesses, the students received tips on strategy for last week's makeup tests, the results of which will be ready this month.

Students who fail again will be placed in classes this fall designed to get them up to grade level as soon as possible.

"There's a certain amount of anxiety," said Eileen Lytle, the director of the district's extended-year program. "That's why teachers are trying to work on confidence and letting students know that they can do this."

'The Bait'

But the new retention strategy has riled some people.

McLennan County Commissioner Lester Gibson is leading a small group of minority parents who oppose the program. In a recent lawsuit, they say that the TAAS was not designed to determine student promotion.

Moreover, identifying students to be held back based on the exam violates TAAS confidentiality laws, the suit contends. A hearing in the case has been set for Aug. 10 in state district court.

Mr. Gibson, who has one son in a district school, supports a broader approach to ending promotions of students who are not academically ready for the next grade.

"Low performance on the TAAS is a direct reflection on the administration, but they're making students look like criminals and not victims," he said. "If they're basing retention on one test in one year, that's wrong."

Ms. Stripling said such arguments are groundless. The policy, she added, seeks to make parents and their children more responsible for student learning. hook, but if there's no bait, the fish won't grab it. This is the bait."■

54. Education Week

August 4, 1998

Despite National Defeat, NEA and AFT Work Toward Mergers in States

By Jeff Archer and Ann Bradley

New Orleans

A crucial vote here this summer

dashed union leaders' hopes for an imminent merger, but in a shift of strategy, the two national teachers' unions are working to allow their state affiliates to unify while pulling together a process to guide future negotiations at the national level.

Delegates took opposing positions on a blueprint for merging at their respective conventions held here last month. The National Education Association rejected the plan, 57 percent to 43 percent, stopping it in its tracks. In a later, largely symbolic poll, 97.7 percent of the American Federation of Teachers' delegates who voted favored it.

After the votes, though, delegates from both unions adopted similar policies reaffirming their overall support for unity and calling for guidelines to permit state-level mergers. Bob Chase, the president of the NEA, said in a recent interview that he hopes his union's board of directors can take up the issue of guidelines for state mergers at its October meeting.

"I think it's important that we deal with it as soon as possible," he said. "I don't think we want to place those states [looking to merge] in a difficult position."

In Minnesota's case, for instance, the two unions are "living together" and want permission to marry, Sandra Peterson, the president of the Minnesota Federation of Teachers, told delegates to the AFT's convention here. "States who are ready must have the authority to begin to merge."

Minnesota leaders had hoped to get the green light to consolidate by Sept. 1. State affiliates in Florida, Montana, and New Mexico also are in varying stages of planning for unification.

Forging an acceptable plan for state mergers could be difficult.

Sandra Feldman, the AFT president, maintained that some NEA delegations "did not come as a cohesive group, accountable to the members." She also called the sentiment in the NEA against affiliation with organized labor "old-fashioned snobbishness."

The aft has long been a member of the afl-CIO, the giant federation of unions, and the United Organization would have kept that affiliation.

There was no mistaking the internal political nature of the AFT, which has a dominant caucus that moves issues through the ranks and, in the view of supporters, gets things accomplished. Detractors view the setup as less democratic than the NEA's and stifling to

"The guidelines are not going to be easily arrived at because you get at the heart of what a national merger is all about," said NEA-New York President Gregory Nash, a member of the NEA's negotiating committee. "But I think that it can be done."

Negotiators will have to decide, for example, how to structure members' dues to pay for the services both unions offer. In the past, state mergers were barred altogether, in hopes that national unity would smooth the way.

Linda Bacon, the president of the NEA-affiliated Pinellas County (Fla.) Classroom Teachers Association and a proponent of a combined national union, said she fears a flurry of state unifications could "take the pressure off" having a national merger.

Culture Clashes

The debate over the "principles of unity" that would have created the 3.2 million-member so-called United Organization underscored, meanwhile, the internal differences between the two unions.

Within the NEA, a group of state and local affiliates organized this spring to defeat the document. Members sent out detailed objections to the principles, made one-on-one contacts with delegates here, and orchestrated a sophisticated strategy for the two-hour merger discussion held July 4.

They set the terms of the debate by highlighting all the ways the merged union would depart from such longstanding NEA traditions as secret-ballot voting, minority-representation guarantees, term limits for officers, and independence from the AFL-CIO. ("AFL-CIO Label Is Most Ticklish Of Issues for NEA Members Deciding Union's Future," June 24, 1998.)

opposing viewpoints. Day Higuchi, the president of United Teachers Los Angeles, attended both conventions because his local is affiliated with both national unions. Many NEA delegates "didn't have a clue" about what the principles of unity meant, he told his AFT colleagues.

"It was shocking not so much because the promotion of the principles of unity was badly organized, as much as the perception that it didn't need to be organized," he said.

AFT delegates at the convention suggested organizing a caucus in support of unity, drawing heavily on members from merged local affiliates such as the UTLA and from states with good

"We in Louisiana do fear that our past beliefs are being diminished simply for the sake of change," President Mary Washington of the Louisiana Association of Educators said in a thundering defense of preserving the NEA. "This makes a mockery of our core beliefs."

In contrast, proponents shied away from the details of the merger accord and argued that unity would help the union defend public education against attacks from conservatives and advocates of vouchers for private school tuition.

In retrospect, Ms. Bacon of Pinellas County said, delegates didn't see a compelling need to change. "Maybe we bit off more than we could chew for the first vote," she said. "If we could have found a way to do interim steps, perhaps that would have been acceptable."

Philip Rumore, the president of the Buffalo (N.Y.) Teachers Federation, an nea affiliate, who helped lead the opposition to the principles of unity, said the anti-merger campaign wouldn't have worked without the secret ballot. In the 2.4 million-member NEA, delegates vote their consciences in secret; in the 985,000-member AFT, votes are reported to constituents. The secret ballot "allows for dissent," Mr. Rumore said. "That's the strength of the NEA."

The principles of unity called for a blend of the two methods for the United Organization. Individual delegates' votes would have been kept secret, but tallies of how local and state affiliates voted would have been recorded.

Poor Organization?

At the AFT convention, held July 17-20, many speakers criticized the NEA delegates for repudiating the agreement reached by their top leaders and failing to follow the wishes of the association's members, whom they asserted favor a merger.

working relationships. In the other camp, Mr. Rumore has pledged to continue dogging the merger issue, including demanding budget data from both national unions to assess the financial impact of merger.

Rank and File Input

Although guidelines for state mergers could be approved within the next year, the forecast for national unification remains hazy.

"I think that it's not going to happen very immediately," Ms. Feldman of the aft said here, "because we just visited this process, and the only mandate we really have right now that would be mutual would be for state mergers to go forward."

It took more than three years of talks between the unions' negotiating teams to hash out the merger principles. The NEA's merger resolution, passed the day after the unity vote, calls for future negotiations to be more strongly directed by members' concerns.

Specifically, it requires that NEA negotiators analyze a survey of this summer's delegates, and that they regularly consult an advisory committee to be made up of leaders from large and small state affiliates with varying views of the principles of unity.

Mr. Chase, the union's president, said he hopes an advisory panel of about 15 members can be appointed this month. Its first task will be to review a draft of the survey, to be sent to delegates this fall.

"It's going to complicate things, but it's going to do it in a helpful way," former NEA President Keith B. Geiger, a merger supporter, said of the survey. "You've got to be constantly assessing how far your members are willing to go out on that plank."

The new process is less cumbersome than an alternative NEA delegates considered, which would have required future merger talks to "safeguard the democratic governance, and representational structures of the NEA." It called for a constitutional convention to draft the United Organization's governing documents.

Faced with both proposals, NEA delegates voted 53 percent to 47 percent in a rare roll-call poll to consider the less restrictive merger policy, which they went on to pass by a wide margin.

Most observers agree that the two unions are destined to become one. The only question is when.

"In the long haul, it has to happen," said Bruce S. Cooper, a professor of

educational administration at Fordham University in New York City.

Despite the contention that public education is under attack, Mr. Cooper doubted that many NEA delegates felt threatened enough to join forces with their old rivals in the AFT. But if school vouchers become more widespread—and Mr. Cooper is confident they will—the old rivalries will seem less significant, he suggested.

"The press to unify will probably not come from the inside, but from without," Mr. Cooper said.

Union critics hailed the rejection of the unity principles as a victory for teachers because it will preserve a measure of choice in representation. Gregory Fossedal, the chairman of the Alexis de Tocqueville Institution in Arlington, Va., asserted that the focus on merger misses union members' real concerns.

"There is dissatisfaction with what they're paying [in dues], a lack of accountability for where it goes, and with the single-issue fight against school choice and vouchers," he said.

Truce Lives On

Both union presidents pledged that their organizations would not go back to fighting each other.

The NEA's merger resolution calls for reauthorizing the national "no-raid agreement" that had sought to end battles for representation. Approved in 1996, the agreement expired in May. Ms. Feldman said the AFT's executive council would consider renewing the agreement in October.

"We certainly do not intend to go to war," she told her delegates last month.

The unions will continue their Joint Council, a committee of 15 leaders from each organization that was formed last

fall to focus on teacher quality, safety and discipline, and infrastructure needs.

"The NEA and the AFT need to find more common areas to work together in," said Mark Simon, the president of the Montgomery County (Md.) Education Association, an NEA affiliate. "There were too many delegates who had never met anyone from the AFT, and they were more likely to believe a lot of the misinformation."

As part of their cooperative work, the unions will sponsor a joint conference on teacher quality next month.

The NEA's resounding rejection of the merger plan could raise questions about members' support for Mr. Chase and his push to link unionism with concern for the quality of teachers and public schools. He is up for re-election next summer.

But many observers doubted that the vote reflected dwindling support for Mr. Chase or his reforms. "I think Bob Chase's leadership cachet is very high even though he was defeated on this issue," Mr. Simon said.

After the vote, the NEA president vowed that his advocacy for teacher quality would continue. "We're not going to back away from that at all," he said.

Many of the NEA affiliates at the forefront of those efforts, however, lamented what they saw as a lost opportunity in the merger vote.

"Our problem is that for a while we've been sort of a lonely voice within the NEA, but often the most receptive people we've found are in the AFT," said John Grossman, the president of the Columbus (Ohio) Education Association. "And so we've been looking forward to a new day of synergy." ■

55. Education Week

August 4, 1998

Schools Gear Up As Bilingual Ed. Law Takes Effect

By Lynn Schnaiberg

Next week will be a busy one at Belvedere Elementary School in East Los Angeles.

Nearly 500 of the multitrack school's 1,300 students will return to school, and administrators will have to carry out a new state law that calls for limited-English-proficient children to be taught in English-immersion programs, rather than bilingual education.

The school must inform the parents of its 1,000 LEP students of the impending

changes—and the opportunity to seek a waiver to exempt their children from English immersion.

"This hasn't really hit our parents yet. But it will," said Wil Shandy, the assistant principal at the predominantly Hispanic school.

The law kicks in for school terms that begin after Aug. 2, and year-round schools, like Belvedere, will be among the first in California to translate Proposition 227 into the classroom. Other schools across the state's 1,000

districts open for business later this month, and observers say the coming school year will be filled with trial and error.

California voters approved the controversial ballot measure on June 2. And the state school board last month approved temporary regulations that, for the most part, leave to districts the task of interpreting the sometimes open-ended terms of the new law. ("Uncertainty Follows Vote on Prop. 227," June 10, 1998.)

While many administrators say they welcome the flexibility to set up programs that they believe comply with the law, they also wonder whether such flexibility leaves them more vulnerable to legal challenges down the road.

Court Gives Green Light

School boards looking for more time to draw up their plans were blocked last month.

A federal district judge in San Francisco rejected a petition from civil rights groups seeking to block the law's implementation. The plaintiffs have appealed to the U.S. Court of Appeals for the 9th Circuit.

U.S. District Judge Charles A. Legge ruled July 15 that there is no constitutional right to bilingual education and that a denial of bilingual education on its face does not violate federal law.

The California law calls for LEP students to be taught in "sheltered" or "structured" English-immersion classrooms where "nearly all" instruction is in English, but curriculum presentation is designed for students learning English as a second language. In most cases, students will remain in such programs for no more than one year before moving into the mainstream, according to the law. Under some circumstances, parents can receive waivers to enable their children to continue in bilingual education, where they are taught at least partly in their native languages.

Supporters of bilingual education say the approach enables students to keep up academically while learning English. Critics say students in bilingual education

San Francisco officials say they will add an English-immersion option while continuing bilingual programs they say are required under a 1976 federal consent decree. The decree stems from the *Lau v. Nichols* case. In the landmark 1974 Supreme Court decision, the court said the schools must offer LEP students special help to grant them equal access to

do not learn English well or quickly.

In recent years, one-third of California's 1.4 million LEP students were enrolled in bilingual education programs.

Debating Language

The state school board deliberately drew its rules with broad strokes to grant districts maximum flexibility in carrying out the new law, said Bill Lucia, the board's executive director.

But Proposition 227 backers say the board may have overreached in the area of parent waivers, enabling districts to easily circumvent English immersion, said Sheri Annis, a spokeswoman for the "English for the Children" campaign that launched Proposition 227.

Against such an uncertain landscape, districts need to make their own best judgment about how to proceed, said Theresa Garcia, a policy analyst with the California School Boards Association.

The central question many districts are now grappling with as they devise programs is how much teachers can use students' native languages without violating the law. State officials and the law's backers have declined to elaborate on the law's requirement that programs be conducted "overwhelmingly" or "nearly all" in English.

"It's a legal and a political issue for boards to make a determination of what is 'overwhelmingly' or 'nearly all' in their community and what do they feel is adequate educationally," Ms. Garcia said. "Districts are really all over the place."

Observers say the stakes could be high because the law allows parents to sue the curricula.

"It is important for you to know that our decision to continue our bilingual programs is not a defiant act against Proposition 227," Superintendent Waldemar Rojas said in a July 22 letter to parents and teachers.

But in Los Angeles, despite of his district's plan, Steve Zimmer said he is

teachers and school officials who "willfully and repeatedly" refuse to provide English instruction.

And Ms. Annis made clear last week that backers of the measure will be watching for districts that "stretch the law as far as possible and maybe break that rubber band."

Making Plans

The 681,000-student Los Angeles district, which educates 310,000 students with limited English proficiency—nearly a quarter of the state's total LEP population—plans to offer parents four options. Parents could choose to place their child in a mainstream all-English class, a bilingual class—which would require a waiver—or in one of two versions of English immersion that offer varying degrees of native-language help.

Other districts are going to the courts for guidance.

Lawyers for the state school board have determined that although the board generally has the power to waive parts of the state education code, the board could not offer districtwide exemptions from Proposition 227.

Charter schools, however, are exempt from much of the education code, including the provisions of Proposition 227, and observers point to such schools as a potential way to avoid the law's intent.

The Oakland, Berkeley, and Hayward school districts have filed a petition in a state court to try to force the state board to consider its waiver proposals. The districts are scheduled for a hearing in Alameda Superior Court late this month, expecting chaos. The English-as-a-second-language teacher at Marshall Senior High School has organized teacher resistance to Proposition 227.

"There's no question that there will be noncompliance," he said. "Teaching is hard enough without all these restrictions."■

56. Education Week

August 4, 1998

Black Parents Want Focus on Academics

By Ann Bradley

African-American parents, by an overwhelming margin, want the public schools to focus on achievement rather than on racial diversity and integration, a survey released last week says.

When asked what the bigger priority for schools should be, 80 percent of black

parents chose raising academic standards and achievement, according to the survey by Public Agenda, a nonpartisan public-opinion research firm in New York City. Nine percent chose achieving diversity and integration, and 11 percent said both.

Public Agenda and the Public

Education Network, a Washington-based group of nonprofit local education funds, plan to use the findings to engage Americans in conversations about race and education nationwide next year.

White parents in the survey, whom researchers found "very reluctant to talk about education in racial terms,"

expressed anxiety about integration. More than 60 percent of those polled said they believed discipline and safety problems, lower reading scores, and social problems would follow if large numbers of black students began attending a mostly white school.

Still, both groups of parents said that integration remained an important goal.

Eight in 10 black parents and 66 percent of white parents said it was very or somewhat important that their own child's school be racially integrated.

Nearly half of black parents said integration was very important, compared with 28 percent of whites.

"School integration serves important—mostly social—functions," the study concludes, "but academic achievement is, for both groups, a separate and independent issue."

The findings "challenge some commonly held assumptions about what African-American parents consider most important," said Deborah Wadsworth, the executive director of Public Agenda.

While black parents bring different experiences to the issue of public education from those of whites, she said, "their concern about quality education and academic standards and their agenda for achieving these is nearly identical."

Wendy D. Puriefoy, the president of the Public Education Network, called the results "exciting, affirming, and hopeful."

"There is common ground about the need for high-quality public education, common ground on what education ought to look like, and common ground that

"These findings are strong and consistent but somewhat counterintuitive," the report says, noting that 68 percent of black parents thought that there was some truth to the statement that teachers and principals, because of racial stereotypes, had lower expectations for black students.

The same proportion said that too many white teachers didn't know how to deal with black students because they were from different cultures.

Even though they believe black students "sometimes pay a price when taught by whites," the study says, black parents—and whites concur—think that racial considerations divert schools from academics.

And although racial bias in standardized testing is a perennial issue, the study found that most African-American parents reject bias as a reason for black students' faring less well than whites on tests.

Only 28 percent attributed such gaps

standards and good teaching and community support are essential," she said.

'Lack of Passion'

The study concludes that both groups of parents show "a distinctive lack of energy and passion for integration."

Those attitudes stem from both races' doubts that integration improves learning, the report says, and from white parents' fears that they will have to "forfeit the schools for which they searched long and hard."

