

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME: 4-JUN-1997 13:36:00.00

SUBJECT: Clips

TO: William R. Kincaid (william r. kincaid@EOP [UNKNOWN])

READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

To repeat the search, click somewhere on the screen to deselect
the

text. Then press F3. That will search for the same text again.

To print a single story:

1. Copy the document into a directory by selecting (clicking) the attachment, press F2 (Save As), press "Selected Item," and enter a destination filename and path.
2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the

item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

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

Jim Bradshaw

OPA===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDf V5.0-4 #6879)
id <01IJOG5MFQ400009UH@PMDf.EOP.GOV> for "william r. kincaid"@oa.eop.gov; Wed,

04 Jun 1997 15:01:49 -0500 (EST)

Received: from gatekeeper.eop.gov by PMDF.EOP.GOV (PMDf V5.0-4 #6879)
id <01IJOG3Y6VEO000CZA@PMDf.EOP.GOV> for william_r_kincaid@oa.eop.gov; Wed,

04 Jun 1997 15:00:49 -0500 (EST)

Received: from vader.ed.gov by gatekeeper.eop.gov;
(5.65v3.2/1.1.8.2/17Oct95-0424PM) id AA27353; Wed, 04 Jun 1997 14:57:55 -0400

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.217.37])
by vader.ed.gov (8.8.5/8.8.4) with SMTP id OAA01423; Wed,
04 Jun 1997 14:53:49 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)
id 395b9ae0; Wed, 04 Jun 1997 14:53:34 -0400

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

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

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

WPC*

2xBZ!

Online clips cover page

\$9HP LaserJet IIIHPPCL5MSXN\ PXPBody type%6Nine-point Times New RomanT%t* _?rOG

.wTE'#:\ PP#HeadlineT,6Headline (23 pt)(_?/wT,t* _?rOG.wTE@6

#\ PP# #u\ PP#26

uTabs-stories6Tab setting for stories/wT0t* _?rOG.wTEdSubheadwT4614-pt headline=

(_?/wT4t* _?rOG.wTE44#[\ PP# #[\ PP# Publication6Name of publication -- extra

large, boldOG.wTE@

1#W\ PP# 1. #W\ PP#2Xn0mAddress11:OG6qwlIdentifies OPA, day and date:6qWT _?1

6q,L1' '#xP 7P#

#xP
7P#Address2Address of OPA and Norm's namenwT'
'#XxP}7XP#
#XxP}7XP#Head -- ToFCHeadline -- Table of ContentsnwT' ' ' XN\ PXP(hH
Z6Times
New Roman RegularX:\ PP(hH
Z6Times New Roman Regular\ PP(hH
Z6Times New Ro
man Regularu\ PP(hH
Z6Times New Roman Regular[\ PP(hH
Z6Times New Roman Reg
ular[\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New Roman RegularW\
PP(hH
Z6Times New Roman RegularA\ PP(hH
Z6Times New Roman RegularXN\ P XP(
hH
Z6Times New Roman RegularX\ P
P(hH
Z6Times New Roman RegularXN\ PXP(hH
Z6Times New Roman RegularXxP 7P/L A
Z&Univers RegularxP
7P/LAZ&Univers RegularxP7P/L AZ&Univers RegularXN\ PXP(hH

Z6Times New Roman RegularXxP7P/L AZ&Univers RegularXN\ PXP(hH
Z6Times New R
oman RegularXxP7P/L AZ&Univers RegularXN\ PXP(hH
Z6Times New Roman RegularXxP
7P/LAZ&Univers RegularXN\ PXP(hH
Z6Times New Roman RegularXxP7P/L AZ&Univers
RegularXN\ PXP(hH
Z6Times New Roman RegularXxP7P/L AZ&Univers RegularXN\ PX
P(hH
Z6Times New Roman RegularX:\ PP(hH
Z6Times New Roman Regular&G\ P&P(hH

Z6Times New Roman Regular&*0 x7),h Z2CG Times (W1) Regular&G\ P&P(hH
Z6Tim
es New Roman Regular&:\ PP(hH
Z6Times New Roman RegularW\ PP(hH
Z6Times New
Roman Regular:\ P P(hH
Z6Times New Roman Regular\ P!P(hH
Z6Times New Roman
Regular:\ P"P(hH
Z6Times New Roman RegularW\ P#P(hH
Z6Times New Roman Regu
lar:\ P\$P(hH
Z6Times New Roman Regular\ P%P(hH
Z6Times New Roman Regular:\
P&P(hH
Z6Times New Roman RegularW\ P'P(hH
Z6Times New Roman Regular:\ P(P(