"Time to Move On: African-American and White Parents Set an Agenda for Public Schools" presents the results of 30-minute telephone surveys of 800 black and 800 white parents conducted March 26 to April 17, as well as the findings from eight focus groups and individual interviews with parents and 22 public educators. The margin of error for both racial groups surveyed is plus or minus 3 percentage points.

The focus groups were separated by race in an attempt to make participants feel more comfortable about what they wanted to say. Public Agenda hopes to conduct similar research with other groups of minority parents, such as Hispanics and Asian-Americans.

Black parents' insistence on academic achievement reflects their fears about how their children are faring in schools, the report suggests. "In their minds, the problem is at crisis point," it says.

Most black parents (56 percent) estimated that fewer than half of black students attend good schools with good to cultural bias. Forty-four percent of black parents believed that the tests "measure real differences in educational achievement," while 18 percent cited a failure of expectations for the gap.

"A lot of parents don't lay down the law with their kids," the report quotes one black parent in Cleveland as saying. "It's the quality and effort and training, starting at home."

Indeed, 72 percent of black parents agreed that "too many black parents neglect to push their kids to work hard in school," a statement supported by 59 percent of white parents.

Neal Johnson, a senior research partner with the Educational Testing Service's Washington-based office of public leadership, said the study's findings jibe with the testing company's own research, which has found that the percentage of minority adults who believe testing is biased is dropping.

Ahead of Politicians

But he cautioned that Public Agenda

teachers. By contrast, 74 percent thought that white students attended good schools.

And while 48 percent of black parents thought that more than half of black students are doing well in school, 47 percent disagreed, saying that fewer than half were achieving, the study found.

Black parents believe the problems facing black students are widespread, affecting even those outside inner cities and without regard to family income.

In fact, 60 percent said they would switch their children from public to private schools if money were not an obstacle; only 38 percent would stay with their public schools.

White parents also saw problems with the education of African-American children, but tended to believe the problems were confined to low-income families and inner-city schools.

No Test Bias Seen

The survey also examines attitudes toward the issues of affirmative action in school hiring and of alleged racial bias in standardized testing.

Asked to choose among three ways to hire a superintendent in a mostly black district, 76 percent of black parents said the choice should be the best candidate, regardless of race. Only 4 percent would have hired a black candidate even if it meant turning away a better-qualified white candidate.

Three-fourths of black parents also said that a mostly black district should hire the best teachers possible, regardless of race.

polled only parents, who would tend to be younger than the African-American population at large and thus less likely to have experienced testing bias in their own school years.

"Parents are ahead of the politicians and the talk show pundits on the issue of test fairness," Mr. Johnson said. "They know what their kids are experiencing in terms of the quality of education, and these data suggest that they're proceeding with that information."

Beth Dille, the executive director of the Grand Rapids (Mich.) Public Education Fund, which is affiliated with the Public Education Network, said the findings "absolutely mirror what we hear here."

"Everybody wants a really good future for their kids," she said. "I think it is unfortunate that so many people make judgments about parents of color wanting less for their kids, when they're trapped in a system they can't control."■

57. Education Week

August 4, 1998

Researcher at Center of Storm Over Vouchers

By Debra Viadero

Cambridge, Mass.

School is out on the Harvard University campus, and the atmosphere in Paul E. Peterson's book-lined office is calm, even serene. Footsteps echo in the corridor. Small groups of visitors saunter across the lawn outside.

But the eye of a hurricane is supposed to be calm.

And if any scholar is at the center of a political storm these days, it is this political science professor with the dry Minnesota wit. Wherever debate roils over statistics from school choice programs, Mr. Peterson is usually at the heart of it.

In Milwaukee, he engaged in a verbal slugfest over the state-funded voucher experiment with the researcher appointed to evaluate the program. In Cleveland, he was at it again last year, attacking the official evaluation of the state-financed choice program there.

In Dayton, Ohio, New York City, San Antonio, and the District of Columbia, architects of privately backed choice plans have engaged Mr. Peterson to evaluate their efforts.

In Mr. Peterson's case, the important topic is vouchers, one of the most politically charged issues in education. And many researchers worry that outside pressures are interfering with scholarship.

"Even when he has limited data, he's always squeezing out whatever data he can to arrive at a predetermined answer," contended Bruce Fuller, a researcher from the University of California, Berkeley, who has written critically of voucher plans.

Personal Exchange

Mr. Peterson says he was more of a skeptic than an advocate when he first looked at statistics coming out of Milwaukee, where a pioneering voucher initiative created by the Wisconsin legislature to serve poor children was launched in 1990.

The official, state-commissioned study, conducted by John F. Witte, an education professor at the University of Wisconsin-Madison, compared students in the choice program with regular Milwaukee public school students. Though parents in the program gave it high marks, Mr. Witte found that

And so far, wherever he has gone, he and his colleagues have come to the same conclusion: Private school choice works. Students in such programs, his studies have found, fare better academically than students who attend public schools to which they are assigned.

His findings have endeared him to voucher advocates hungry for the credibility that his name and his university affiliation bring.

But some opponents of such programs, as well as more independent-minded education researchers, suggest that Mr. Peterson lets his enthusiasm for vouchers creep into his work.

"There's no question that he's a passionate advocate for vouchers," said Henry M. Levin, a Stanford University professor of education and economics who sits with Mr. Peterson on a committee advising the evaluation of the Cleveland program. "And that certainly dominates his perspective on these evaluations."

'Highest Repute'

Critics have also attacked Mr. students using the vouchers to attend private schools did no better on tests than their public-sector peers did.

But when Mr. Peterson looked at the study's design, he saw what he believed was a better control group: students who by the luck of the draw did not get into the private schools of their choice and, as a result, remained in public schools. Parents of those students, he surmised, would be just as motivated for their children to succeed.

But when he tried to do that analysis, Mr. Witte would not immediately share the data, citing state-imposed restrictions on access, privacy considerations, and other concerns.

That led to a bitter feud between the two men that endures.

"It obviously went well beyond an academic exchange," Mr. Witte said recently. "He and several other voucher supporters have attacked me personally and constantly misrepresented my appointment as evaluator of the Milwaukee program and my objectivity. And I am afraid that led me to act a bit like them."

Peterson's penchant for bypassing scholarly journals to make his case in newspaper editorials, and the conservative funding sources behind some of his research.

His supporters, however, say he is being demonized.

"It's sort of painful to see Paul taking potshots from people who question his integrity and think of him as a kind of huckster, when Paul is a scholar held in the highest repute by political scientists," said Terry M. Moe, the Stanford scholar whose 1989 book, *Politics, Markets, and America's Schools*, written with John E. Chubb, helped propel the current movement for private school choice.

Mr. Peterson's resume includes a long list of scholarly achievements, and his 1981 book about urban politics, *City Limits*, was named the best book of the year by the American Political Science Association.

The 57-year-old researcher rejects the notion that he is anything but a serious academic. If the criticism is sharp, Mr. Peterson says, it's because the stakes are high: "When people address important topics, they are inevitably criticized."

Supporters of Mr. Peterson say the personalized tone was out of character for him.

"Paul doesn't have a history of this sort of thing," Mr. Moe said, "and I don't think Witte does either."

When Mr. Peterson and Harvard colleagues Jay P. Greene and Jiangtao Du finally got a chance to analyze the data in 1995, they reached the opposite conclusion from the one they expected. They found that, after three and four years, the voucher students outperformed their public school counterparts in reading and mathematics.

But those findings were questioned, too, by researchers who pointed out the high attrition rates at the private schools. Were the scores higher because the weaker students were leaving the program?

In an attempt to answer such criticisms, Mr. Peterson and his colleagues later revisited the data to explore the question of whether student attrition had skewed the scores. The answer, they determined, was no.

What is more, the positive findings

from Milwaukee were later echoed by a Princeton University researcher who conducted her own analysis.

Critiques in Cleveland

Last year, Mr. Peterson raised eyebrows again, this time in Cleveland, the site of the first state-funded voucher program to include religious schools.

He and Mr. Greene, now an assistant professor at the University of Texas at Austin, released data showing once again that students in the private schools had an academic edge over those in the public schools.

There were a couple of catches, though. The scores came from only two of the 55 schools involved in the program, although those schools enrolled 15 percent of all the voucher students.

And, rather than being retested a full year later, students tested in the fall were tested again in the spring — a practice some researchers found questionable.³ Mr. Peterson has since accounted for that difference, and still found the private school students holding a slight edge.

Paul T. Hill, a University of Washington professor and a Peterson supporter, says Mr. Peterson's initial work on the Cleveland program "is not a persuasive study."

But Mr. Hill, who has written in support of school choice, remains a

He is hoping that an evaluation under way in New York City may silence his critics for good. In that city, more than 20,000 applicants competed in a lottery last year for 1,300 privately financed, three-year scholarships to about 215 private schools.

That setup, Mr. Peterson and his colleagues believe, gives them a chance

proponent of the Harvard scholar's work. "We do now have an advocacy-oriented debate, and people on the negative side are going to present their case any way they can," he said. "I think Paul is in a position where he has to do the same thing or let the negative information out there go unchallenged."

Mr. Peterson acknowledges that the demand for information on vouchers is high. "Some data's better than no data at all," he said. "And that was the only data available on Cleveland for people who wanted to know whether it had been working."

The debate in Cleveland flared up again earlier this year with the release of the official first-year evaluation of the program. It found no academic differences between the 3rd graders in the program and their counterparts in the city's public schools.

Mr. Peterson, part of a group of researchers advising the state evaluators, argued that those findings were suspect, noting among other criticisms that the study included scores for only 94 students.

Kim Metcalfe, the Indiana University evaluator who conducted that study, defended the results, but Mr. Peterson, unconvinced, took his argument to newspaper editorial pages and to state to do their long-hoped-for randomized experiment, in which enough schools and enough students will be involved to overcome the problems with the earlier research. The first results are due out this fall.

If he is dogged in his pursuit of the definitive voucher study, Mr. Peterson says, it is because the need for drastic

policymakers.

Those tactics irk some researchers, who contend that such debates are better conducted in research journals or at conferences.

But, said Mr. Peterson's research partner Mr. Greene, "it's important to continue to release information without going through a lengthy review process when you're addressing real political issues that occur in real time."

Eyeing N.Y.C.

Mr. Fuller of UC-Berkeley takes Mr. Peterson to task for financing his evaluations with grants from conservative supporters of voucher experiments, such as the Lynde and Harry Bradley Foundation and the John M. Olin Foundation.

"That's like the tobacco companies sponsoring studies on the effects of smoking," Mr. Fuller said.

Mr. Peterson says his funding sources do not influence the outcomes of his studies. He admits, though, that the Milwaukee and Cleveland studies were not perfect. Yet they are better, he argues, than the state-sponsored evaluations.

Mr. Peterson's recent research has bolstered his belief that school choice works, suggesting that "it's having a choice that makes the difference rather than which schools students go to." action is so pressing. "I've definitely come to the conclusion that big-city school systems are in trouble and that something needs to be done," he said. "Choice is an option out there that needs to be investigated openly, fully, and fairly."■

58. Education Daily

August 4, 1998

Funding Alert

by Staff Reports

* Systemic Initiatives Research: The National Science Foundation is seeking proposals that break new ground in education thinking and advance systemic reform activities.

Categories of interest include models of reform, teachers and curriculum implementation, leadership and governance, and partnerships.

Specific issues include successful approaches that have been used to move schools or districts from non-standards-based to standards-based science and mathematics education; how

national standards and basic skills get translated into practice; and the role of district leadership in motivating and coordinating changes across classrooms and schools.

Deadline: Oct. 15. A second competition is planned in fiscal 1999.

Funds: \$4 million for awards ranging from \$200,000 to \$500,000 a year for one to three years.

Eligibility: Universities, colleges and nonprofit, non-academic organizations.

Contact: Bernice Anderson, Division of Research, Evaluation and Communication, (703)306-1650; email,

banderso@nsf.gov; or Eric Hamilton, Division of Educational System Reform, (703)306-1684; e-mail, ehamilton@nsf.gov; Internet:

<http://www.ehr.nsf.gov/ehr/rec/pubs/si-research.htm>.

* Educational Public Broadcasting: The Corporation for Public Broadcasting (CPB) supports television, radio and telecommunications education programming and materials. CPB funds video, radio, new media and education projects that focus on American art, culture and drama; America's

international role; children; community; economy; education; government; health; history; and societal issues.

All projects also must have high educational value; extend the project's value through non-broadcast components or use of multimedia; involve partnerships and collaborations among producers, scholars, cultural and education institutions, corporations and other organizations; and reflect standards of excellence, expertise and planning.

Deadline: CPB will accept proposals between Oct. 1 and Nov. 30; and between March 1 and April 30, 1999.

Funds: About \$260 million for all programs was given in 1997. Grant sizes vary.

Eligibility: Educators, independent producers, public television stations, public television organizations, national and regional organizations and developers of new media, such as Internet sites and CD-ROMs.

Contact: Office of Education and Programming, Corporation for Public Broadcasting, 901 E St. NW, Washington, DC 20004-2037; (202)879-9600; Internet, <http://ready.cpb.org/grants>.

* Amoco Foundation: The Amoco Foundation supports elementary and secondary math and science education and gives grants to enhance new or existing programs for students at all levels, including disadvantaged and

underserved youths.

The foundation's Celebrating Science program brings in third- and fifth-grade teachers for free science training at local plant facilities. It also provides certain schools with needed equipment such as balances, magnet and electricity labs, microscopes and publications. Other initiatives include support of minority-retention programs at alternative schools for at-risk youths.

Deadline: Deadlines vary by program.

Funds: \$19 million for 1998 and 1999. Grant sizes vary widely from \$500 to several hundred thousand dollars.

Eligibility: Individual schools and school districts in Amoco communities nationwide. ■

59. Education Daily

August 4, 1998

News Briefs

by Staff Reports

* Federal Courts Reject Challenges To Prop. 227: Two federal courts on Friday refused to block a voter-approved

U.S. District Judge Lourdes Baird also ruled on Friday —for the U.S. District Court for the Central District of California—that Prop. 227 will not harm students in the Los Angeles Unified School District.

The Mexican American Legal Defense and Educational Fund and the American Civil Liberties Union had sought to block the measure on both fronts (ED, Aug. 3).

Prop. 227 limits students to one year of bilingual education, with an emphasis on English immersion. —Rebecca S.

initiative to limit bilingual education in California.

The U.S. Ninth Circuit Court of Appeals denied, without comment, an Weiner

* Texas Teachers Want Fatter Paychecks: Texas could reap a \$6 billion budget surplus this year, and teachers want it to go toward raises so their salaries will meet the national average.

Texas teacher unions say a uniform pay hike of \$6,000, plus incentives to lure teachers into shortage areas, would cost \$3 billion over two years—but help raise teacher quality in the state, where many teachers aren't certified to teach in their subject areas.

injunction sought by civil rights groups to halt implementation of Proposition 227. The initiative took effect Aug. 2.

The average Lone Star State teacher made \$32,426 in 1996-97, compared to \$38,436 nationally.

Lawmakers of both parties are seriously considering the plan, but won't make any final decisions until next January when the state legislature meets.

But budgeters in the state senate warn that this summer's severe drought in Texas could affect how a surplus is spent. —Jonathan Fox ■

60. Education Daily

August 4, 1998

Initiative Spurs Math, Science Teaching Via Laptops

by Rebekah L. Stivers

The Laptop Learning Challenge, sponsored by the National Science Teachers Association (NSTA) and the Toshiba America Foundation, aims to increase laptop computer use in teaching math and science both in and out of the classroom.

K-12 educators are eligible to apply for the program, which runs during the 1998-99 school year. They must submit innovative ideas for using laptops both in classroom and informal education settings.

Twenty lesson-plan winners from four

grade categories —K-5, 6-9, 10-12 and K-12 informal settings —will receive Toshiba laptops and expense-paid trips to NSTA's national convention in Boston next March.

At the convention, finalists will demonstrate their winning laptop lesson plans, which NSTA will publish on its Web site.

A book on how to adapt the K-12 laptop lessons for pre-service teachers will be published and include a disk of lessons.

NSTA's board meets next month to review and finalize program guidelines,

which will be available with applications Sept. 1, according to NSTA's associate executive director Marily DeWall.

The program deadline likely will be in mid-January. "We want to be as non-specific as possible with the criteria," DeWall said, "so that teachers have more room for creativity."

Informal educators, such as museum and nature center instructors, also are encouraged to apply, she added.

NSTA will administer the program, splitting the cost with Toshiba, which awards grants to middle and high schools for projects serving students in grades

seven through 12.■

61. Education Daily

August 4, 1998

Job Training Bills Would Allow Joint Voc Ed Plans

by Gina Farrell

Congress has given final approval to job training legislation that would allow, but not mandate, states to submit joint plans for vocational education, job training and adult education.

The Senate approved the conference committee report, H.R. 1385, by voice vote last Thursday. The House followed suit Friday. President Clinton has indicated his support for it.

The legislation would merge 60 programs into three block grants to states and localities, while reducing federal

involvement; puts training providers in competition with each other; gives those seeking training more information about program quality; and lets adults enroll in family literacy programs.

One major sticking point for conferees was whether states would be allowed to submit combined plans for job training, voc ed and adult ed. The final compromise will allow, but not mandate, these joint, two-year plans.

Now that lawmakers are finished with job training reform, they are expected to take up voc ed reauthorization after

returning in September from a month-long recess.

After the Senate followed the House's lead by separating job training from voc ed reauthorization, some were concerned it might mean voc ed would be pushed aside this year.

But Joe Karpinski, spokesman for the Senate Labor and Human Resources Committee, said plenty of time remains. "Voc ed shouldn't be affected at all," he said.■

62. Education Daily

August 4, 1998

House Consolidated Loans Spell Trouble In Congress For ED

by Eli J. Lake

House and Senate lawmakers are raising a number of concerns with the **Education Department's** recent decision to lower interest rates on loans consolidated through its direct student loan (DSL) program.

House legislative staff contend that ED's decision has weakened its hand for the upcoming conference on the Higher Education Act (HEA) reauthorization bills.

Legislators are worried that ED's contractors won't be able to handle the increased volume of loan applications that may result from ED's decision to offer better rates. But ED officials say that recent efforts to modernize its DSL consolidation operation has prepared it for an onslaught of applicants.

Last month, ED established the lower interest rate for loans consolidated through DSL to take effect July 1 and run through Oct. 1. Students who got loans at higher interest rates now can refinance them with the government (ED, June 25).

In a July 22 letter to **Education Secretary Richard Riley**, House Education and the Workforce Committee Chairman Bill Goodling, R-Pa., wrote that the education panel is "greatly concerned about the possible effect on borrowers it claims to want to assist."

Goodling and other GOP leaders on the House education committee are concerned that ED loan consolidation may shut down as it did last summer when the loan volume increased.

House staff say they will decide soon on the feasibility of holding an oversight hearing on ED's loan consolidation.

Goodling cites an ED report that found the department's completion rate was a paltry 58 percent for consolidation applications between December 1997 and June 1998.

ED argues that this statistic is misleading. In fact, for the 49,900 applications turned in to ED between Dec. 1 and April 30, fewer than 5 percent remain unfinished, ED says.

In a July 28 response, Riley noted that ED has taken a number of steps to expand and improve the efficiency of its consolidation operation, including:

- * A reengineered process by which borrowers certify their loan balances;
- * Verifying all information through the National Student Loan Data System;
- * Placing a number of new management and quality assurance mechanisms into the consolidation process; and
- * Hiring new consultants and systems engineers to handle any increased loan volume.

ED desperately wants Congress to set the interest rate on both Family

Education Loan program and direct consolidated loans at the July 1 rate.

But GOP staffers point out that ED's decision has hardened relations between the Clinton administration and the committee.

And according to several House staff members, ED's decision to lower the consolidated DSL interest rate on its direct loan program will have serious repercussions in conference.

ED "lost a lot of its leverage on a number of issues. We'll think twice about how we deal with them now," said Vic Klatt, the House education panel's majority education coordinator.

While Klatt hopes ED will support the final HEA bill and says the committee still will listen to ED's concerns, he doesn't anticipate conferees moving closer to the department on the consolidation issue.

ED's assistant secretary for postsecondary education **David Longanecker** doesn't think the decision on loan consolidation had nearly as chilling an effect with Congress as House staff does. In an interview, Longanecker said the administration is currently developing proposals to either subsidize private lenders or reduce their consolidation fees in order to keep the FEL community in the consolidation

business if the interest rates are reduced.■

63. Education Daily

August 4, 1998

Revised IDEA Quashes School District's Help For Student

by Rob Jennings

The nation's updated special education law has not brought good tidings to one upstate New York family.

In a major about-face, the U.S. Second Circuit Court of Appeals ruled July 24, in *Russman v. Mills* (95-7756), that public school districts are not required to provide on-site special ed services to a

"School districts have discretion to determine whether to provide such

child whose parents have chosen to enroll her in private school.

Two years ago, that same court ordered the Watervliet, N.Y., school board to foot the bill for Colleen Russman, a mentally retarded student who is now 16 years old (ED, June 26, 1996). Her parents wanted Watervliet to apply her individualized education services on-site," the court wrote.

The court also ordered both sides to

program at a Catholic school.

The three-judge panel now has determined that IDEA, as amended, requires school districts to provide to private school students only those services that can be purchased with a proportionate amount of federal IDEA funds.

assume to pay their own legal fees.■

64. Education Daily

August 4, 1998

Tracking Isn't A Bogeyman, Harvard Professor Says

by Jonathan Fox

Tracking students by ability level and prior achievement may not be so bad after all, a controversial new study says.

While tracking often is blamed for shunting disproportionately large numbers of poor and minority students into low-octane classes, the real culprit is inferior teaching, says a new study by Tom Loveless, a Harvard University professor, who advocates a more demanding tracking system.

The report "raises some serious doubts about what educators think is conventional wisdom," said Chester Finn, president of the Washington, D.C.-based Fordham Foundation, which supported the study. "Poor and minority kids can thrive in this regimen."

But one anti-tracking advocate said Loveless's thesis amounts to a pipe dream. "The sad reality is the tracking he advocates is not often found in American schools," said Kati Haycock, director of the Washington, D.C.-based Education Trust.

Continuous Controversy

The issue of tracking has been a political hot potato for decades, and some schools have switched to random groupings of students, hoping the change will boost overall achievement, while

some states are offering incentives to discourage the practice.

The argument against tracking is that it dooms minority and poor students to a life of low-skilled, menial employment.

On the other hand, teachers say heterogeneous groups are impossible to teach without dumbing down instruction for brighter kids.

Meanwhile, parents of students who normally constitute the faster tracks support tracking because it ensures a better education for their children.

Rhetoric aside, Loveless said research "fails to support the indictment" on tracking, which he charged is part of a "dubious social agenda."

Instead, coursework tailored to ability level stimulates achievement for all levels, he said, especially in Catholic schools. The current anti-tracking sentiment seems to be directed more at past tracking than its current state, Loveless said.

"Today, schools rarely assign students to a regiment of college or vocational courses across subject areas," he said. Instead, students are assigned to math or reading tracks, and students do move up and down in the tracks when they outgrow the pace of instruction, Loveless said.

But one criticism of tracking still seems valid to Loveless: Low tracks rarely offer preparation for college, a factor that particularly hurts poor and minority students disproportionately assigned to bottom-tier tracks.

Reformers complain of poor students making it through high school relegated to general or remedial classes, never advancing to higher-level classes such as algebra and trigonometry, which are necessary for college admission.

The lack of rigor endemic to these courses proves the system needs a shake-up, advocates say.

Too often, all U.S. high schools do is track, condemning needy students to subpar achievement, said acting Deputy Education Secretary Marshall Smith at a recent educational researchers conference. The Clinton administration wants more demanding coursework for all students (ED, April 15).

But Loveless and Finn say the new study is proof that better teaching and higher standards are needed, not an end to tracking.

Public schools should look to Catholic schools for ideas on how to accomplish this, Loveless said.■

65. CongressDaily

08/03/98Section: APPROPRIATIONS;

Clinton Threatens To Veto Labor-HHS Bill In Current Form

Accusing House Republicans of putting "politics ahead of people" by failing to fully fund a host of his education initiatives, President Clinton today vowed to veto the FY99 Labor-HHS appropriations bill if it remains in its current form. "If a bill that is proposed by the House Republicans passes, I will veto it," Clinton said. For the second time in less than a week, Clinton pounded Republicans for not agreeing to funding levels he has proposed for the Summer Jobs initiative, the Head Start program, voluntary national testing, the America Reads initiative to hire tutors, after- and before-school programs, plans to place more computers in classrooms and to decrease the size of classrooms, and the High Hopes mentoring and tutoring program. Addressing a group of children enrolled in a summer jobs program, Clinton also demanded Congress add to the bill his \$180 million proposal to improve health and safety standards at childcare facilities. In addition, he slammed the GOP for seeking to eliminate the Low Income Home Energy

Assistance program, which provides aid for paying heating and cooling bills.

Clinton also appeared to indicate a willingness to wage war with Congress this fall across the entire budget battlefield. "So far, Congress hasn't passed [my] budget, or one of its own," Clinton said. "Because of the delay, they may decide to send me a bare-bones budget that fails to expand the critical investments we need to make from education to summer jobs to school modernization to child care. But the last budget of the 20th century should be preparing our nation for the challenges of the next. I will not accept a budget that fails to do this."

However, a Republican House Appropriations Committee aide defended the FY99 Labor-HHS spending bill, arguing that last year's budget deal forced appropriators to set priorities. "We had to live with the budget agreement that the president and the Congress set last year," the aide said. "The funding levels were tight." The aide said the Clinton administration's FY99 budget used \$9

billion from user fees and tobacco legislation to boost discretionary spending - proposals that have not been enacted. "Appropriators are dealing in reality and we have to mark up our bills based on real numbers," she said. The aide said the Labor-HHS bill pending in the House provides a \$1.2 billion boost for the National Institutes of Health. "More and more people are realizing ... this bill has provided a huge increase in health [funding]," the aide said.

Meanwhile, Senate Majority Leader Lott and House Speaker Gingrich Friday sent Clinton a letter challenging him to assure the American people that he is not committed to a shutdown strategy by vetoing several of the annual funding bills. "Before the members of Congress return home for the August recess, we want to publicly reaffirm our determination to keep open the vital functions of the federal government at the end of this fiscal year," the two leaders wrote Clinton. - by Keith Koffler and David Baumann■

66. Education Daily

August 4, 1998

House Again Uses D.C. Bill For Pet Education Policies

by William J. Cahir

House Republicans are dabbling in education policy again for the District of Columbia.

The House Appropriations Committee last week approved a fiscal 1999 spending bill for the nation's capital that would:

- * Limit attorney fee awards in local special education disputes;
- * Bar the use of federal funds for nonresident students attending school in Washington, D.C.;
- and * Direct more than \$744,000 in school funds to a regional chapter of the Boy Scouts.

The bill, which the spending panel endorsed by voice vote on Thursday, would provide \$793.7 million to District schools, including \$640 million from local taxes, \$130 million in federal funds and \$22.9 million from other sources.

Locally collected tax revenue cannot be spent on schools until funding levels

are approved by Congress. The bill would provide a 14.3 percent increase over fiscal 1998, according to the spending panel.

Last year, the GOP tried to authorize a \$45 million, five-year school choice program that President Clinton vetoed (ED, May 26).

Sky High Special Ed Costs

In a report accompanying the bill, the Appropriations Committee complains that District schools fail to adequately serve disabled students, sparking lawsuits and exorbitant costs.

The city is proposing to spend \$156 million on special ed in 1998-99, nearly twice what it requested a year earlier. That would include \$71 million for 1,451 placements in regional private schools, at an average cost of \$48,600.

Trying to combat such costs, the bill would bar attorney fees for administrative hearings under the Individuals with

Disabilities Education Act (IDEA), which are required before parents may file special ed lawsuits.

When cases do go to court and parents win, the bill would limit attorney fees to a rate "prevailing in the community."

The bill takes up the issue of tuition for nonresidents because House aides believe Maryland and Virginia residents are taking advantage of free child care in the capital.

Schools in Washington provide child care before and after school, and a House aide complained yesterday that up to 4,000 Maryland and Virginia residents drive into the city each day to enroll children in the program—without paying local taxes or tuition.

The committee's bill also would give \$244,078 to the Bethesda, Md.-based National Capital Area Council of the Boy Scouts for services to 12,600 students at 39 public schools last year.

These services included "staff, curriculum and support materials," the bill says. The measure also would give the Boy Scouts' chapter another \$500,000

in fiscal 1999 to expand the program.

House aides said the Boy Scouts provide ethics and citizenship training.

"The city has a huge problem with

children of broken families, and this is providing a critical resource at nominal cost," said a staffer who requested anonymity. ■

LOCAL

67. The Washington Post

08/04/98; Edition: FINAL; Section: Metro; Page B01

Back to Class . . . Already?

Fairfax School Starts Year-Round Schedule

By Victoria Benning
Washington Post Staff Writer

Timber Lane Elementary School in Fairfax County yesterday became the first Washington area public school to begin year-round classes, an experiment that will be watched carefully by districts across the region as they work to boost student achievement.

"This is an historic occasion and a great day in the commonwealth," Virginia Secretary of Education Wilbert Bryant told students, parents and teachers during opening-day ceremonies.

Timber Lane's calendar will feature the same 180 days of classes offered by other Virginia districts, as required by state law. But the school days will be more spread out over the year, so that the students will attend nine-week sessions followed by three-week breaks in October, January and April. Students will not attend school in July.

Proponents of the modified calendar say the shorter summer vacation will help students retain more of what they learned during the previous school year, so teachers won't have to spend as much time in the fall reviewing old material.

During the breaks, students will have the option of attending two-week classes on such subjects as Web page design, outdoor science and architecture, along with remedial courses in subjects such as reading and math. Students who enroll in the courses will get up to six more weeks of schooling in each academic year than students on a traditional calendar that gives them the summer off.

"Our theme is we're building 21st-century schools, and in doing that, one of the things we have to do is make more time for learning and make better use of our time," said Fairfax Superintendent Daniel A. Domenech. "Giving children two months off at a clip in the summer is not an effective use of time. All the research shows it."

While many Washington area school districts have considered moving to an extended school-year calendar over the years, they all decided against it until now, mostly because of parents' complaints that the change would disrupt family schedules.

Nationwide, the number of schools with year-round schedules has grown from about 400 schools in 14 states in 1986 to more than 2,700 schools in 41 states today.

Officials say most Timber Lane parents support the idea. Only a half-dozen families have chosen to leave the school because of the calendar change. Another half-dozen have expressed reservations to administrators but have chosen to remain. More than two dozen students from outside the attendance area are on a waiting list to get into the school.

"It's a way to get the general student population working on a higher level," said parent Christine Katcher, who has two children at the school. "We feel that by the time our kids are in the sixth grade, they're going to be a lot more competitive than those at other schools."

Parent Rebekah Clement will have children at three different schools this fall, including five at Timber Lane. But the benefits of the program outweigh any scheduling inconveniences, she said.

"This just seems like such a natural way of doing things," Clement said. "There will be more continuity and their downtime will be shorter."

Most students interviewed yesterday were excited about the prospect of year-round school, too, even though they were going back to class a full month ahead of friends at other schools.

"I was eager to get back," sixth-grader Anna Delgadillo said. "I won't have to be bored sitting around the house. Most of my friends [at other schools] say they wouldn't like it, but I think it's going to

be fun. I'll be learning more than them."

Many educators and officials believe such a change in the school year is long overdue, pointing out that the traditional school calendar dates to the 19th century, when children spent July and August harvesting crops.

The Fairfax School Board, which has struggled with ways to increase instructional time, hopes the Timber Lane program is the first step toward a longer school year. Many teachers say that 180 days is too short a time to cover all the material students need to learn each year. Most other industrialized nations have school years that are two weeks to 10 weeks longer than the U.S. school year.

"This will teach us much about how our schools should be shaped for the 21st century as we try to develop schools and education environments based on year-round learning," said School Board Chairman Mark H. Emery (At Large).

Nearly a decade ago, when James Dyke was state education secretary, he called for "radical educational reform" in the form of an extended school year. The idea did not catch on.

During the 1970s, Prince William County moved to a "multi-track" year-round schedule, with students attending school on staggered schedules. The change was needed after rapid growth in the eastern part of the county made it impossible for the district to build schools fast enough. The schedule was phased out as construction caught up with enrollment growth.

The Timber Lane change was made solely to boost academic achievement, Principal Donna Lewis said, and it evolved from a grass-roots movement of the school's teachers.

Lewis and other school officials will be keeping track of student achievement to gauge the program's success, although she cautioned that higher test scores are not her main goal.

"We're looking for increased learning," Lewis said. "Of course higher ART ph., LUCIAN PERKINS
CAPTION: Students at Timber Lane Elementary School salute the flag during

test scores would be great and I'll take them, but test scores don't necessarily their first assembly of the new school year, which began yesterday. CAPTION: Principal Donna Lewis greets her

drive increased learning."

students, who will attend classes in nine-week sessions. ■

68. Austin American Statesmen

August 4, 1998

Record number of Texas schools given top grade **15 percent rated exemplary for TAAS results; less than 1 percent low-performing**

By A. Phillips Brooks

American-Statesman Capitol Staff

A state report card sent home Monday showed that a record high number of Texas public schools got the highest grade and a record few got the lowest.

Fifteen percent — 1,042 — of the state's 6,654 public school campuses were rated exemplary as a result of their performance on the Texas Assessment of Academic Skills exam given last spring. Last year, 683 campuses were rated exemplary.

Less than 1 percent — only 60 schools, including Austin's McCallum High — were rated as low-performing. The previous low was 67, last year.

The rankings, mandated by lawmakers, have been announced annually since 1993.

"We raised the bar for Texas schools again this year," Texas Education Commissioner Mike Moses said in announcing the results at a Fort Worth press conference. "They not only met the challenge, most exceeded it."

But as Gov. George W. Bush and school officials across Texas touted the improved ratings as proof that Texas public schools are improving, others questioned whether the improvement is as indicated by the TAAS scores.

"I have some major concerns about the TAAS," said State Board of Education member Richard Neill, R-Fort Worth. "It's not a true reflection of how students are doing."

State accountability ratings are based on the state achievement exam that measures basic skills in reading, writing and mathematics. Students in grades three through eight are required to take the exam, and high school students must pass an exit-level TAAS to receive their diplomas.

Bush's re-election campaign includes a plan to use the TAAS test to determine whether students in grades three, five and

eight are promoted. Third-graders would have to pass the reading section to be promoted. Fifth- and eighth-graders would have to pass all sections. Robert Schaefer, executive director of FairTest in Cambridge, Mass., cautioned against drawing broad conclusions from a single test. Instead, Schaefer said parents and others should look to what he called neutral measures, such as the National Assessment of Educational Progress, given to students in almost all states. The test is given every other year to a random sample of students, allowing a state-by-state comparison. FairTest used that and other benchmarks in a 1997 testing survey that included Texas.

Texas public schools still show progress when using the NAEP or other assessments, though it is far less dramatic than shown by TAAS scores.

Between 1992 and 1996, the most recent year for NAEP results, the percentage of Texas fourth-graders achieving at or above the NAEP's proficiency level in math rose from 15 percent to 25 percent.

In 1996, Texas minority students outscored their peers nationally on the fourth-grade NAEP math exam. A significant number of minority students, however, still fell below proficiency levels.