hH

Z6Times New Roman Regular\ P)P(hH
Z6Times New Roman Regular:\ P*P(hH
Z6

Times New Roman RegularW\ P+P(hH
Z6Times New Roman Regular:\ P,P(hH
Z6Times

New Roman Regular\ P-P(hH
Z6Times New Roman Regular:\ P.P(hH
Z6Times New R

oman RegularW\ P/P(hH
Z6Times New Roman Regular:\ P0P(hH
Z6Times New Roman

Regular\ P1P(hH
Z6Times New Roman Regular:\ P2P(hH
Z6Times New Roman Regula

rW\ P3P(hH
Z6Times New Roman Regular:\ P4P(hH
Z6Times New Roman Regular\ P

5P(hH
Z6Times New Roman Regular:\ P6P(hH
Z6Times New Roman RegularW\ P7P(hH

Z6Times New Roman Regular:\ P8P(hH
Z6Times New Roman Regular\ P9P(hH
Z6Ti

mes New Roman Regular:\ P:P(hH
Z6Times New Roman RegularW\ P;P(hH
Z6Times N

ew Roman Regular\ P<P(hH
Z6Times New Roman Regular\ P=P(hH
Z6Times New Rom

an Regular\ P>P(hH
Z6Times New Roman RegularW\ P?P(hH
Z6Times New Roman Re

gular\ P@P(hH
Z6Times New Roman Regular\ PAP(hH
Z6Times New Roman Regular:

\ PBP(hH
Z6Times New Roman RegularW\ PCP(hH
Z6Times New Roman Regular:\ PD

P(hH
Z6Times New Roman Regular\ PEP(hH
Z6Times New Roman Regular:\ PFP(hH

Z6Times New Roman RegularW\ PGP(hH
Z6Times New Roman Regular:\ PHP(hH
Z6Tim

es New Roman Regular\ PIP(hH
Z6Times New Roman Regular:\ PJP(hH
Z6Times New

Roman RegularW\ PKP(hH
Z6Times New Roman Regular:\ PLP(hH
Z6Times New Roma

n Regular\	PMP(hH	
Z6Times New Roman Regular:\	PNP(hH	
Z6Times New Roman Regu		
larW\	POP(hH	
Z6Times New Roman Regular:\	PPP(hH	
Z6Times New Roman Regular\		
PQP(hH		
Z6Times New Roman Regular:\	PRP(hH	
Z6Times New Roman RegularW\	PSP(	
hH		
Z6Times New Roman Regular:\	PTP(hH	
Z6Times New Roman Regular\	PUP(hH	
Z6		
Times New Roman Regular:\	PVP(hH	
Z6Times New Roman RegularW\	PWP(hH	
Z6Times		
New Roman Regular:\	PXP(hH	
Z6Times New Roman Regular\	PYP(hH	
Z6Times New R		
oman Regular:\	PZP(hH	
Z6Times New Roman Regular[\	P[P(hH	
Z6Times New Roman		
Regular:\	P\P(hH	
Z6Times New Roman Regular:\	P]P(^	Z6Times New Roman Regular
:\	P^P(hH	
Z6Times New Roman RegularW\	P_P(hH	
Z6Times New Roman Regular:\	P	
`P(hH		
Z6Times New Roman Regular\	PaP(hH	
Z6Times New Roman Regular:\	PbP(hH	
Z6Times New Roman Regular[\	PcP(hH	
Z6Times New Roman Regular:\	PdP(hH	
Z6Ti		
mes New Roman RegularW\	PeP(hH	
Z6Times New Roman Regular:\	PfP(hH	
Z6Times N		
ew Roman Regular\	PgP(hH	
Z6Times New Roman Regular:\	PhP(hH	
Z6Times New Rom		
an RegularW\	PiP(hH	
Z6Times New Roman Regular:\	PjP(hH	
Z6Times New Roman Re		
gular\	PkP(hH	
Z6Times New Roman Regular:\	PIP(hH	
Z6Times New Roman RegularW		
\	PmP(hH	
Z6Times New Roman Regular:\	PnP(hH	
Z6Times New Roman Regular\	PoP	
(hH		
Z6Times New Roman Regular:\	PpP(hH	
Z6Times New Roman Regular[\	PqP(hH	
Z6Times New Roman Regular:\	PrP(hH	
Z6Times New Roman RegularW\	PsP(hH	