The average SAT verbal score for Texas high school students, 494, fell one point in 1997 from the previous year. The average SAT math score, 501, improved by one point. Those scores were below the national averages, 505 for verbal and 511 for math.

Texas students in 1997 scored slightly below the national average on the American College Testing Program exam, or ACT. The average composite score for Texas students was 20.2; the national average was 21.

Scores on college entrance exams are affected by the number of students taking

the test, Schaefer and others said. Texas scores are better than they appear, Schaefer said, considering that 48 percent of high school students in Texas took the exam last year.

Neill, the State Board of Education member who cautioned against reading too much good news into the new results, has called for a review of the TAAS results at the board's September meeting.

Moses and Bush said this is the fourth consecutive year public schools have shown marked improvement. For the first time, the statewide report card included independent charter schools, which are financed by public tax dollars but are free of many state regulations. Rankings for 10 of 20 charter schools were released Monday along with those for regular public schools. Ratings were mixed for the charter schools: one received the recognized rating, seven were acceptable and two were low-performing.

Austin area charters were not ranked. The American Institute For Learning, a dropout recovery charter, is under an alternative rating system. The Texas Academy of Excellence is not eligible to be rated because it had no grades above second grade last year. Students begin taking the TAAS in grade three. Seven charter schools will be rated later, on Sept. 1, while three others have not been operating long enough to be rated.

District and campus ratings are based on student passage rates on the TAAS, dropout rates and attendance. The state not only looks at overall student performance but at specific student groups — African American, white, Hispanic, Asian and economically disadvantaged.

The state's highest rating, exemplary, requires at least 90 percent of students to pass all sections of the TAAS, a dropout rate of no more than 1 percent and attendance of at least 94 percent.

In all, 120 districts and 1,042

campuses were rated exemplary, up from

David Dunn, a spokesman for the Texas Association of School Boards, said that while there is some truth to the

65 districts last year and 683 campuses criticism that progress may not be as dramatic as the TAAS projects, improvements have taken place while

that earned the highest rating last year. standards were toughened. He noted that a record number of students this year passed the TAAS: 72 percent. ■

69. Ft. Worth Star Telegram

August 4, 1998

Pay raises proposed for some teachers

By Martha Deller
Star-Telegram Staff Writer

FORT WORTH — Rookie teachers in Fort Worth schools could earn some of the highest salaries in the state, and veteran teachers could get pay raises of more than 10 percent under a salary proposal announced yesterday by school officials.

The \$12.7 million salary package would include pay raises averaging 5.3 percent for 4,500 teachers and 4.5 percent for 4,500 other full-time employees, including administrators and support personnel. School board President Gary Manny announced the pay boosts at the district's fall convocation as teachers returned to their classrooms to prepare for the start of school next week.

Manny said district officials are proposing a 3-cent tax rate increase to pay for the salary increase. The increase — to \$1.485 per \$100 of assessed property value — would be the first tax increase in four years.

"We're probably crazy to do that," Manny said. "But we feel it's necessary to do what's best for continued growth of students and teachers. We'll have to convince the public that a tax increase is justified."

Superintendent Thomas Tocco said the salary proposal was linked to the district's "stellar" academic performance, which was also announced yesterday at a news conference with Texas Education Commissioner Mike Moses.

Twelve of the district's 112 schools were rated exemplary or recognized based on state test scores. District officials expect four more schools to receive the top rankings when year-round

school scores are released this summer.

Tocco said district officials slashed the proposed budget several times to balance revenue and expenditures without a tax rate increase. Finally, he said, he decided to recommend the salary package even though it meant a tax rate increase.

"You deserve more than only verbal thanks for laboring assiduously in the vineyards. You deserve a raise," Tocco told teachers in a speech telecast from Greenbriar Elementary to all schools.

The final budget proposal is \$384 million. It projects about \$13.9 million more in property taxes next year, finance director Steve Fortenberry said. About \$7.5 million of the increase comes from higher property values and the rest from the 3-cent tax rate increase, he said.

But the higher local revenue will be largely offset by a \$5.6 million loss of state aid and a \$3.1 million loss in federal revenue, according to budget projections.

The salary proposal includes \$30,050 for a beginning teacher, the highest rookie pay in the area and perhaps the state at this point, officials said. Birdville recently adopted a \$30,000 beginning salary.

The pay plan assures all teachers a raise of at least 5 percent, with the least experienced and most experienced teachers getting the higher percentage raises.

Teachers with one to seven years' experience will get raises ranging from 5.1 percent to 6.9 percent, Assistant Superintendent Joe Ross said. And teachers with more than 31 years' experience will receive raises ranging from 11 percent to 13 percent, he said.

"That's been our plan in compensation the last three years — to give senior

teachers substantial increases," Ross said.

The district is also boosting pay for nonteaching staff on the low end of the pay scale, including secretaries, clerks, teacher assistants and custodians. Some of them will receive more than the minimum 4.5 percent salary increase, Fortenberry said.

Bus drivers will get the percentage increase in addition to a \$1- per-hour increase approved last month to fill driver vacancies. Substitute teachers will receive a \$2- per-day increase, to \$62 a day.

Teacher representatives applauded the salary proposals, which they say were close to what they were seeking.

"We asked for 7.5 percent. To receive 5 percent is excellent," said Rubidel Peoples, president of the Fort Worth Education Association. "We appreciate the good job the school board and superintendent do on our behalf."

Judy Luttrell, deputy executive director of United Educators Association, said Fort Worth school officials have set a standard for other districts to follow.

"I'm very pleased with what Fort Worth has done. They've done their very best to be fair across the board," Luttrell said. "They're trying to tell the upper end teacher we need you here."

"And they have to do that with the beginning end or people won't go into teaching."

A public hearing on the budget will be held at the board's regular meeting Tuesday. Trustees likely will adopt the budget and hold a public hearing on the proposed tax rate Aug. 25. The tax rate is set for adoption Sept. 8. ■

70. Columbia (SC) State

August 4, 1998

Schools plan what to do in case of shootings

By KAREN E. YORK Staff Writer

Fire and tornado drills are standard, but it's a sign of the times when teachers

and principals plan for the possibility of gunfire on school grounds.

Richland County Emergency

Preparedness Director Greg Sox told Richland 1 school administrators Monday that they can't wait until

something of that magnitude happens to figure out what to do, especially when children are involved.

"It's terrible we have to sit here and talk about this, but it's already happening in several places around the country," he said. "It's kind of like we're waiting our turn."

Sox used a mock shooting scenario involving A.C. Flora High to emphasize the importance of planning ahead. In the scenario, two students are shot the morning of the third day of the school year; one of those hypothetical students later dies.

The Richland 1 principals and other school officials were asked to consider several logistical questions associated with responding to such an incident, including:

What areas of the school are used for student evacuation?

How are parents notified about the incident?

Who communicates with the media?

Will students be dismissed for the rest of the day? How will they get home?

Local school districts are already being proactive with peer mediation programs, conflict resolution and anger management counseling.

"The guidance counselors do play a key role in dealing with some of these students who are frustrated and angry and who don't feel anybody else is listening," said Richland 1 spokesman Greg Plagens.

But while they work on preventing school violence, administrators must still plan for the worst.

Sox decided to meet with Richland County local school leaders in the wake of last year's shootings at schools in Oregon, Kentucky, Pennsylvania, Mississippi and Arkansas.

The incidents also emphasized to Richland 1 Superintendent Don Henderson the need to plan for the unthinkable.

"As a result of what happened across the country last school year, I just didn't

want us to begin school thinking it couldn't happen here," he said.

The reality is that it has happened here and in other parts of the state. A student gunned down another student in the halls of Columbia's Eau Claire High School in 1994. A year later in Barnwell County, a Blackville-Hilda High student killed a teacher and seriously wounded another before killing himself.

Sox will conduct a similar session with administrators in School District 5 of Lexington and Richland Counties today. He'll meet with Richland 2 administrators next month.

Jim Foster, spokesman for the state Department of Education, said students can help prevent violent acts from occurring at their schools.

"If the children are aware of their surroundings and they detect a problem, they need to notify an adult so these situations can be diffused before they become dangerous." ■

71. Milwaukee Journal Sentinel

August 4, 1998

Doyle unveils effort to avert pupil violence

By Daniel Bice
of the Journal Sentinel staff

Responding to a spate of high-profile school shootings in other states, state Attorney General Jim Doyle announced Monday that his office will sponsor a series of training sessions next month to try to prevent similar incidents from occurring here.

Doyle said the sessions will bring together police officers, teachers, school administrators and student leaders to discuss ways to make public schools safer in Wisconsin.

Although currently campaigning for a third term, Doyle dismissed any suggestion that the initiative is intended to raise his visibility in the months before the election. He said "only the most

In making the announcement, Doyle cited the recent school shootings in Springfield, Ore.; Edinboro, Pa.; Jonesboro, Ark.; and Paducah, Ky.

He said 40 people lost their lives in school shootings during the 1997-'98 school year. Over the past six years, there have been 226 deaths because of school shootings, he said.

Doyle said the sessions will examine

cynical" people would see it as such.

"I don't think it's particularly an option for me to say, 'Well, I'm going to wait until after the election year before taking on what is a very important project,'" Doyle said during a news conference in Milwaukee.

But Linda Van De Water, Doyle's Republican opponent, said the Democrat was holding the training sessions to make it appear that he is interested in fighting crime. She said he had not shown much interest in the issue until she began emphasizing it.

"It's not until he has an opponent that this comes up," said Van De Water, a former Waukesha County prosecutor. "Doyle's been more concerned with big corporations — Microsoft, tobacco, the best ways to quickly end a violent incident and minimize injuries. Information on some of the latest legal decisions on school searches and student privacy will also be provided.

He said schools should provide students with safe ways to report potential problems to school authorities. School officials everywhere, he said, need to learn to have "no tolerance for

whatever. He hasn't focused on criminal justice."

The sessions will be held next month, with the first one taking place Sept. 14 in Milwaukee. Others will be in Madison, Green Bay, Eau Claire, Wausau, La Crosse and Superior.

Doyle held the news conference at 27th Street School, which has been a participant in the Peers in Education Addressing Conflict Effectively program since 1996.

The program, sponsored by Doyle's office and the State Bar of Wisconsin, helps schools develop peer mediation projects to train students to resolve conflicts peacefully.

threats of violence" by students.

"If you make a joke about a gun, we're not going to treat it as a joke," Doyle said. "We're going to treat it as serious. One of the lessons we've learned . . . is to treat every statement about violent behavior not as just playful playground chatter but as a serious matter to be looked at and to be, hopefully, avoided." ■

72. Detroit Free Press

August 4, 1998

New leader says Detroit presence is a possibility

BY PEGGY WALSH-SARNECKI
Free Press Education Writer

On his first official day on the job, Western Michigan University's new president, Elson Floyd, said he wants the Kalamazoo campus to have a greater Detroit presence.

He also talked about helping public schools face competition from charter schools and said he wants to help students and their parents get a handle on WMU's tuition hikes.

It was too soon for Floyd to be specific about plans for a Detroit presence, but other outstate universities, such as Central Michigan, offer courses in the area.

"Detroit is too big a market not to have a presence," Floyd said during one of his first public forums. About 40 percent of WMU's 26,000 students come from metro Detroit.

"I would be satisfied with a collaborative presence in Detroit," he said, adding that he plans to talk about possible ventures with his counterparts at Wayne State University and other local colleges. "I don't envision, at this point in time, a satellite campus in Detroit."

Floyd also talked about helping public schools improve, especially when faced with competition from charter schools. He stopped short of being specific about making improvements this early in his

presidency. WMU is one of the few universities that has not chartered schools.

"I think we have a responsibility to make sure we have the strongest public schools that we can," Floyd said. "The development of charter schools, quite frankly, came out of people being disillusioned with public schools."

He also wants to avoid any sudden, big tuition increases, although he said it was impossible to predict whether or how much tuition would go up next year. WMU students have faced some of the highest tuition increases in the state for two years in a row.

He described himself as someone who goes to bed at 10 p.m., then rises in the middle of the night to work. Although his official starting day was Monday, he was already on the job full-time Saturday.

In his spare time, he golfs and tries to run every other day. Weekends are reserved, when possible, for family activities. His wife, Carmento, is an accounts manager for Metropolitan Life Insurance and will continue to work when she moves to Kalamazoo from North Carolina in mid-August.

The Floyds have two children. Son Kenny will be in ninth grade, and daughter Jessica will be in the eighth.

Floyd, who is black, grew up in Henderson, N.C., and said he still

remembers having to sit in the segregated balcony at the movie theater. The paved part of the street in his neighborhood ended at the last white-occupied house.

He said he is thrilled to have the WMU job and aching to get into his presidency. A career university administrator, he came to WMU from the University of North Carolina at Chapel Hill, where he was executive vice chancellor and in charge of business, finance, human resources and student affairs.

"I've trained for this all my life," he said recently. Michigan is a great state in which to be a university president, he said, because there is no state system overseeing decisions.

"You make your own calls," he said. "Success or failure is really on your shoulders and the trustees."

Floyd was also a finalist for the presidency of the University of Wisconsin at Milwaukee, but the WMU offer came in first and he liked the university.

He already knows that the big game is against Central Michigan University. And the weather doesn't scare him.

"It'll be a change," he said, after moving here from North Carolina. "But that's OK."■

73. Boston Globe

August 4, 1998

Communities, school districts to see record increases in state aid

By Associated Press

Massachusetts cities and towns and regional school districts will get \$368.1 million more from the state this fiscal year over last year, a 9.7 percent increase that will bring the total aid to nearly \$4.2 billion, state officials said.

The record-breaking levels of local aid come because the state is nearing the end of a multiyear program to increase education funding.

The state is also returning more money from the lottery to cities and towns.

"The Legislature made a commitment

to more than double state spending on education over a seven-year period" and to increase the return of money from the state lottery, said Senate President Thomas Birmingham, a Chelsea Democrat.

"These funds help fulfill a promise made to our public schools and to our children," said Acting Governor Paul Cellucci.

As recently as fiscal year 1993, the state was sending back only about \$2.5 billion in local aid.

The Department of Revenue is in the

process of notifying communities of how much aid they will receive.

Just seven or eight years ago, municipal officials awaited the arrival of the state aid figures with dread, said Geoff Beckwith, executive director of the Massachusetts Municipal Association.

Those were lean years when cities and towns, short on funds, might have to cut back on police officers or firefighters or in other areas.

"For those who remember the bad old days, it's an extremely welcome turnaround," Beckwith said.■

74. Richmond Times-Dispatch

08/03/98; Edition: City; Section: Prime Living; Page E-1

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

By Darwin Abrahamson

Do you wake up in the middle of the night in a cold sweat wondering how you're going to pay for your children's college tuition?

You are not alone.

College costs have risen astronomically over the last 20 years, with no slowdown in sight.

According to The College Board, "The basic cost of education has been rising much faster than inflation. For each of the last 20 years, tuition increased 5.8 percent or more. During the same period, the Consumer Price Index rose less than 3.5 percent annually."

Today, public colleges cost approximately \$8,000 per year. Private schools cost an average of \$19,000 per year, with selective private schools such as Ivy League colleges costing even more.

By the year 2015, your child's

When starting a prepaid tuition plan, parents may not consider or even be aware of its negative impact on eligibility for federal student aid. If you have a prepaid tuition plan in place, every dollar saved in prepaid tuition reduces eligibility for student financial aid by a dollar. In contrast, assets saved in the parents' names reduce aid eligibility by at most 5.6 percent.

The Taxpayer Relief Act of 1997 included several provisions relating to college savings. Among them was the establishment of EIRA trusts, the purpose of which is the exclusive payment of higher education expenses for the beneficiary of the trust. Contributions to an EIRA can't be excluded from gross income; however, earnings accumulate tax-free and distributions are tax-exempt.

You may contribute \$500 per year, with reductions in the allowable amount for a single taxpayer earning more than \$95,000 per year and for joint filers earning more than \$150,000. This can be an excellent starting point for saving for your child's education. For example: Saving \$500 annually for 18 years and earning 10 percent interest would accumulate \$25,079 in the fund - although this is still short of the expected future college education costs.

The main downside to an EIRA is that

four-year college education will cost on average \$189,200 for public schools and \$373,000 for private schools, according to the authors of "Paying for College: Planning for Your Child's College Costs."

Obviously, good financial planning is essential. Several targeted investment programs are available, including: (a) prepaid tuition plans; (b) education IRAs (EIRAs); (c) Uniform Gifts to Minors Act (UGMA), also known as Uniform Transfers to Minors Act (UTMA); (d) your 401(k) plan.

A prepaid tuition plan is guaranteed to rise in value at the same rate as college tuition. A family purchases shares that are worth a year's tuition at a state college. The shares will always be worth a year's tuition, even 10 years later, when rates have probably doubled. The main benefit of a prepaid tuition plan is that it allows the student's guardian to lock in the "contributions" are not tax-deferred. And if the distributions are not used for educational expenses, they will be taxed and subject to an additional 10 percent tax penalty. Also, contributions to an EIRA and a state prepaid tuition program are not permitted in the same tax year.

UGMAs or UTMAs are simple trust accounts that can be set up without complicated legal documents. They offer tax advantages for the accumulation of unearned income within the accounts. A custodian named by the donor usually manages the account until the child reaches the age of majority - 18 in most states.

All principal and any earnings in the account belong to the minor. Since these accounts are irrevocable gifts, a donor cannot change his or her mind later if the child decides to use the funds for another purpose.

If the money is used for education, colleges consider up to 30 percent of the money in the trust when calculating financial aid. If your child might qualify for financial aid, you may be better off keeping the savings in your own name.

Barry Sullivan, a vice president and financial consultant with Merrill Lynch, counsels: "One of the most common mistakes young parents make is to avoid building up their tax-advantaged savings

tuition at current rates.

The drawbacks to prepaid tuition plans are numerous. In a series called "Higher Education. How High the Price," The Philadelphia Inquirer cautioned: "Financial advisers warn . . . prepaying your child's education locks your child into attending a school he or she may not get into or want to attend."

If your child isn't admitted to or ultimately decides not to attend one of the participating schools, the plan's value is significantly reduced. In that event, most plans allow the family to redeem their shares, but at a lower rate of return.

If your child decides not to attend college altogether, the family will get back only its original contribution, with no interest added and possibly a cancellation penalty to pay. As The Inquirer reports, "You will get a refund, but it might not equal what you would have made on another investment." accounts - such as 401(k) plans - until they've saved a full college fund."

Sullivan advises clients to "max out on their 401(k)s" because "retirement savings provide an indirect way of saving for college while deferring taxes."

Check with your human resources manager at work to see if your 401(k) plan's rules will allow you to "borrow" plan funds to pay for your children's college education and then slowly repay "yourself" - with interest.

Another advantage of maxing out your 401(k) savings: Financial aid officers often exempt retirement savings from calculations of the parent's worth. So putting money into your 401(k) plan may help your child qualify for financial aid by shielding your 401(k) savings from prying eyes.

When should you start saving for your children's college education? There is only one answer: yesterday.

MORE INFO

*"Paying for College: A Step-by-Step College Planning Guide," free from T. Rowe Price. Call (800) 638-5660.

*Financial Aid Information Page Web site: <http://www.finaid.org> A free, comprehensive, independent guide to student financial aid created by Mark

Kantrowitz, author of "The Prentice Hall Guide to Scholarships and Fellowships for Math and Science Students."

*"Planning for College," free general guide from Investment Company Institute, 1600 M St. N.W., Washington, D.C. 20036.

*"Parents' Guide to Paying for College (006046)", available in late September from The College Board. Call (800) 323-7155.

*"Paying Less for College," financial information on 1,700 schools from Peterson's Book Order Department, P.O. Box 2123, Princeton, N.J. 08543. Call

(800) 338-3282.

*Virginia Prepaid Education Program, P.O. Box 607, Richmond, Va. 23218-0607. Call (888) 567-0540; TTD: (800) 253-0737; or e-mail: fainfo@schev.edu. VIRGINIA'S PLAN

The Virginia Prepaid Education Program, called VPEP, lets you lock in the current cost of tuition and fees at Virginia public colleges and universities. Contracts are also available for Virginia private and out-of-state schools, which pay the actual earnings on the savings less an administrative fee and capped at

the highest tuition charged by a Virginia public college or university.

VPEP covers tuition and fees, but not room and board or other expenses. There's an \$85 application fee. Plans include a lump-sum payment, a five-year plan for children who have not yet completed the seventh grade and a monthly installment plan.

The deadline for signing up every year is Feb. 28, and the first payment is due that May 1. Only children who are currently in the ninth grade or younger may enroll in the program.

For more information, call (888) 567-0540 or e-mail: fainfo@schev.edu. ART PHOTO, CHART■

75. Richmond Times-Dispatch

08/03/98; Edition: City; Section: Prime Living; Page E-2

CONFUSED ABOUT HOW TO PLAN FOR TUITION?

By Ross And Kathryn Petras

College costs have risen astronomically

School type. Have a rough idea of what kind of college your child will attend so you can estimate what you'll be paying for. The costs between a state school and an Ivy League or private college vary dramatically.

Project college expenses. Like planning for retirement, you need to have a general idea of the total. This will tell you how much to put aside each year to meet your goal.

Divide and conquer. Figure out the number of years between the time you begin saving for college and the time your child will enter. Divide the total into the number of months left to get the amount you need to invest each month. Consult a reputable accountant or financial planner for a worksheet to pinpoint the exact figure.

Start saving. Even if college is a long way off, the sooner you start saving, the less outlay you'll have to make. Compounding lets a small amount grow over time into a large one. Don't make the mistake of thinking that savings will eliminate your child's chances of getting financial aid. It won't.

Get the savings habit. Set up a formal savings plan that you'll stick to. If you're not good at sticking to a budget or

in the last 20 years, and it appears they will continue to rise.

schedule, sign up for automatic payroll deductions at work - that way there's no way you can blow it.

Free planners. Even if you don't own a mutual fund, many big mutual fund companies will send you a free detailed planner that lets you plug in numbers and come up with a monthly amount to save. Their hope is that you decide to invest with them. But even if you don't, they'll send you the planning booklet. T. Rowe Price has a particularly good one.

Possible money sources. Usually, you'll rely on more than one.

Typical sources are savings and investments, probably the biggest chunk of college money. Your income is likely to go toward support such as room and board and part of the tuition while your child is at school. Also available will be your child's income from jobs or work-study.

Grandparents' gifts and inheritances are an increasingly common source that supplies money for education and a tax break for grandparents. Grandparents can set up trusts or life insurance policies naming your child as a beneficiary.

Loans are a tried-and-true way of raising money for college but, unfortunately, one of the most costly

Here are some tips to help ease the confusion:

since interest payments take years to pay off. This doesn't mean you shouldn't consider loans. Your child can get a student loan - or, if necessary, you can take advantage of other loans to pay off tuition bills, or even borrow from your 401(k). (Some planners advise against dipping into retirement savings.)

Financial aid is not always easy to get, but it is possible even for middle-class families. Likewise, scholarships aren't always easy to get, but they're a great way for your child to get a cheaper - or free - education. Of course, you should encourage your child to do well in school and so increase the chances of scholarships or grants. But do your homework as well: Read up on the different sources of funds and explore investment strategies.

Worried about money? Once your child nears college age, start shopping around for the best possible college at the lowest possible price. Think of lower-cost alternatives. Some ideas: Start in community college, then transfer to a four-year school; work/study programs; ROTC; and commuter schools.

Remember it's worth it. A better-educated child will get a better job and have a better income.■

76. The Pueblo (Colo) Chieftain

08/03/98

Magnet School Ready to Open Doors

By Mary Jean Porter World Reporter

School District 70 has gained another

high school.

Starting Aug. 31, Pueblo Technical Academy will open its doors as a technology-science magnet school that is independent of Pueblo County High, its former parent.

The Technical Academy already has its own administration — lead teacher Kent Muckel was reassigned as principal in early June — and will issue its own report cards and transcripts.

Students no longer will return to County, Rye or Pueblo West high schools for certain required courses, but will be able to fulfill all graduation requirements at the academy.

"We are no longer affiliated with County High or Rye," said Muckel. "We will take care of our own attendance and paperwork."

The school will have a four-day week; students will be in classes from 8 a.m. to 4:10 p.m. Monday through Thursday. Fridays will be reserved for teacher preparation, student catch-up or extra

"It's going to be a full teaching load — eight periods in a day," Musso said.

"I think it's great since the workload here is a lot compared to all other schools," said Tony Carleo, a junior. "Friday gives us the chance to get to the work or to get to sports."

Tony plays baseball and might go out for football and golf so he likes the eighth-hour arrangement.

He's at the Tech Academy because he's interested in computers.

"I want to be something like a CIS (computer information systems) technician, which they offer at USC (University of Southern Colorado). All the computers they have here and the integration with USC — I'll have a leg up on the other students.

"I do well enough in English but I'm much more interested in technology."

work — the school will be open and some teachers will be present — classes at the University of Southern Colorado or Pueblo Community College, or jobs for the students who have them, Muckel said.

Students may be excused from the eighth period of the school day to participate in athletics at the other District 70 high schools or in ROTC at County High, but they won't be allowed to take elective courses at the other high schools, Muckel said.

The District 70 school board approved the Technical Academy's four-day week in June, with the provision it be monitored for the first semester.

The decision to separate the academy from County High came last spring after a long series of meetings involving central administration, the school board, staff and, finally, Technical Academy students, said County Principal Dick Amman.

"There had been problems with Kristin Walter, another junior, likes the idea of a four-day week because she'll have Fridays to work on projects.

She said she might miss a few friends at County High.

Muckel said the academy is "pretty rigorous. Students do work pretty hard. It's upper-level technology. Students are expected to do some homework every night.

"We try to keep very strict discipline; we feel it's very safe. We haven't had too many problems because of the open space (one huge room)."

Core classes at the academy include English and math at each grade level, social studies and science. Electives include advanced technology, Spanish, beginning and advanced computer-aided drafting and design, advanced math, field experience and the world of work.

scheduling, transportation, program offerings, conflicts with courses there and at County," he said.

Amman is not sorry to lose the Technical Academy.

"I think it has merit on its own. With the staff and leadership it has, I look for it to blossom. And students still will participate in extracurricular activities with kids at County High."

Vicki Walter, who has been a teacher aide at the Technical Academy since it opened in 1994 and who will do her student teaching in physical science there this fall, thinks the changes are good.

"I think it gives them more ownership of the program," she said. "It feels more like a neighborhood school.

"I think it's going to be good for the kids but hard work."

John A. Musso, head of technology at the academy, agreed.

The school will have food service provided by County High and bus service.

The Technical Academy has five teachers and an aide and, at the present, 103 students.

"We still want 20 or more students," Muckel said. "We're taking all levels. If they're interested in technology or computers they can give me a call at home."

Muckel said he's been promised additional staff if an increased number of students warrants it.

For more information or registration papers, call Muckel at 564-5928 or Ms. Walter at 547-9041.

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Visit The Pueblo Chieftain Online at <http://www.chieftain.com/>

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77. Houston Chronicle

08/02/98; Edition: 2 STAR; Section: A; Page 10

Public schools crumbling as tax money hard to find

By DEB RIECHMANN

WASHINGTON - Millions of America's children will return to class this fall in shabby schools with leaky roofs and toilets, aging furnaces, cracked foundations and peeling paint.

Deplorable conditions exist in hundreds of the nation's 80,000 public schools - in rural towns, suburbs and inner cities. They are literally falling down in some communities. And with no funds, boilers and windows remain

broken, and fire code violations are not corrected.

A chimney dropped into a school library in South Dakota last year while students were away on a long President's Day weekend. Dry rot, weak foundations and insulation problems forced officials to condemn an Oregon middle school. Students now attend class in trailers set up on the front lawn.

Computer wire is simply draped along ceilings at an aging school in Iowa as

students wait for a new school to be built.

"It's not unheard of to find a school in a state of disrepair, while just down the road there is a state-of-the-art prison," Education Secretary Richard Riley says.

It's a problem that can only be corrected with money. But tight education budgets, rising enrollment and a reluctance among voters to pass tax hikes and bond issues have left districts with little money to repair and refurbish

the nation's schools.

More than 14 million children - about a quarter of all school children in the nation - go to school in buildings that need significant repairs, Riley said in a speech at School No. 16 in Paterson, N.J., which was built over 100 years ago, around the time the first immigrants arrived at Ellis Island.

"The overall situation has become so bad that the American Society of Civil Engineers has said that our schools are our nation's No. 1 infrastructure problem," he says.

Riley doesn't have to tell the parents and teachers:

"Thirty-two of our buildings were built before Charles Lindbergh flew the Spirit of St. Louis (in 1927)," says Jan Olson, a high school counselor in Sioux City, Iowa, where voters were to vote on

The federal money would help lower the cost of financing the needed repairs. Not everyone thinks it's a good idea. Some conservative members of Congress argue that if federal dollars are used, the cost of the repairs will be inflated because of laws that would require districts to pay union wages to workers doing the work.

The proposal, which has not yet cleared Congress, would be a start, but the price tag to patch the nation's schools is \$111 billion, according to the government's most recent survey on the condition of schools.

The General Accounting Office, the investigative arm of Congress, surveyed 10,000 schools in 1995 and reported that one-third serving 14 million students needed extensive repair or replacement of one or more buildings.

The GAO says 38 percent of big-city schools report at least one inadequate building, compared with 30 percent of schools in rural areas and 29 percent in the suburbs. An estimated 67 percent of inner-city schools, serving nearly 10 million students, report the need to repair or replace plumbing, heating or foundations.

"The facts of the matter are not in

Aug. 11 to approve a 1-cent sales tax for school construction and repair. "We have one middle school that was built for 450 students that has 750. There are actually more students in the portables outside than in the building."

"Our one middle school, built before World War I, was condemned by the city two years ago. They found a lot of safety problems - dry rot, not a proper foundation, paper insulation," says Martin Jones, a teacher in Lebanon, Ore. "The sixth-graders were moved back into modular buildings at the elementary. The seventh- and eighth-graders are in modular buildings on the front lawn."

"My husband and I are very concerned and bothered about the condition of public schools in Austin, especially those old schools in old inner city neighborhoods," says Nina Schenck, a dispute at all. America's schools are in serious disrepair," says Michael Casserly, director of the Council of the Great City Schools, which represents the nation's 50 largest urban school systems.

He suspects politics is holding up the federal initiative as legislators find ways to stall the president's domestic agenda. Also, some lawmakers in Congress think fixing schools is the responsibility of state and local officials - not the federal government's.

Local bond issues to help schools were failing around the nation in the 1980s and early 1990s as people moved out of the cities and there was a declining confidence in public schools, he says. This trend began to turn around a few years ago.

Last year alone, the council reports that voters passed bond issues for construction and renovation in several large cities, including a \$2.4 billion one in Los Angeles - the largest ever passed for a school district in the nation; and \$483 million in San Antonio - the largest ever passed in Texas.

In San Jose, Calif., voters passed a \$42 million bond measure after teachers, administrators and parents went door to door, made telephone calls and pushed

parent in Austin, Texas. "The new schools in the subdivisions look so pretty from the street and their playing fields and grounds are enviable to us who live in town."

Money to build, repair and refurbish schools comes primarily from local and state taxes, but in 1994, Congress approved grants totaling \$100 million to help. The money was slashed in 1995, however, to help balance the federal budget.

This year, the Clinton administration announced a school construction initiative where states and school districts would share \$5 billion in construction seed money that would spur construction worth as much as \$20 billion over two years.

hard for the money.

"We took charge and ran it through," says David Hernandez, a kindergarten teacher who is president of the local chapter of the National Education Association.

"My school was one of the first to get a face lift - new lights, new cabinets, new furniture, paint, new cafeteria, wiring for technology. I felt like I was in a totally new environment. It changed the mood and tone. You could see the pride in the school."

Educators are crossing their fingers in San Diego, Calif., hoping for the passage of a \$1.5 billion bond measure that will be placed on the Nov. 3 general election ballot.

"Our schools are in desperate need of repair," says Ron Ottinger, president of the Board of Education. "Roofs are leaking, pipes are bursting and many classrooms cannot accommodate today's computer technology."

"We have playground equipment that needs to be replaced to meet safety standards, and we have schools without standard libraries and science labs. The list goes on and on."

ART Mug: Richard Riley ■

78. The Washington Post

08/02/98; Edition: FINAL; Section: Sports; Page D10

To a Degree, Darrell Green Has Filled the Last Hole in His Life

By Jennifer Frey

For almost as long as he can remember, Darrell Green has been able to

get up in the morning filled with the faith that he is a good man. He knows he loves and respects his wife, Jewell. He knows

he is a good father, a good Christian and a responsible member of the community. He knows he is good at what he does for

a living — even now, at age 38, Green commands tremendous respect at cornerback for the Washington Redskins — and, more important, he knows he is good in the way that he lives.

That said, there was one thing that nagged at him, one element missing, one aspect of his life that was incomplete. Green, you see, never finished college. He walked out of Texas A&I University (now Texas A&M-Kingsville) in 1983 as a first-round NFL draft pick, a player the Redskins jumped at with the 28th pick. He also walked out without getting his degree.

No one ever faulted him for it. No "It was important to me," Green said, "that I can say to my son, 'Be like Daddy,' and I don't have to be insecure. He can see that I love his mom, I love him; I work hard, I try to reach out to the community, and I have my degree. I'm not perfect. I just want to know that if my children say they want to be like their daddy, they won't be going wrong."

Fifteen years passed between the day Green left Texas A&I and the day he received his diploma. In that time, he played in three Super Bowls and seven Pro Bowls, and established himself as one of the best cornerbacks in the game, with a guaranteed ticket into the Hall of Fame. He also met and married Jewell, and they had three children, who are 12, 9 and 7 years old.

His life, though, was far from limited to football and family. Green constantly says "I don't want to sound prideful," but it is clear that he is deeply proud of the work done by the Darrell Green Youth Life Foundation, which he founded and funds. The charitable foundation provides financial, education and social assistance to inner-city children and their families.

One of the centerpieces of that foundation is the Learning Center, out at the Franklin Commons Housing Complex in Northeast D.C. Green wants the center to be a model for a series of centers throughout the country. Education, Green always tells center visitors, is a key to the future. They are the same words he has long told his children at home.

So Green's incomplete education bothered him. It's not that he felt like a fraud when he stood before groups and preached the value of schooling. And, in 16 years, no one ever called him on it. No

one, that is, except Green. So this past spring, he enrolled in a special program at Saint Paul's College in Lawrenceville, Va., paid his tuition, attended his classes — some in person, some by correspondence — and accumulated the final credits he needed to be a college-educated man. And this past Mother's Day, he walked across the stage in Lawrenceville, his heart filled with pride when he received a bachelor of science degree.

"When I graduated," Green said this past week, his face breaking into a smile at the mere memory, "I finally felt confident that there was nothing missing. reporter, no teacher, no administrator, and certainly no child ever asked him, 'So, Mr. Green, where did you get your diploma?'"

And it's not that he kept it a secret, either. The adults he hired at his foundation — adults with masters' degrees and advanced educations — were well aware that Green had not finished college, and if they were not, they found out quickly, when Green made a point of leaving the heavily academic areas of his programs to their guidance and discretion.

Still, it bothered him.

"It was hard for me," he said, "to tell these kids to finish their educations when I hadn't finished mine."