Z6Tim
 es New Roman Regular:\ PtP(hH
 Z6Times New Roman Regular\ PuP(hH
 Z6Times New
 Roman Regular:\ PvP(hH
 Z6Times New Roman RegularW\ PwP(hH
 Z6Times New Roma
 n Regular:\ PxP(hH
 Z6Times New Roman Regular\ PyP(hH
 Z6Times New Roman Regu
 lar:\ PzP(hH
 Z6Times New Roman RegularW\ P{P(hH
 Z6Times New Roman Regular:\
 P|P(hH
 Z6Times New Roman Regular\ P}P(hH
 Z6Times New Roman Regular:\ P~P(
 hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6T
 imes New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New
 Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman
 Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW
 \ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH

 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Tim
 es New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New R
 oman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(hH
 Z6Times New Roman Re
 gular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\
 PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Time
 s New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Ro

man RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Reg
 ular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z
 6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(hH
 Z6Times
 New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Rom
 an Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regul
 ar:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ P
 P(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6
 Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times N
 ew Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman
 RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regula
 r\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(
 hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6T
 imes New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New
 Roman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(hH
 Z6Times New Roman
 Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular
 :\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(h

H

Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Ti	
mes New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New	
Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman R	
egularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	
PP(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Time	
s New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New R	
oman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Reg	
ular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	
PP(hH	
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular h*f9 x X'cI	Z4Times New Roman Italic :\ PP(hH
Z6Tim	
es New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New	
Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Re	
gularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	
PP(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times	
New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Ro	
man Regular:\	PP(hH

Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regu
 lar\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\
 PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z
 6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times
 New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roma
 n RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regul
 ar\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP
 (hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6T
 imes New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times Ne
 w Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman
 Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular
 :\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(h
 H
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Ti
 mes New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New
 Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman R
 egular\ PP(hH
 Z6Times New Roman Regularu*f9 xX'cl Z4Times New Roman Italic[*f
 9 xX'cl Z4Times New Roman Italicu*f9 xX'cl Z4Times New Roman Italic\ P P(hH
 Z
 6Times New Roman Regular:\ P
 P(hH
 Z6Times New Roman RegularXN*f9 xXX'cl Z4Times New Roman ItalicX:\ P P(hH

Z6Times New Roman RegularW\ P
 P(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Ti
 mes New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New
 Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman R
 egular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Time
 s New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Ro
 man Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Reg
 ular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\
 P P(hH
 Z6Times New Roman RegularW\ P!P(hH
 Z6Times New Roman Regular:\ P"P(h
 H
 Z6Times New Roman Regular\ P#P(hH
 Z6Times New Roman Regular\ P\$P(hH
 Z6T
 imes New Roman RegularW\ P%P(hH
 Z6Times New Roman Regular:\ P&P(hH
 Z6Times
 New Roman Regular\ P'P(hH
 Z6Times New Roman Regular:\ P(P(hH
 Z6Times New Ro
 man RegularW\ P)P(hH
 Z6Times New Roman Regular:\ P*P(hH
 Z6Times New Roman R
 egular\ P+P(hH
 Z6Times New Roman Regular:\ P,P(hH
 Z6Times New Roman Regular
 W\ P-P(hH
 Z6Times New Roman Regular:\ P.P(hH
 Z6Times New Roman Regular\ P/
 P(hH
 Z6Times New Roman Regular:\ P0P(hH
 Z6Times New Roman RegularW\ P1P(hH

Z6Times New Roman Regular:\	P2P(hH
Z6Times New Roman Regular\	P3P(hH
Z6Tim	
es New Roman Regular:\	P4P(hH
Z6Times New Roman RegularW\	P5P(hH
Z6Times Ne	
w Roman Regular:\	P6P(hH
Z6Times New Roman Regular\	P7P(hH
Z6Times New Roma	
n Regular:\	P8P(hH
Z6Times New Roman RegularW\	P9P(hH
Z6Times New Roman Reg	
ular:\	P:P(hH
Z6Times New Roman Regular\	P;P(hH
Z6Times New Roman Regular:\	
P<P(hH	
Z6Times New Roman RegularW\	P=P(hH
Z6Times New Roman Regular:\	P>P
(hH	
Z6Times New Roman Regular\	P?P(hH
Z6Times New Roman Regular:\	P@P(hH
Z	
6Times New Roman RegularW\	PAP(hH
Z6Times New Roman Regular:\	PBP(hH
Z6Time	
s New Roman Regular\	PCP(hH
Z6Times New Roman Regular:\	PDP(hH
Z6Times New	
Roman RegularW\	PEP(hH
Z6Times New Roman Regular:\	PFP(hH
Z6Times New Roman	
Regular\	PGP(hH
Z6Times New Roman Regular:\	PHP(hH
Z6Times New Roman Regul	
arW\	PIP(hH
Z6Times New Roman Regular:\	PJP(hH
Z6Times New Roman Regular\	
PKP(hH	
Z6Times New Roman Regular:\	PLP(hH
Z6Times New Roman RegularW\	PMP(h
H	
Z6Times New Roman Regular:\	PNP(hH
Z6Times New Roman Regulari2POP+pAZ"Aria	
l Regular:\	PPP(hH
Z6Times New Roman Regular\	PQP(hH
Z6Times New Roman Regu	
lar:\	PRP(hH
Z6Times New Roman RegularW\	PSP(hH
Z6Times New Roman Regular:\	
PTP(hH	
Z6Times New Roman Regular\	PUP(hH
Z6Times New Roman Regular:\	PVP(
hH	
Z6Times New Roman RegularW\	PWP(hH

Z6Times New Roman Regular:\ PXP(hH
 Z
 6Times New Roman Regular\ PYP(hH
 Z6Times New Roman Regular:\ PZP(hH
 Z6Times
 New Roman RegularW\ P[P(hH
 Z6Times New Roman Regular:\ P\P(hH
 Z6Times New
 Roman Regular\ P]P(hH
 Z6Times New Roman Regular:\ P^P(hH
 Z6Times New Roman
 RegularW\ P_P(hH
 Z6Times New Roman Regular:\ P`P(hH
 Z6Times New Roman Regul
 ar\ PaP(hH
 Z6Times New Roman Regular:\ PbP(hH
 Z6Times New Roman RegularW\
 PcP(hH
 Z6Times New Roman Regular:\ PdP(hH
 Z6Times New Roman Regular\ PeP(hH

 Z6Times New Roman Regular:\ PfP(hH
 Z6Times New Roman RegularW\ PgP(hH
 Z6T
 imes New Roman Regular:\ PhP(hH
 Z6Times New Roman Regular\ PiP(hH
 Z6Times N
 ew Roman Regular:\ PjP(hH
 Z6Times New Roman RegularW\ PkP(hH
 Z6Times New Ro
 man Regular:\ PIP(hH
 Z6Times New Roman Regular\ PmP(hH
 Z6Times New Roman Re
 gular:\ PnP(hH
 Z6Times New Roman RegularW\ PoP(hH
 Z6Times New Roman Regular
 :\ PpP(hH
 Z6Times New Roman Regular\ PqP(hH
 Z6Times New Roman Regular:\ Pr
 P(hH
 Z6Times New Roman RegularW\ PsP(hH
 Z6Times New Roman Regular:\ PtP(hH
 Z6Times New Roman Regular\ PuP(hH
 Z6Times New Roman Regular:\ PvP(hH
 Z6Tim
 es New Roman RegularW\ PwP(hH
 Z6Times New Roman Regular:\ PxP(hH
 Z6Times Ne
 w Roman Regular\ PyP(hH
 Z6Times New Roman Regular:\ PzP(hH
 Z6Times New Roma
 n RegularW\ P{P(hH
 Z6Times New Roman Regular:\ P|P(hH
 Z6Times New Roman Reg

ular2 (3|x X ' ' '(#J#A\ PP##XN\ P XP#
yxdddyy(#XXddy

#\ P

P# Daily Education News

#XN\ PXP# Address1#xP7P#Wednesday, June 4, 1997Address1

#XN\ PXP#Address1#xP7P#Address1

#XN\ PXP#Address1#xP7P#U.S. Department of EducationAddress1

#XN\ PXP#Address1#xP7P#Office of Public AffairsAddress1

#XN\ PXP#Address1#xP7P#FB10B, Room 2200 4011218Address1

#XN\ PXP#Address1#xP7P#Norman Greenberg, EditorAddress1

#XN\ PXP#

yxddd

Body type#:\ PP#

#&G\ P&P#This compilation of news reports contains copyrighted materials obtained
through licensing agreements and is intended solely for the use of
departme
nt employees.

#*0 x7##What Follows

#&G\ P&P#

NATIONAL

1. The Wall Street Journal

White House, GOP Start Long Process On Budget
Pact

2. Associated Press

Clinton dropping grade requirement for scholarships

3. The New York Times

White House Offers to Alter Tax Package For
Education

4. The Washington Post

Medicare Plan Cuts \$115 Billion but Offers New
Choices; GOP Accepts Test of M
edical Savings