Green didn't complete a single class his freshman year at Texas A&I. He didn't even enroll in any that first spring. Back then, he was a homesick kid from Houston, so miserable that even his love for football could not overcome his desire to return home. His mother sent him off to college with a \$20 bill in case of an emergency, and it wasn't too far into the fall when a member of the Texas A&I coaching staff caught him at the local bus depot, preparing to turn the money over for a one-way ticket home.

The coach took the \$20 away from Green, and escorted him to practice. It was only a temporary fix. When he went home for the holidays that winter, Green didn't come back. He didn't come back for more than a year — he drove a delivery truck instead, attended some night classes at the local high school, tried to figure out what to do with his life. When he finally went back, when he "grew up and matured," as he puts it,

My son didn't have to look anywhere else for an example to follow. That was a very proud time for me."

In an era when professional athletes increasingly dot the police blotter, when parents often fear — rather than hope — that their children will emulate a favorite sports figure, Green went back to college for one simple reason: He wants to be a good role model. He wants to be able to stand before anyone — most importantly his own children — and be confident that he sets an example of which he can be proud.

Green became a football legend at Texas A&I and a decent student. But he was too far behind in his classes to catch up. And when the Redskins came calling after his senior season, he left. He left, but he kept looking back.

Green tried a few times to return to his schooling, but it never seemed to work out. Finally, Ernie Turner, who works with the Redskins' players on educational opportunities, introduced Green to Billy Hawkins, the vice president of academic affairs at Saint Paul's. Lawrenceville is nearly three hours from Green's home in Ashburn, but Hawkins convinced him that they could make the system work.

So Green went back to school. About once a month, he drove down to campus, and the other days he met with advisers in Northern Virginia and did work through a correspondence program. In the evenings, his kids watched him struggle to finish all his assigned reading, and his papers, and the work he had left behind so long ago. His kids were there, too, on May 10 in Lawrenceville, when Green put on a cap and gown and received the one missing piece in what has clearly been an exemplary life.

"My kids saw me walk across that stage, they saw me at night trying to type my papers, they see my wife now — she's going to school, finishing up her degree, too — and I like that," Green said. "I like that we're not afraid to say to our kids, 'Be like us.'"

ART ph., JOEL RICHARDSON
CAPTION: Darrell Green has found happiness in pro football, but he has found fulfillment by getting his college diploma.■

79. Chicago Sun-Times

August 3, 1998

Feds probe suburb teacher pensions

BY MARK SKERTIC
SUBURBAN REPORTER

A federal grand jury is looking into the investment practices of the pension system that covers every suburban public school teacher.

Records from firms investing money for the Illinois Teachers Retirement System —used by all Illinois public school teachers outside Chicago —have been subpoenaed by federal and state investigators.

At least one source has told authorities that key retirement system managers were

An Illinois auditor general's report last year criticized the system's investment practices. Lawmakers were upset to learn about a contract the system had with Chicago-based Zimmerman Investment Management Co., which is headed by Thomas Zimmerman, the retirement system's former \$106,000-a-year chief investment officer.

The audit found his firm was paid \$5.4 million to make investments that lost \$266 million in less than two years. Robert Daniels, then the system's executive director, said the system lost only \$46 million.

Daniels retired in January. When he made the announcement in August, Joseph Spagnolo, chairman of the

given free private jet trips to Key West, Fla., and tickets to the Indianapolis 500 by firms that wanted to invest the teachers' money.

Robert Schau, the system's former real estate analyst, told authorities about what he believed were questionable investment decisions, including contracts awarded without bids and deals made on the basis of personal relationships.

"It appeared to me the wrong sort of things were driving decisions," he said.

Authorities declined Sunday to discuss the nature of the investigation or say how retirement board and state school superintendent, said it had nothing to do with the auditor's report.

Schau, a former real estate analyst, was among those intrigued by the auditor's findings. Too often, some managers ignored their fiduciary responsibilities, he said. "There appeared to me many instances when they were putting their own interests before the investors'," he said.

Under pressure from Zimmerman, who was chief investment officer and acting executive director at the time, Schau said he resigned in 1992 for a "low five-figure" severance payoff. But last spring he wrote to a number of state officials, including lawmakers and the

long the probe, which began last year, is expected to continue. State Police are assisting the FBI and the U.S. attorney's office, said Mark McDonald, spokesman for the Illinois State Police. "We're conducting interviews, examining records and evidence," he said.

The State Journal-Register in Springfield has reported that the subpoenas have sought investment firm records but have not required company officials to appear and give testimony.

governor, detailing what he felt were questionable motives by some making retirement fund investment decisions.

"I've never asked anybody to take my word," said Schau, now an analyst for the Kansas Public Employees Retirement System. "Go ahead and dig. There's plenty of evidence of all this stuff."

The retirement system includes all full-time, part-time and substitute Illinois public school employees in positions requiring state certification. In the 1997 fiscal year, there were 192,219 active and inactive members and 59,352 receiving benefits.

The system's investments had a market value of \$18.1 billion as of June 30, 1997. ■

INTERNATIONAL

80. BBC News

August 4, 1998

Bilingual ban takes effect

Schools in California are coming to terms with the reality of a controversial new law ending bilingual education.

The law, resulting from voters' approval in a ballot in June of what is known as Proposition 227, means the state's public schools must conduct lessons primarily in English - whereas in many of them that is not the pupils' first language.

Under the law, children with limited English can be put in a one-year immersion course. After 30 days, parents can get a waiver to put their child back in bilingual education under limited conditions.

Bilingual education, which had been

practised since the 1960s, had allowed them to be taught primarily in their first language and encouraged to pick up English gradually.

Critics say the new law is the latest attack on immigrants in California.

Others say that bilingual education simply did not work and resulted in Hispanics in particular being condemned to "ethnic ghettos".

"They're resilient"

As elsewhere, most California schools are closed for the summer but in the Los Angeles Unified school district the pressure on accommodation has led to a year-round staggering of classes and a new term began on Monday for almost

20,000 children. Less than half are fluent in English.

At Theresa Hughes Elementary School, where the student population is 99% Latino, children in an immersion class began the day learning English through words and pictures on the walls, role-playing, puppetry and hearing lessons read aloud.

"Children are very, very resilient," said Victor Chavira, a fourth-grade teacher at the school.

"They will adapt. But how well they adapt remains to be seen. It's a grey area." ■

COMMENTARY

81. Daily Texan

August 3, 1998

Education debates ignore real issues

By Corey Young

Daily Texan (U. Texas-Austin)

(U-WIRE) AUSTIN, Texas — Tuesday Gary Bledsoe, president of the Texas NAACP, will go before the U.S. Department of Education to complain about the "bias component" of Texas standardized testing. He and his organization firmly believe that these tests are easier for white children to take and unfairly stigmatize African Americans. Bledsoe's voluminous evidence for this harsh accusation was captured in a July 29 USA Today article. He says persuasively, "There is definitely a bias component, although its difficult to show."

Although Bledsoe's evidence is staggering, a new study by the research group Public Agenda makes one wonder where, exactly, the NAACP is coming from. It seems only 28 percent of black parents think standardized tests are "culturally biased against blacks." What's more, the Public Agenda's research found an issue in education that white and black parents can actually agree on. It seems 73 percent of black and 77 percent of white parents think their kid's education is too often sacrificed for the sake of racial diversity. Only 9 percent of blacks want schools to focus more on diversity. It looks like Bledsoe and the Texas NAACP need to do a little more grassroots research before marching up to Washington D.C.

The Public Agenda study does more than weaken the position of the NAACP on the issue of standardized tests. It reveals a disturbing trend in the debate over race and education. The loudest people in this long and painful fight are starting to lose contact with the people they are trying to help and supposedly represent. Countless talk shows and protests present angry and uncompromising voices from both ends of the political spectrum. Jesse Jackson wants to make UT Law School professor Lino Graglia a "social pariah." Many conservatives dismiss affirmative action as pointless educational welfare. What gets lost in the flood of arguments and attacks are the actual children being argued over. The needs and desires of the students and their parents should always be held as the starting point for discussion of educational concerns.

The Public Agenda research reveals that only a small minority of parents care about the supposedly insidious plots of standardized test makers. Most parents, black and white, just want their children to have the best quality education possible. And for them, that does not mean "diversity" or an attack on the TAAS test. So why is no one listening to their requests? Apparently leaders like Bledsoe think they understand the problem better than parents. The educational, administrative, and political elites have turned a deaf ear to those

whom they "represent." And let's admit it, standardized testing conspiracies and multicultural sermons are sexier than the drudgery of actually fixing a flawed education system. Taking the politics out of education and focusing on the difficult task of real reform would be a big step for many of the people debating public school reform and affirmative action.

As to where Bledsoe and the NAACP are coming from, history clears a few things up. In 1909, when W.E.B. DuBois founded the NAACP, his aim was to harness the power of the most influential African Americans in order to effectively protest. The history of the NAACP is highlighted by its involvement in the legal system, with prominent lawyers winning important cases and forcing the desegregation of schools across America. This, of course, is to be applauded. The problem is, the NAACP has been elitist from its beginnings. Du Bois called for the "talented tenth" of African Americans to rise up. But what about the rest? In its beginning, the NAACP neglected the many poor southern sharecroppers and factory workers who knew nothing of the "talented tenth" — some things never change. Today the parents of black school children must bide their time as the NAACP and others fight a battle that, if won, will not help them — or any one else, for that matter.

Young is philosophy senior. ■

82. Christian Science Monitor

August 4, 1998

Getting Beyond Cramming for Exams

Evangeline Wheeler

TOWSON, MD. — One afternoon last semester as I prepared to leave my office, I went through the ritual: with one hand I switched off the computer on my desk while with the other I picked up the telephone receiver to check my voice mail one last time. I was only mildly

"Does the size of the sample really matter?" "Are all sampling distributions the same?" "Will this be on the exam?"

surprised to hear two new messages from frantic students.

"Can I please take the make-up exam tomorrow?" asked a senior in my cognitive psychology class. "Dr. Wheeler, I lost my study guide!" exclaimed a sophomore in statistics.

I decided to return their calls later in the evening. It was this last question that upset me. I saw it as a loaded question because I knew that behind it lay the fact that my

the evening. I had already stuffed my bag with the books and papers I would need for working at home after dinner.

It was late and I was tired after a long day explaining the concept of sampling distributions to my restless statistics classes. Their questions were still reverberating in my head.

students hadn't been keeping up with their regular studying. They were going to cram for the final exam.

End of semester. Everyone was looking forward to summer internships, beach jobs, or as some students say, "just chillin." My students were so anxious and distracted during lectures, when a few weeks ago they were animated by interest.

The refrain, "Is this going to be on the exam?" rattled me as a college teacher, just as cries of, "Are we there, yet?" assault the sensibilities of patient parents on long car trips with bored children.

I do well remember my student days. I commiserate with their end-of-semester panic by sharing with them my own experiences as a college student stressed out about grades.

Who could forget those all-nighters spent writing a term paper or completing a lab assignment? Although I counsel my students about the wastefulness of

procrastinating on their assignments, I also share with them that I did the same thing more than once when I was a student.

I am always conflicted at this point. Cramming sometimes works, I did it; yet I tell my students not to. During an office visit one student plopped down in a chair and sighed, "I stayed awake all night to study for your exam!" It worked for her; she earned a solid B+, a significant improvement over the C- she made on the previous exam. I was satisfied that she improved her grade, but I was disturbed by the cramming.

All the research on memory shows that continued study over time (called "distributed practice" in the academic literature) leads to more learning than cramming ("massed practice").

With each cycle of

beginning-of-semester-excitement, midterm doldrums, and end-of-semester panic, I face a personal challenge to help my students succeed.

When former students rush into my office needing advice on statistics problems assigned to them by their current professors, or others oversleep and stumble late to class; when they ask, "Will this be on the exam?", I tell them gently to calm down and to focus. I remind them that with careful organization and regular study they will survive the panic. Then I reach over to my stack of journal articles and hand them a copy of the scientific study so they can check out the research themselves.

** Evangeline Wheeler is an assistant professor of psychology at Towson University in Towson, Md. ■*

83. Los Angeles Times

* 08/04/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-6

Lengthening Class Time

Adrienne Mack wrote an essay about 55 minutes being too restrictive for learning (Commentary, July 23). She is right.

However, she has missed an opportunity that cannot be overlooked. Learning over longer periods cannot be limited to language arts. We must look deeper into the real workings of our schools and make radical changes so test scores will go up dramatically. The start and finish times for our schools are based on the agrarian economy of our past.

Those times required children to work in the early morning and late afternoon to help slop the pigs, harvest eggs and milk the cows. They were needed to clean barns and help cook.

In today's world those needs are no longer in demand. Thus our children are available to go to school from 7:30 a.m. until 5 p.m. just as they might do when they go into the workplace.

The resultant benefits are huge. We could change the length of classes based on the intricacies of the course material.

Math should be taught for two hours while teaching penmanship for half an hour is sufficient. History for one hour and science for 1 1/2. These are arbitrary times but the idea is should be clear.

Along with additional hours of instruction, we need to measure teachers for qualification and pay, based on student test results, not on tenure, how many papers they write or how many extra courses they take.

JUDD WENNER
Los Angeles ■

84. The Wall Street Journal

08/04/98

ESAs Don't Divert Public School Funds

In her July 9 editorial-page commentary "The Next Big Free-Market Thing," Amity Shlaes describes my proposed education savings accounts (ESAs) as "federal vouchers." Although I appreciate her attention to this meaningful debate, her description of the legislation could

Vouchers allow a transfer of federal funds; ESAs use private after-tax dollars, not government money, to help parents give their kids the best education possible. The accounts divert no federal

not be more inaccurate. While I support vouchers, Education Savings Accounts are not vouchers. They simply allow parents, grandparents or any scholarship sponsor to save up to \$2,000 per year, per child in after-tax dollars. The buildup of interest within the account is tax free if funds from public schools and, in fact, would pour billions of new dollars into American public education. ESAs, most importantly, give parents — not the federal government — the power to make

used for the child's educational expenses, such as home computers, tutoring for children with special needs, uniforms, transportation, SAT prep courses, or tuition for a private or religious school.

decisions for their children.

Sen. Paul D. Coverdell (R., Ga.)
Washington ■

85. Boston Herald

08/03/98; Edition: A1; Section: EDITORIAL; Page 026

Principals can help ed success

Regarding "Mass. colleges faulted for low teacher scores" (July 24):

We have the means for removing incompetent teachers: principals. Let them evaluate competency based on first-hand knowledge of teaching ability. Hold them accountable for student performance. Reject any big-government proposal to have anonymous test-making bureaucrats fire anyone who can't define a preposition.

But if we must test, don't use the Massachusetts test. Suppose that a doctor, after examining you with a newly invented instrument, said: "You need open-heart surgery. Tomorrow." Would you go ahead without proof that this instrument works? Well, none has been offered about the teacher test. I think this test is faulty because I know highly literate students who "failed" it. Clarke Fowler, Professor of Education Salem State College Salem

Moakley has rep as preservationist

I read with great interest David Eisen's article, "Bridge too far" (July 23). I was, however, appalled by Eisen's statement that "preservationists and harbor activists are on one side, and the city and U.S. Rep Joe Moakley are on the other."

My preservationist credentials speak for themselves. I have secured over \$50 million for many sites in Boston. My Harbor Island credentials also speak for themselves. During my years in the state Senate, in the 1960s, I filed and won passage of one of the first pieces of anti-ocean dumping legislation. During the same period I fought for and won

passage of legislation to bring the Boston Harbor Islands under the jurisdiction of the commonwealth of Massachusetts so that the islands would not be ruined by development.

During the last Congress, I, along with Congressman Gerry Studds, filed and won passage of federal legislation creating the Boston Harbor Islands National Park, bringing federal money into the island system and to make the Harbor Islands more accessible to the public. Additionally, to date, the Massachusetts delegation has secured over \$600 million for the clean up of Boston Harbor.

The debate over the fate of the Old Northern Avenue Bridge is not a battle for historic preservation, it is a debate over public safety. According to the city's Public Facilities Department, the estimated cost of making the bridge safe for pedestrian traffic, and in compliance with Coast Guard regulations, would be approximately \$15 million, and, as such, would not be feasible.

Without demonstrated interest of any public or private concern to shoulder the heavy burden of repair, maintenance and preservation of the structure, the solution is clear. Public safety dictates the bridge should be taken down. John Joseph Moakley, U.S. Representative 9th District

Stamp poll shows Korea's forgotten

The U.S. Post Office recently concluded a poll asking the public to determine the most important event of the 1950s, in order to determine the events to

be put on new stamp designs. Fifteen events were listed as top vote-getters. The first was the drive-in movie; the second, television's "I Love Lucy."

Number 15 was the Korean War. This Korean "police action" resulted in over 50,000 killed and missing Americans. Number 15? This is truly the "forgotten war." Andrew J. Pullo, Member Korean War Veterans Assoc. Boston

GM, not Vaughn, causes Sox trouble
I agree with Joe Fitzgerald ("Mr. Nobody" gives up, and the Red Sox lose," July 24). Fans should recall this trouble started with the arrival of Dan Duquette. You can't blame Mo Vaughn. He had his private life and should be left alone when not in uniform. Get rid of Duquette and get back to baseball. Ed Fitzhenry, Dedham

Gun license helped Capitol slay suspect

Supporters of gun ownership have been quick to point out that, in regard to the recent tragic Capitol shooting, the gun laws in Washington, D.C., were ineffective. They forget that the suspect didn't purchase the gun illegally and wasn't a criminal until he entered the Capitol and snapped.

Gun bans had nothing to do with this incident, since the weapon was indeed purchased by a "law-abiding gun owner." This type of Second Amendment flag-waving makes the rest of us "law-abiding" non-gun owning citizens sick. Robert Murphy, Peabody■

86. Worcester Telegram & Gazette

08/02/98; Edition: ALL; Section: INSIGHT; Page C1

Are education schools lost among trends?