Accounts for Seniors, Backing Off Wider Proposal

5. The New York Times

What Works In Education? Republicans Go Find Out

6. The Financial Times

Literacy summer schools planned

7. The New York Times

Study on Education of Blacks Finds Problems

8. The New York Times

Path to College Degree Is Lifelong for Some

TRADE

9. Education Week

DualRace Policy at Miss. School Target of Student,
Parent Protests

10. Education Week

Labor Problems Roil the Waters at Edison School in

Dade

11. Education Week ED Study Paints Portrait of Charter Schools

12. Education Week
IDEA To Give States More Leeway In Spec. Ed. Staff

13. Education Week
Panel Faces Challenges In Drafting Blueprint For First National Tests

14. Education Week
Federal File

LOCAL

15. New York Daily News
Entangled in a reading web

16. Baltimore Sun
New computer at city libraries takes 'quantum leap' to future

17. Baltimore Sun
Catholic, Jewish conferees disagree on school vouchers

18. The VirginianPilot and The LedgerStar, Norfolk, VA
FEDS INVESTIGATE ALLEGED DISCRIMINATION OFFICE OF CIVIL RIGHTS

PROBES

ROLES OF STUDENTS, EMPLOYEES

19. Baltimore Sun
Taking on teacher turnover

20. Denver Post
Denver is testing better

21. Seattle Times
Senior project can put crimp in students' graduation plans

22. San Diego UnionTribune
Children will need written permission to check out Internet at county li

braries

23. \San Diego UnionTribune
Wet suits donated to surfing class

24. San Diego UnionTribune
School's gaffe adds to students' class time

25. Associated Press
Omaha elementary schools get OK to use student uniforms

26. San Diego UnionTribune
Dropout rates fall in state, county

27. Associated Press
Lawmakers examine funding problems for community colleges

28. Associated Press
Additional taxes may be needed to deal with school system budget woes

29. Associated Press
School boards presses court victory in Kiryas Joel case

30. San Francisco Chronicle
Schools Win In South Bay

31. Associated Press
Bush, White reflect on session

32. San Francisco Chronicle
California, Pacific Rim Universities Form Alliance

33. Associated Press
Program educates students for job opportunities

34. Dallas Morning News

Half of DISD schools to get new leaders
 35. Cincinnati Enquirer School funding proposal revised
 36. Houston Chronicle
 School officials try to calm residents' fears
 37. Houston Chronicle
 Bush indicates he'll sign admission standards bill
 38. Associated Press
 Senate approves reform bill; adopts corporal punishment
 39. Associated Press
 Nelson signs school finance measure
 40. Philadelphia Inquirer
 Student convicted in sex attack can attend other district school
 41. Philadelphia Inquirer
 Like others before her, she strove for a better life. Her surroundings d
 oomed her.
 42. Chicago SunTimes
 1 of 4 Chicago eighth graders to be held back
 43. Philadelphia Inquirer
 The debate over gay rights is never more heated than when it has to do w
 ith school.
 44. Associated Press
 School supes say kindergarten without construction aid won't fly
 45. Associated Press
 Governor, lawmakers continue to negotiate budget
 46. Portland Press Herald
 Umaine parries inequity complaint
 47. Associated Press
 Proposal would increase graduation requirements
 48. Associated Press
 Republican leaders to offer scholarship bill for D.C. students
 49. The Hartford Courant
 Approval seems near for Sheff legislation
 50. Associated Press
 House approves desegregation proposals, early childhood education
 51. Associated Press
 Budget panel OKs state high school graduation tests
 52. Associated Press
 Utah woman is first to graduate "summa" from Harvard Law
 53. Philadelphia Inquirer
 Bustling Branch is an urban oasis
 54. Associated Press
 Idaho, Idaho State plan to fuse services at Idaho Falls campus
 55. Associated Press
 Denver schools post reading gains
 56. Associated Press
 School aid measure advances
 57. Associated Press
 Metro Detroit teacher retiring after half century on the job
 58. Associated Press
 Few at Hostos College pass City University English test
 59. Associated Press
 UW case involving student fees headed to appeals court today
 60. Associated Press
 State says rate continues to decline 61. Los Angeles Times

High School Dropout Rates Down 25% in State : In Orange County, numbers follow the trend with Tustin and Anaheim Union districts showing the most dramatic reductions.

62. Los Angeles Times

Dropout Rate for L.A. School District Fell 13% in 1996 : Decline is called first major improvement in three years. But figure is still more than twice the statewide average.

63. The Washington Post

Some U.S. Lawmakers Revive Voucher Idea; Bill Would Offer Private School Tuition Aid to Needy D.C. Children

64. Los Angeles Times

Policing Program to Expand Districtwide

65. Los Angeles Times

Low Dropout Rates Earn Local Schools High Marks : Report shows decline from 3.5% in 1995 to 2.9% in '96. Officials are especially pleased with results in low-income communities.

66. Los Angeles Times

Voters OK Education Bonds for 2 Districts, Elections: Ventura and Ocean View school measures pass, and Camarillo returns Morgan to council. Turnout called 'embarrassing.'

67. The New York Times

Principal in Elizabeth Presses Crackdown on School Truants

68. The New York Times

Few Who Took an 11th Hour English Test at Hostos Pass It

69. The New York Times

Hartford Lawmakers Approve Weakened School Choice Plan

70. The New York Times

New School Spending Figures

71. Associated Press

Glum governor rips Senate leader, won't call special session

72. Houston Chronicle

Career-oriented education spelling success for students

COMMENTARY

73. The Washington Post

Stop Me Before I Give Your Kid Another 'A'

74. Christian Science Monitor

How Some Schools Make a Success Of Character Ed.

75. Minneapolis Star Tribune

Commentary: High school " " only if you earn it

76. Education Week

Is Accreditation Worth the Trouble?

77. Education Week

How Can Urban Schools Retain Young Teachers?

78. Education Week

' ' ' Reading for Fun
 ' ' ' 79. Education Week
 ' ' ' Raising the Caution Flag On the Standards Movement

EDITORIAL

' ' ' 80. Sacramento Bee ' ' ' Who'll run the testing program?
 ' ' ' 81. Chicago Tribune
 ' ' ' CASTING FOR A SCHOOL DEAL
 ' ' ' 82. The Christian Science Monitor
 ' ' ' How Some Schools Make a Success Of Character Ed.

Body type#\ PP#Tabs-storiesdPublication#W\ PP# 1. The Wall Street Journal"P
 ublication" #:\ P P# 06/04/97
 Headline#\ P!P# White House, GOP Start Long Process On Budget PactHeadline #
 :\ P"P#By Jackie Calmes and Greg Hitt
 Staff Reporters of The Wall Street Journal
 WASHINGTON " With new proposals on Medicare and education tax breaks, both Whi
 te House and Republican congressional officials
 have begun the long process of
 compromising on the policies needed to implement their vague balanced-budget ac
 cord.
 ddThe Clinton administration yesterday altered its education tax-breaks package
 in a bid for support from skeptical lawmakers and
 higher-education groups. For
 its proposed "HOPE" tuition-tax credit, the White House dropped both a require
 ment that students earn at
 least a "B" grade average and a provision reducing t
 he \$1,500 annual credit for low-income students by the amount of any other publ
 ic
 education aid they receive.
 ddMeanwhile, House Republicans and the White House neared resolution of a key M
 edicare conflict. Republicans proposed that as many
 as 500,000 of the nearly 37
 million Medicare beneficiaries be permitted to opt for so-called medical savin
 gs accounts. The Clinton
 administration, which has said widespread use of such
 accounts would benefit the richest and healthiest senior citizens at the expens
 e of
 the poorest and sickest, said the new plan is a step in the right directio
 n, but stopped short of endorsing it until reviewing the details.
 ddSeparately, GOP leaders are meeting with conservative groups to pare down the
 cost of a \$500-a-child tax credit from a cost of about
 \$105 billion over five
 years to \$73 billion to fit within the tight tax-cut cap set in the budget pact
 . The groups find themselves battling with
 business groups for tax cuts that fi
 t within the negotiated \$135 billion five-year limit. Business groups face redu
 ctions in their favored tax
 cuts as well, as illustrated by a House proposal to
 deny the real-estate industry the full benefit of the GOP's capital gains tax-
 cut plan.
 ddThe latest changes to Mr. Clinton's education tax breaks aren't likely to ful
 ly satisfy opponents. The president wants to create a
 \$1,500-a-year tax credit

for two years, for tuition and fees, or a deduction for as much as \$10,000 in such expenses. The White House eliminated the "B" requirement under fire from critics, who said it would promote grade inflation as schools sought to keep students enrolled and would be an administrative nightmare for the schools, taxpayers and the Internal Revenue Service.

ddTo mollify Democrats, the administration would make more aid available to poorer students by allowing them the full credit, rather than reducing it dollar for dollar by the amount of state or federal grants. But the changes would cost as much as \$6 billion over five years, so the White House must shave the tax breaks to fit within a \$35 billion education limit negotiated with GOP leaders.

ddOn Medicare, GOP Rep. Bill Thomas of California said that with the House-White House compromise on medical savings accounts, "I don't believe there are any deal-breakers left out there."

ddThe Medicare plan, which will be debated today in the House Ways and Means Committee, would provide a range of new preventive-care benefits, while cutting reimbursement for health-care providers. Beneficiaries would face a small premium increase.nyxddd