By JOHN LEO

A reader sent in a list of teacher education courses at the University of Massachusetts at Amherst, along with a note: "This explains why 59 percent of prospective teachers in Massachusetts flunked a basic literacy test."

The courses listed were: "Leadership in Changing Times," "Social Diversity" (four different sections), "Embracing Diversity," "Diversity and Change," "Oppression and Education," "Intro to Multicultural Education," "Black Identity," "Classism," "Racism," "Sexism," "Jewish Oppression," "Lesbian|Gay|Bisexual Oppression,"

"Oppression of the Disabled," and (get this one) "Erroneous Beliefs."

The reader was referring to a basic 10th-grade test in language, math and other subjects, given to 1,800 would-be teachers in Massachusetts.

Among other things, the 59 percent who failed often couldn't spell simple English words such as "burned" and "abolished."

Apparently they went into ed school without knowing much about anything, then came out the same way. But at least they are prepared to drill children in separatism, oppression and erroneous beliefs.

Our schools of education have been a national scandal for many years, but it's odd that they are rarely front-and-center in our endless debate about failing schools.

STANDARDS VS. ESTEEM

The right talks about striving and standards, the left talks about equal funding and classroom size, but few talk much about the breeding grounds for school failure - the trendy, anti-achievement, oppression-obsessed, feel-good, esteem-ridden, content-free schools of education.

For an article in City Journal, writer|reporter Heather MacDonald

recently visited New York's City College, to see how a modern education school manages to fill its class time without making the dread professional mistake of having any actual content or clear purpose.

She found the teacher talking about "building a community, rich of talk" and how ed-school students should "develop the subtext of what they're doing."

Each student wrote for seven minutes on "What excites me about teaching," "What concerns me about teaching" and "What was it like to do this writing."

After the writings were read aloud, the teacher said, "So writing gave you permission to think on paper about what's there."

Then the students split into small groups and talked about their feelings.

"It shifted the comfort zone," said one student, already fluent in ed-speak. Another said: "I felt really comfortable. I had trust there."

"Let's talk about that," said the teacher. "We are building trust in this class."

But what they were not doing was talking about anything in the real world, or about how to teach real lessons to real children.

The credo for education schools, MacDonald says, is "Anything but Knowledge."

"Once you dismiss real knowledge as the goal of education," she writes about the make-work silliness in education classes, "you have to find something else

to do."

The education schools take for granted that education must be "child-centered," which means that children decide for themselves what they want to learn.

Heavy emphasis is put on feelings and the self.

An actual curriculum, listing things students ought to know, is viewed as cramping the human spirit.

Ed-school students are taught to be suspicious of authority and the notion that teachers might be expected to know more than the children they teach, so the word "teacher" is in decline.

The fad word is now "facilitator," part guide and part bystander watching the self-educating child.

The traditional ed-school hostility to achievement currently hides behind the word "equity" - bright students must be tamped down so slower learners will not feel bad about themselves.

Smuggled in along with equality is the notion that performance and learning shouldn't really count - they elevate some children at the expense of others. Grades and marks are bad, too, because they characterize and divide children.

The result is that the brighter students get little help and are often the target of teacher resentment.

Rita Kramer wrote in her 1991 study of education schools, "Ed School Follies": "What happens to those more capable or motivated students is hardly anyone's concern."

BEST STUDENTS IGNORED

This lack of concern for achievement now has a racial cast. Asian and white children are often depicted as somehow out of step if they work harder and achieve more than blacks, Hispanics and other minorities.

Instead of working hard with children to reduce the racial gap, school of education theory calls for strategies to conceal it under group projects or simply to demonstrate that achievement doesn't matter.

Various experiments are under way to let bright college graduates bypass education schools.

Connecticut has a program allowing professionals in other fields to switch into teaching from other careers simply by taking an eight-week summer course and a test.

In New York, the Teach for America program produced a sudden infusion of very good teachers into public schools, also by bypassing the ed-school swamp.

But the hidebound education industry is digging in to close these loopholes and protect its closed-shop monopoly.

It makes no sense to force teachers through schools as bad as these.

People should be able to qualify as teachers simply by passing rigorous tests in their area of competence. Scrapping the school of education requirement is clearly the way to go.

John Leo is a syndicated columnist.

■

87. Harrisburg Patriot-News

08/02/98; Edition: FINAL; Section: EDITORIAL; Page B14

Other needs supersede 4-year university

Pennsylvania needs another institution of higher education like it needs another law school. Your assertion (Editorial, July 22) that in higher education 'more is better' is ludicrous.

Did you ever hear of saturation levels? If memory serves me correctly, Pennsylvania already has more four-year institutions of higher education than any other state.

Your argument on behalf of a Harrisburg University implies that the university-saturated areas of Philadelphia and Pittsburgh aren't capable of

producing the computer engineers and high-tech personnel needed in Dauphin County. Or do you feel the post-graduate relocation of such individuals to central Pennsylvania would be an inhumane hardship?

Your allegation about the turf consciousness of the existing order of higher education and the damaging effect it has on the economic and social potential of Dauphin County sounds like a George Costanza outburst. But the humor really emerges when you contrast the higher education disparity between

Harrisburg and Boston.

In the words of our first lady: 'give me a break.' Maybe the commonwealth could purchase Harvard U. and relocate it to Dauphin County. The cost of such an endeavor should be no greater than what it costs to build a sports palace in Philadelphia or Pittsburgh.

Health care, day care and mass transit are where the money is needed. We have a sufficient supply of sports emporiums and institutions of higher learning.

— Barry Ochs Shippensburg ■

88. Greensboro News & Record

08/02/98; Edition: ALL; Section: EDITORIAL; Page F3

SCHOOL YEAR'S FIRST CHALLENGE

GETTING AND KEEPING GOOD TEACHERS ATTRITION HAS BEEN HEAVIEST AT "LOW-PERFORMING" SCHOOLS, BUT THE ATTRITION STARTED BEFORE THE DESIGNATION.

By Philip J. Kirk

A new school year is beginning, and some 10,000 new teachers are starting work in classrooms across this state. Another 70,000 teachers are returning to their classrooms for another year. But, in some schools, administrators are struggling to find teachers to staff every classroom.

The teachers who are starting work had to meet more rigorous standards to enter the profession, they are receiving better orientation to their new jobs and they will earn more money during their careers.

They also will receive assistance from trained, paid mentors. But, many of these teachers will leave the profession after a few years for jobs that are less frustrating and more lucrative.

The challenge for education administrators is to recruit and retain competent, effective and caring teachers.

Rural areas traditionally have more of a challenge, but large urban systems, which pay attractive supplements, also are experiencing problems in retaining teachers and filling vacancies.

The State Board of Education is particularly concerned about the large

We want these teachers to know how to teach so students will want to learn and to know their subject matter.

The more our teachers know, the more our students can learn.

We also want these teachers to be committed to continually learning more and improving their teaching style.

Gov. Jim Hunt has lead the national effort to study teacher quality.

As chairman of the National Commission on Teaching and America's Future, the governor was instrumental in the development of two national teacher quality reports that outlined steps to be taken to improve teacher quality and quality teaching.

The governor also initiated North Carolina's bold Excellent Schools Act in 1997. This act enjoys bipartisan support from the Legislature because it is focused on increasing standards for teachers and students while compensating teachers for

number of teachers who are leaving schools that need experienced teachers - mostly "low-performing" schools.

An analysis of teacher turnover in schools designated low-performing in 1997 showed that teacher turnover in those schools was three times higher than in other schools statewide.

Some might question if the designation of the school as low-performing resulted in the higher turnover rate; it is important to note that this was the rate before the announcement of school status under the ABCs.

In some of the low-performing schools, the turnover rate was 50 percent in one year.

Just imagine a work situation of 30 co-workers where 15 of them leave in one year.

Besides the extra work of administrators who have to search to replace staff, there's the emotional upheaval for students, as well as learning time lost during the transition.

The higher turnover in these schools during the instructional year is especially disturbing.

It is likely to mean that students have meeting higher standards.

Several of the components of the Excellent Schools Act will make a difference in our attempts to keep teachers from leaving the profession, including the low-performing schools.

The Excellent Schools Act will move North Carolina's teachers to the national average in teacher pay in the next three years through across-the-board raises and additional pay for advanced certification and degrees and for additional responsibility and work.

While that will help, a Public School Forum study found that more than 40 percent of teachers leave their classrooms before they complete their fifth year because of a lack of discipline in the classroom and a lack of support from administrators, school boards, and parents, in addition to low pay.

Parents and citizens have a role to play.

been taught by substitute teachers while certified teachers were recruited and hired.

An added difficulty is that the first semester of the year is typically the most difficult time of all to recruit and employ well-prepared, talented teachers because teachers who graduated the year before already have jobs.

This may result in our least experienced teachers or substitute teachers teaching students with perhaps the greatest needs at a critical time during the school year.

Students taught by a succession of teachers are simply not going to learn as much as other students.

Teachers leaving low-performing and other schools is not just a North Carolina problem.

School systems in the United States will need to hire some 2 million teachers in the next decade, according to U.S. Department of Education estimates. In North Carolina, we'll need an estimated 72,000 new teachers in the next seven years.

When asked what would help retain high quality teachers, local school administrators cite parent involvement and community support and respect for teaching as key factors.

Restoring respect for the teaching profession is one of my personal goals as chairman of the State Board of Education.

As a new school year begins, I encourage you to call your local school, ask what you can do and then follow through on your commitment.

Our teachers have a very important job.

They deserve higher pay, better working conditions and the support of the entire community.

That's where you can help in recruiting and retaining excellent teachers in all schools in North Carolina. ■

89. The Washington Times

08/03/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; LETTERS; Page A16

Keeping science education on the cutting edge

As president of the world's largest scientific society - the American Chemical Society, which represents more than 155,000 chemists and chemical engineers - I read "Science aversion looms as serious threat to U.S. economy" (June 19) with initial interest, but growing concern. This article contains many errors of fact, implication and omission, thereby putting your readers at a distinct informational disadvantage. They should know the facts:

Scientists did set the nation's science education standards. Your article states that the National Science Education Standards were written by groups "made up primarily of educators, not scientists." In fact, they were developed under the aegis of the National Academy of Science, whose elected membership constitutes the most prestigious scientists, and included members of our society and many other learned organizations.

What's more, scientists participated fully in every stage of the development of these standards. Science educators were also involved to ensure the success of these new standards in the classroom, as well as industrialists, who eventually employ the products of our educational

Finally, the article implies that notion that only bad-tasting medicine is good for you. I became a chemist because I enjoyed chemistry in school; to me, it was fun to learn chemistry. I would not have become a chemist if the subject were dull, irrelevant and

system.

Providing access to science for all students does not mean dumbing down the curriculum. Your article implies that wider access means watering down the curriculum, but ignores several facts:

First, as we approach the millennium, science is a basic subject that needs to be taught in a fashion that makes it accessible to all students. Second, the standards help all students to think more, rather than less, by emphasizing understanding and applying science knowledge rather than just memorizing science facts. They demand that students think in a scientific fashion and engage in the kind of inquiry that engages the working scientist - not an easier task, but a harder one. Finally, this approach not only shows students the real excitement and challenges of doing science, but also helps retain students' interest in science. We cannot teach science to students who have opted out of the pipeline, nor can we build jobs and keep our research enterprise vital without training as many bright young minds as we can reach while they are still in school.

The standards are moving us closer to the performance level other nations enjoy incomprehensible. As a college professor for much of my professional life, I can tell you that nothing is more rewarding or fun - for both teacher and student - than the moment when both realize that learning has taken place. That's what the standards are attempting to do: Make sure

in science education. In the article, you briefly mention the results of the most recent report from the Third International Mathematics and Science Study (TIMSS). While it is true that, in general science literacy and physics, our graduating students did very poorly compared with those of the other countries participating in the study, your article failed to mention that our students in the third grade did much better than the world average, and in the eighth grade were about at the world average.

Many involved with TIMSS are trying to explain why U.S. children perform worse on these measures the longer they are in school, relative to other countries. Here is one explanation: When comparing science curriculum content around the world, you can see that our students, especially as they get older, are exposed to a curriculum that has been described as "a mile wide and an inch deep." The standards, with an emphasis on fewer concepts taught in greater depth, helps to address this issue and moves closer to those nations that outperformed us on TIMSS.

that more students in more classrooms learn more science than they do now.

PAUL H.L. WALTER
President
American Chemical Society
Washington■

90. Raleigh News & Observer

08/03/98; Edition: Final; Section: Editorial/Opinion; Page A10

Student courts must be free to punish campus crime

Your July 29 editorial "Crime under wraps" argued that records of student judicial matters should be open to the public. The editorial ended by stating that cases of a "criminal" nature should not be heard by "campus courts" at all.

If your suggested policy were followed, universities would be unable to sanction students who engage in underage drinking, vandalism, fighting, hazing, theft of community members' property or breaking into another person's computer records. Such a policy would greatly impede the role of universities in educating students about their civic responsibilities and essentially

would not allow a university community to set standards that are higher than those of society at large.

As students at UNC-Chapel Hill, we find that being part of a safe, honest university community is vital to our education. The community has the responsibility to set high expectations for its members, one of which should certainly be to uphold North Carolina laws. When a fellow student chooses to break the trust established within our community, as student judicial leaders we take action to ensure that integrity is maintained, in addition to whatever action criminal courts may choose to

take.

Furthermore, when the public learns that a student has broken the law, not only do other members of the university community look to the university to take action, but the public does as well. We encourage The N&O to consider the ramifications of your suggestion, not only for universities but also for the communities surrounding them.

Sabrina K. Presnell
Student Attorney General
Gerald C. Andrady
Undergraduate Honor Court Chair
UNC-Chapel Hill
Chapel Hill■

91. The Sacramento Bee

08/03/98; Edition: METRO FINAL; Section: EDITORIALS; Page B7

'LOOPING' KEEPS KIDS, TEACHERS TOGETHER FOR MORE THAN 1 YEAR

By Michele Fuetsch

Educators across the country are hailing a teaching strategy as old as the one-room schoolhouse but as fast-spreading as a new Disney video.

Called looping, or multiyear assignments, the strategy keeps a teacher with the same group of children for more than one academic year. Some educators say the idea is the most effective, profound innovation to enter American schools in decades.

Unlike smaller classes or all-day kindergarten, which require sizable financial investments, looping is an educational reform that "doesn't cost a penny," says Ted Thibodeau, superintendent of public schools in Attleboro, Mass., where all first- to eighth-graders are in a looping program that has them spend two years at a time

Karla Robinson says a looping teacher has a hard time blaming anyone else if a child fails to do well after two years.

"You have to be sure you've done everything you can to help him," Robinson says.

"It's intense," says 20-year teacher Lynn Beveridge. "I find myself working harder at this."

Bedford school officials say that when they evaluated their 3-year-old looping program, they discovered something other educators have noticed: that parents overwhelmingly support looping and the teachers.

"Parents thought it was tremendous, the bond that was established between the parents and the teacher and the child," said Linda A. O'Neill, the district's elementary curriculum supervisor.

Students whose young lives have been scarred by poverty or family collapse are the youngsters many educators believe could benefit most from looping.

"The comfort level with the teacher is so important for some kids," says Delores Vehar, principal at Oxford Elementary School in Cleveland Heights, Ohio. "Especially if a child has been moved around from one place to another."

Looping began at Oxford last year with selected classes in which teachers asked to continue on with their classes, Vehar said.

Attleboro's Thibodeau agrees that the

with teachers. The program is seven years old.

Educators who are trying looping credit it with reducing discipline problems and the number of students held back in a grade while improving test scores, the emotional health of students, the involvement of parents and the academic performance of students. In Attleboro, school officials say that over two years, looping increased the daily attendance rate from 92 percent to 97 percent, while decreasing the number of students held back by 43 percent and referrals to special education by 55 percent.

Looping, the superintendent says, has earned Attleboro consistently higher scores on state proficiency tests than other districts with comparable family incomes and parental education levels. academic success of looping lies in more than extra instruction time. "We think it's about relationships more than anything else," he says, pointing out, for example, that people don't want to go to a new doctor every year.

"Significant relationships are where it's at," said James Grant, the New Hampshire educator who popularized the term "looping." "Parents like it," said Grant, founder and executive director of the Society for Developmental Education, "because they want to have a predictable adult in their children's lives for more than 36 weeks."

Indeed, the Journal of the American Medical Association last fall published the findings of a longitudinal study on adolescent health that found the first line of defense against such self-destructive behavior as drugs, alcohol and early sex was a youth's love for his or her parents. The second line of defense was a strong attachment to a teacher.

Grant acknowledges two pitfalls in looping: personality clashes between a student and a teacher so that both dread a second year together, and the tendency of administrators to overload looping classes with children who have special needs.

One school in Ohio's Mayfield School District dropped its first- and second-grade looping program, in part because some teachers and parents

Those familiar with looping say the secret of success is simple: When a teacher stays with the same youngsters for two years, they say, about six weeks of instruction time gets added to a two-year academic cycle. No time is lost at the start of the second year, they say, when a new teacher would have to spend time getting to know the names, personalities, strengths and weaknesses of the students and their families. There is no need for a teacher to assess what the students learned in the previous year, because the teacher knows and can immediately begin to individualize instruction.

Teachers at Glendale Elementary School in Bedford, Ohio, say having the same children for two years increases their performance.

reported doubts about having the same behavior problems and personality clashes carried over from year to year, said school board President Janice Marquardt.

Robert Lincoln, principal of Tolland Middle School in Tolland, Conn., where seventh- and eighth-graders loop with a team of four teachers, says he solves personality clashes by moving the student to another class the second year.

In the first year of his school's 3-year-old program, Lincoln said, 12 of about 200 students asked to be moved, while only four asked this year. Lincoln attributes the drop in part to the growing cooperation he says looping produces between parents and teachers.