Publication#W\ P#P# 2. Associated Press"Publication" #:\ P\$P#06-04 10:33a
Headline#\ P%P# Clinton dropping grade requirement for scholarshipsHeadline #:
\ P&P#
By SANDRA SOBIERAJ Associated Press Writer

ddWASHINGTON (AP) - President Clinton has abandoned a requirement from his proposed "HOPE scholarship" that students maintain at least a B-minus average to get a \$1,500 annual tax credit for the first two years of college.

ddEducation Secretary Richard Riley and Treasury Secretary Robert Rubin were to outline the revised tax incentives in meetings with key congressional Republicans today.

ddThe new proposal, aimed at winning the support of the higher-education community, also would make low-income students receiving federal Pell grants eligible for the full \$1,500 credit. Clinton's earlier proposal would have deducted the amount of a student's Pell grant from the credit.

dd"The modification not only will improve the utility of HOPE scholarships for lower-income students but will also make it easier for colleges and universities to administer the program," presidential spokesman Mike McCurry said.

ddTo qualify, students must meet the modest standards required by other federal aid programs - an eligibility level that is significantly lower than the original B-minus requirement.

ddTo keep the overall cost of the package at \$35 billion, which is stipulated in the bipartisan balanced-budget accord, Miller said the tax credit and a compa

nion \$10,000 tax deduction for college tuition would be phased in more slowly than originally scheduled.

In early Senate hearings on the Clinton tax incentives, some Democrats questioned whether the package would really help low-income people gain access to college, or merely provide tax relief to families with students already in college.

College administrators, who also initially balked at the administration plan, said Tuesday they were encouraged by the revisions.

"It seems to be moving in a very promising direction. What will now be possible is that low-income families will benefit more directly,"

said David Warren,

president of the National Association of Independent Colleges and Universities, which represents about 900 private, independent schools.

Publication#W\ P# 3. The New York Times"Publication" #: \ P(P# 06/04/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 15, Column 1

Headline# \ P)P# White House Offers to Alter Tax Package For Education

Headline# \ P*P# By RICHARD W. STEVENSON

WASHINGTON, June 3 "The Clinton Administration offered today to make changes to its proposed package of tax breaks for college expenses, dropping some frequently criticized elements and adding new ones in an effort to win Congressional support for an initiative that has generated little enthusiasm in either party.

Faced with the likelihood that their original proposal would be rewritten by Congress or cast aside entirely, Administration officials sought to reshape the

plan while keeping its central elements, a \$1,500 per student tax credit for the costs of each of the first two years of college and a separate deduction of up to \$10,000 per family each year for college tuition and fees.

Administration officials said they were dropping their requirement that a student maintain a B-minus average to receive the credit for a second year. College

administrators had warned that the requirement would create further grade inflation by putting pressure on

professors to make sure that students did not lose

the tax benefit because of low grades. Republicans had also complained that the

requirement would be an administrative nightmare, potentially requiring the Internal Revenue Service to review grades.

Responding to complaints from liberal Democrats that the plan did not do enough for low-income students, the Administration reversed itself and said it would

allow the full \$1,500 tax credit even if a student were also receiving other Federal student aid under the Pell grant program. To make its plan more attractive

to Republicans, the Administration added a proposal backed by the Republican leadership in

the Senate to make interest paid on student loans deductible, a tax break that was repealed in 1986. Under the plan, interest payments of up to \$2,500 a year would be deductible for up to five years. To pay for the changes to the plan, officials said the Administration would propose phasing in the tax credit over coming years rather than enacting it at the full \$1,500 from the start, as the White House originally proposed. Administration officials estimated that cost of the changes to its plan at \$5 billion over five years.

"We're doing this primarily to be responsive to the concerns people have raised and to do so while living within the budget agreement," said David A. Long, the assistant secretary of education for post-secondary education. "To those ends we have tried to come up with a package that is more progressive in structure and simpler and less intrusive."

Lobbying groups for colleges and universities said they were encouraged by the changes. But it was unclear how much support the changes would win from Republicans, who will begin drafting legislation next week to enact the five-year, \$135 billion, tax-cutting package agreed to as part of the last month's balanced budget deal.