"There's an increased commitment both ways, and that's a very potent factor here," Lincoln said, explaining that it's hard for students to elude responsibility when the authority figures in their lives are united.

Lincoln said looping is a hot topic today in middle school circles as educators and others seek ways to connect youths more securely in relationships with adults.

The academic benefits are high too, Lincoln said, pointing out that his first eighth-graders to complete a two-year cycle with the same team of teachers scored higher on state proficiency tests than any other Tolland eighth-graders

had ever scored before.

Michele Fuetsch is a reporter with the

*Plain Dealer, in Cleveland. Distributed
by Newhouse News Service.■*

EDITORIAL

92. Investors Business Daily

August 4, 1998

Education Reform In Black And White

Americans spend a lot of time debating race issues. But a new poll from Public Agenda shows that black parents and white parents are united on education reform. Both groups want public schools to raise their standards and demand the best from kids.

New York-based polling firm Public Agenda asked 800 black parents and 800 white parents about their views on public schools. Here are some of the results:

Good schools must focus on the basics.

More than nine of 10 black and white

Parents are critical of the schools, but they also think a strong family plays a bigger part in success than any school can.

Almost two of three black parents think a student from a stable and supportive family who goes to a poor school is more likely to succeed than a kid from a troubled family who attends a good school. More than three of four whites parents agree.

In short, what parents want - regardless of race - is higher standards.

More than half of black parents agreed with the statement that when black kids aren't doing well in school, "It's a crisis, and must be addressed quickly." Another

parents agree it is absolutely essential that schools "make sure students master the basics such as reading, writing and arithmetic."

Kids must learn and be challenged.

More than eight in 10 black and white parents say it is absolutely essential that schools "promote kids to the next grade only after they show they have learned what they were supposed to."

Having a choice matters.

Fully 61% of white parents say they chose their neighborhood based on the quality of its schools. This is de facto 28% think it is a "serious problem."

These views are creating pressure.

"Although advocates of voucher programs sometimes point to the power of the free market and need for competition as persuasive arguments, this study suggests that most parents come to the issue from a different perspective," write the Public Agenda authors. "They are frustrated with public schools, want results and are desperate to give their children the best possible chance."

"We've spent a lot of time on the race issues, and we need to redirect some of those energies to getting our children a better education," said one black parent from Pennsylvania.

school choice - an option that many lower-income and minority parents don't have.

While Democrats oppose any school choice or education reform efforts, black parents grow impatient. Fully 60% of black parents say they would switch their kids from public to private schools if money weren't an issue. Such Public Agenda findings jibe with the other polls we've seen.

Learning begins at home.

Even though parents decry the state of schools, their dissatisfaction contains some good news. As the interest of parents grows, the system will be forced to change.

Schools must be more competitive, responsive, accountable and free to seek tough curricula to challenge students and demand the best from them.

Teacher unions and educators must be part of this solution. Their low expectations of students has hurt all kids.

To better educate our children, schools must change. Parents of all colors should demand it.■

93. New York Times

August 1, 1998

Keeping the Census Fair

In 1990, for the first time in decades, the Bureau of the Census produced a count that was less accurate than the one that preceded it. Under Congressional direction, the agency consulted the National Academy of Sciences and came up with a new, more statistically sophisticated procedure. But Republican leaders have declared war on the plan. In effect, they are fighting for a census in which some Americans count for more than others.

Changes in American life style, in

which families double up, children shuttle among relatives and adults move into and out of relationships make the population increasingly hard to pin down.

The Census Bureau estimates it missed about 8.4 million people in 1990, most of them residents of rental housing. About 4.4 million others - many of them college students and people who owned two homes - were counted twice. The results were disturbingly skewed along racial and ethnic lines. One in 10 black males were missed by the census, and 1

in 20 Hispanics. About half the Americans who never got counted were children.

To keep the same thing from happening in the year 2000 census, officials decided to use statistical sampling techniques to check the accuracy of the count. Field workers will be dispatched to 750,000 randomly selected houses to perform a second mini-census. The two results will be compared, and the bureau will try to reconcile the differences.

Sampling techniques are the state of the art in statistics, but Republicans contend that they violate the constitutional mandate for "actual enumeration" of the population. The party actually fears that since poor and minority Americans tend to be Democrats, correcting the census will help the opposition.

The Republicans are attempting to starve the Census Bureau into submission. The proposed

appropriations bill for the Commerce Department contains funding for census preparations for only the next six months. If the bill becomes law, next March President Clinton will have a choice of accepting the Republicans' demands for a less accurate count or allowing preparations for the census to come to a halt.

The President may feel obliged to veto a budget bill that endorses such an unfair procedure. To avoid that, the House

should adopt a Democratic amendment to the Commerce budget that would finance the census for the entire year, and direct the bureau to be prepared to use either counting method. The Republicans have challenged use of sampling in court, and in the unlikely event the Supreme Court decides to take up the issue, the judiciary can decide the matter. Otherwise, Congress must stop trying to politicize the census.■

94. The Washington Times

08/03/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; Page A16

The stakes for the economy

As expected, the economy slowed considerably during the second quarter. The annual rate of growth for the April-June period decelerated to 1.4 percent from a roaring 5.5 percent during the first quarter, according to the Commerce Department's preliminary estimate of gross domestic product released Friday.

The slowdown had several causes. Some are surely temporary, but others may be longer-lasting. The general consensus among economists is that the General Motors strike, which began June 5 and ended last week, shaved 1 percentage point off the second-quarter's growth rate. And a sharp, but welcome, decline in the rate of inventory investment knocked off another 2 percentage points. A huge and disturbing 8 percent decline in exports, reflecting the impact of Asia's economic crisis, and a sharp increase in imports, also Asia-related, together chopped another 2 to 3 points off the second quarter's growth rate. Yet all these deleterious effects, which together might have resulted in an actual decline in output, were offset by substantial increases in other areas. Consumer spending, for example, increased by 5.8 percent, only slightly below the first quarter's rate. And private investment continued to surge, rising by nearly 12 percent, thanks in large part to a 17.8 percent increase in capital spending by businesses.

The U.S. economy is now in its eighth

year of expansion, the third longest since World War II. Despite last quarter's slowdown, U.S. economic fundamentals remain strong. The federal budget is now in surplus, the first time that has happened since 1969. And future budgets are projected to generate ever-larger surpluses. In 1996 and 1997, productivity increased sharply, suggesting that the recent increases in wages and benefits will not be inflationary. The unemployment rate has been consistently declining since 1992, reaching 4.9 percent last year, the lowest rate since 1970. And today's 4.5 percent rate is nearly half a percentage point lower than 1997's. In the face of declining unemployment, meanwhile, inflation continues to fall as well. Indeed, as the Commerce Department also reported last week, an economy-wide inflation index declined once again, reaching an annual rate of a miniscule 0.8 percent. For all practical purposes, the Federal Reserve has reached its goal of price stability.

Last week's news of a slowdown in economic growth and a decline in inflation suggests that the Federal Reserve will continue to find no need to raise short-term interest rates in the near future. And that is very good news, both for the U.S. economy and the global economy. In addition to dampening consumption and investment, rising interest rates would adversely affect the stock market, which has already declined nearly 5 percent in the past two weeks.

Whatever one's views are regarding whether or not the U.S. stock market is overvalued, the fact remains that the bull market has been an important factor behind strong consumer spending, which has been the backbone of the economic expansion. And now would not be the time for a Fed-induced stock market correction.

A double whammy of rising interest rates and falling household wealth, which would result from a declining stock market, could very well be enough to tip the U.S. economy into a recession, notwithstanding its sound economic fundamentals. With 13 of Asia's 19 largest economies already mired in recession, the U.S. market must continue to remain sufficiently strong in order to absorb Asian exports, regardless of the effects upon the U.S. trade deficit. Despite the central role that Japan ought to play in Asia's recovery, the likelihood that it is capable of meeting its regional responsibilities was dealt a major blow last week. U.S. officials, it was reported, have concluded that the bad-debt problem from Japan's banking crisis now approaches \$1 trillion, almost double Japan's low-ball official estimate. Thus, for the sake of the global economy, in both the short term and long term, it is extremely important for the U.S. locomotive, fueled by strong consumer demand and business investment, to continue surging forward.■

95. Los Angeles Times

* 08/03/98; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-4

The Internet and Child Safety

What thread links an Illinois preacher, a Virginia pediatrician, a Dutch justice minister, a New Jersey kindergarten

teacher and a California Border Patrol officer? All have been charged with receiving or distributing child pornography over the Internet in recent months. The teacher (who has pleaded guilty to pornography charges), the

Penalties are sufficiently stiff and laws are generally adequate. State and federal fines and prison terms are hefty. The problem is that local law enforcement, like the LAPD, is often technically outmatched, with their aged computers, slow modems and a lack of access to sophisticated software programs that can pull supposedly deleted images out of a computer. That gap figures to grow wider now that any pedophile with a few bucks can buy new software programs that promise to erase files—in these cases, child pornography files—so completely

preacher and the border patrolman were also charged with soliciting minors over the Internet. These are examples of the growing number of cases in which the Net has allegedly been used to commit or facilitate crimes involving children. they can never be recovered.

More ways should be found for police agencies to get better computer hardware and software, through purchase or receiving donations, to help suppress these nasty crimes.

In the meantime, experts have suggestions for parents: Put the family computer in a high-traffic area, like the living room, where its use can be easily observed; warn youngsters against revealing personal information on the Internet; warn them to drop out of chat room talk that turns to body parts or

Here, for instance, Los Angeles Police Chief Bernard Parks reported recently that the Police Department has already filed twice as many Net-related child crime cases this year as it did in 1997.

underwear; insist on knowing your child's cyber friends, and limit hours online.

Vice President Al Gore said Friday that the federal government will seek to implement safeguards against the collection of personal information from children who use the Net. That's a smart move. Some Web sites that attract children encourage them to post their names and addresses. Preventing these postings would help limit the opportunities of those who troll for young victims, a hidden horror of the cyberworld.■

96. The Salt Lake Tribune

08/02/98Section: Opinion; Page AA1

Give Charter Schools a Try

Aside from radical reform, like strapping per-pupil state education subsidies to the backs of students and letting the money follow students to whatever public or private school they and their parents choose, Utah's most promising education reform lies in charter schools.

Just recently, a State Board of Education committee approved start-up financing for two charter schools, one geared toward the arts near St. George and the other for deaf students in the Salt Lake Valley.

It is about time. Charter schools offer parents, students and teachers a variety of options that could energize and improve learning. Charter schools have more autonomy from the often hidebound rules of traditional public schools so they better can tailor their curriculum around

student needs.

Nationally, charter schools are the product of rising parental frustration with public schools, especially those in the nation's inner cities where large numbers of students seemingly are written off by educators too busy, too demoralized or even too lazy to reach them.

The charter schools movement is popular. They are in 29 states and the District of Columbia. Even allies of the traditional public school system and its teacher unions, like President Clinton, back charter schools. The president last year announced \$40 million in grants to help charter schools open, and said he wants to see more than 3,000 of them nationwide by the year 2000. Now there are 780.

Part of the motivation for all this backing, of course, lies in staving off just

such a scenario as public education subsidies following students into private schools. Charter schools are a reasonable compromise between stand pat public education supporters and those who believe the best way to improve public schooling is to let it compete head-to-head with private schools.

Nevertheless, charter schools offer considerable educational promise and deserve a chance. Their success rests with results — reaching agreed upon performance standards. The freedom and flexibility they have is to better enable them to reach their students and achieve agreed-upon results.

Utah is to be congratulated for joining the charter school movement. There is little, if anything, to lose and much to gain.■

97. San Diego Union Tribune

August 4, 1998

Too good for the job

School superintendent set high standards

Any parent with a kid in Escondido's four high schools — or any with kids about to enter one — should don a black armband tonight when the high school board announces the resignation of Jane Gawronski as superintendent.

In her eight years in the post,

Gawronski has demonstrated the kind of leadership, competence and principles that most superintendents can only dream about. Among other things, she was instrumental in the district's successful effort to pass a \$43 million bond in 1996, resulting in badly needed face-lifts for

the four schools as well as the construction of a new high in Valley Center.

She upgraded the summer school program so that more than four times as many students in the overcrowded district could attend (and take the courses they

needed), expanded the adult education program to nearly double its size and encouraged more migrant students to attend school by adding extra buses.

But, despite all her accomplishments, Gawronski had one major flaw: She was a strong leader in a city which just about always elects small-town politicians to its school boards; politicians who can't stand being upstaged by competent administrators. And, as in a lot of other county school districts, when school board members find themselves upstaged, they do something about it.

It happened in Vista. It happened in Chula Vista, in Coronado and in Escondido's elementary district. And now it has happened in Escondido's high school district.

Oh, everything will be peaches and

She was the first person from the CIF-San Diego section ever elected president of the CIF State Federated Council, and last year was named the top cream at tonight's meeting. Board members will fall all over themselves praising Gawronski's success during the last eight years. But at least three of the five will be laughing to themselves.

Make no mistake: Gawronski is being fired. She was just too independent for the board to tolerate. Some board members didn't like it when she supported an advisory panel's recommendations that the nationwide Peer Helpers counseling program be revised, when she conducted her fiscal analysis of a charter school and when she pushed for creation of a new, unified Valley Center/Pauma Valley school

superintendent in the state by the Association of California School Administrators.

district when the new Valley Center high school opened.

Never mind that Gawronski was successful in her independence. She always seemed to overshadow the board, despite her best efforts to the contrary. She was too good in an arena where only somewhat good was demanded.

It would be unfair to hold her successor to the standards that she has set, and virtually impossible for any successor to equal those standards.

Escondido will miss her badly, particularly since she is departing only because of the spitefulness of the school board. ■

98. The (Boulder, Colo.) Daily Camera

August 4, 1998

Media bias distorts affirmative action debate

A strange thing happened to news coverage of affirmative action in the city of Houston. When the issue was on the city's ballot last fall, national news media gave the story lavish attention. Houston Mayor Bob Lanier led a fight to defeat the Houston Civil Rights Initiative — a measure challenging the city government's race and gender hiring policies and contracting set-asides. When the measure went down to defeat by a 54-46 margin, once again TV, newspapers and magazines played the story big.

But a month ago, when a judge threw out the results of the Houston election and ordered a new vote, the media weren't very interested. In Texas, the story was well covered, but outside the state there was very little media attention, and in some areas, none at all. The New York Times, for example, gave it six sentences on Page 13 in the last edition of a Saturday issue.

In contrast, when the referendum results came in on Nov. 6, the Times trumpeted the story on Page One. A long report said, with some zest, "Houston's voters have put a surprising brake on a national movement that has often seemed to have the momentum of an unstoppable freight train." But when the surprising brake proved faulty, the story seemed

This linguistic tampering has failed to survive judicial review in California, Washington state and now Houston. Judge Sharolyn Wood said it was unfair

surprisingly minor. This seems true of the three major network news shows, too. A computer search of transcripts turned up no evidence that they reported the overturning of the Houston vote.

Michelle Malkin, a columnist at The Seattle Times, decided to make an issue of the media performance on this story, at least in her hometown. She wrote a column criticizing her own paper: In the 10 days between the judge's decision and her column, The Seattle Times hadn't printed a story. She had learned about the judge's ruling from friends in California. No newspaper in Washington state carried the story, even though an upcoming statewide vote on a measure similar to Houston's is a hot political issue now.

"Given its exhaustive coverage of the Houston election in 1997," Malkin wrote, "the Times' absolute silence is extraordinary. ... Sins of omission can be as damaging to the news media's credibility as sins of commission."

To its credit, The Seattle Times repented last week with an explanation that amounted to a semi-apology. Under the headline "Times Gave Story on Houston Ballot Measure Short Shift," the executive editor of the paper, Michael R. Fancher, said the story had been overlooked in an awkward weekend news to remove the original wording, taken from the 1964 Civil Rights Act ("The City of Houston shall not discriminate against, or grant preferential treatment to,

cycle. It had come to The Associated Press from Texas late on a Friday, and the AP had not included it on the wire report sent to Washington state.

The Times missed it, Fancher said, because the first version of the judge's ruling that moved on the AP wire received at the Times was available for Saturday evening papers, but the Times doesn't publish on Saturday evening, and the editors working on the Sunday paper focused on the Sunday material, not the stories in the previous day's package.

Well, OK. People make mistakes, and the AP feed to the Northwest was partly responsible for the sloppiness. But what about the national media? Many have specialists who are supposed to follow issues as important as affirmative action. For many newspapers, the story may have fallen into the crack between Saturday and Sunday papers, but where was the follow-up? A computer search shows only one major non-Texas daily — The Washington Times — publishing a full report later in the week. And it didn't take much news judgment to see that this was an important story: A judge canceled the results of the referendum because supporters of affirmative action preferences had tinkered with the language on the ballot to make sure the voting went their way.

any individual or group on the basis of race, sex, ethnicity or national origin ...") and to replace it with language that seemed to state that all affirmative action

efforts were being banned, not just clear race and gender preferences ("Shall the Charter of the City of Houston be amended to end the use of affirmative action for women and minorities ...").

In admitting its mistake, The Seattle Times acknowledged the issue of press bias: "Failing to come back with a complete story about the Houston ruling feeds that perception, which critics use for partisan gain."

Yes, bias is an issue. More and more people now understand that the selection and treatment of news stories often reflect the social views of reporters and editors rather than any non-partisan or allegedly objective standard. Our newsroom culture is so strongly committed to affirmative action that a lot of reporting on the subject is simply unreliable.

The same is true on other hot-button social issues. Particularly on the two

coasts, journalism is becoming an upper-class occupation. It attracts and trains people who come to share the social views conventional among our elites. These opinions are pumped into news coverage, first by osmosis, then through a determination to do good by doing journalism. It's widening the gap between the media and the rest of us. ■