President Clinton won a vague assurance from the Republican leadership during the budget negotiations that \$35 billion of the tax cut would be devoted to programs "consistent" with his college tax break plan. But the chief Republican tax writer, Representative Bill Archer of Texas, the chairman of the House Ways and Means Committee, has made clear that he does not feel bound to any specific plan, and even Democrats said they were unlikely to fight for Mr. Clinton's plan. nyxddd

Publication#W\ P+P# 4. The Washington Post"Publication" #: \ P,P# 06/04/97; Edition: FINAL; Section: A Section; Page A01

Headline#\ P-P# Medicare Plan Cuts \$115 Billion but Offers New Choices; GOP Accepts Test of Medical Savings

Accounts for Seniors, Backing Off Wider Proposal
 IHeadline #:\ P.P#By Eric Pianin and Clay Chandler
 Washington Post Staff Writers

President Clinton and House Republicans yesterday settled a key difference over a plan to preserve Medicare for the next decade by imposing the largest spending cuts in the program's history and offering the nation's 33 million senior citizens a much wider choice of health insurance coverage.

In the face of stiff White House opposition, GOP leaders backed away from a proposal to allow any Medicare beneficiary to shift from the traditional health

insurance program to a tax exempt medical savings account (MSA). Republicans, however, will be able to test their plan for a medical savings account program under a pilot program that would be available for as many as 500,000 seniors. At the heart of the GOP plan is an effort to save billions of dollars annually by opening the huge federal health insurance plan to intense competition from

health maintenance organizations and other private health providers. The Medicare proposal also would offer a wide range of new preventive care services such as free Pap smears and mammography and prostate cancer screening. Colorectal cancer screenings will be covered by Medicare for the first time and Medicare will pay for blood

testing strips for diabetics, and for training courses on diet and other lifestyle changes. Administration officials said they still disagree with some elements of the GOP plan, but view it overall as a "constructive step" toward translating their

balanced budget accord into legislation that can win bipartisan support. "There really was a sense . . . we can get this done,"

White House spokesman Barry Toiv said after a meeting between Clinton and congressional leaders. The majority of the \$115 billion of savings in the Medicare program, to be achieved over five years, would come from reductions in government payments to hospitals, health maintenance organizations (HMOs), physicians and other health care providers. For recipients, premiums would rise over the course of the agreement at least

\$5 a month more than they would have under current law. The Medicare savings are part of a broader effort to balance the federal budget by 2002 that was negotiated by the White House and GOP leaders last month. The

success of that plan hinges on relatively swift passage of significant changes in the Medicare health insurance program for the elderly, as well as agreement on a large tax cut package acceptable to all sides.

Yesterday, Clinton responded to GOP criticism of his demand for nearly \$35 billion of education tax credits by agreeing to rewrite some key features in his

proposal. Treasury Secretary Robert E. Rubin plans to brief lawmakers today on the details of those changes.

Following the White House meeting, Rep. Bill Thomas (R-Calif.), a senior member of the Ways and Means Committee, announced the GOP Medicare reform bill, including the medical savings account pilot program, similar to one favored by the "Blue Dog" conservative Democrats.

Conservatives have pushed medical savings accounts as one of several alternatives to the traditional fee-for-service Medicare system to ensure that seniors make efficient use of their health care dollars by allowing them to keep in a medical savings account any money they save by avoiding unnecessary procedures and consultations now covered by Medicare. However, the White House and other op

ponents contend that only the wealthiest and healthiest beneficiaries will choose to take advantage of the MSAs, leaving behind a pool of mostly lower-income and infirm beneficiaries and driving up the per capita cost of the program.

ddThomas said that unlike previous years, when Republicans sought to define their differences with the Democrats through confrontations with the White House, the GOP was determined to skirt controversy that would jeopardize the bill. He said he received "a very clear indication" from White House Chief of Staff Erskine B. Bowles and other White House officials that Clinton would accept a limited pilot project. Thomas added that he expects that the GOP Medicare bill will receive substantial bipartisan support in committee and on the floor.

"I don't believe there is any deal breaker left out there," Thomas told reporters.

ddClinton aides characterized the hour-long meeting in the Cabinet Room as cordial and productive in contrast to previous discussions on Medicare. "Some members who I've seen at each other's throats in the past . . . were being rather accommodating to each other," Toiv said. And, Rep. Fortney "Pete" Stark (Calif.), ranking Democrat on Thomas's health subcommittee and a frequent critic of the GOP, endorsed most of the plan.

ddOne issue still looming is how to cut Medicaid, the health care program for the poor and disabled. The White House said it needs to squeeze \$16.1 billion out of the program that compensates hospitals for caring for the uninsured by the year 2002. The Congressional Budget Office says it may take considerably more, \$20.9 billion, to reach the Clinton target.

dd"That's a massive level of cuts," said Jennifer Baxendell, senior policy analyst for the National Governors' Association, noting it would slash 35 percent from that program over five years. "You can't come up with a . . . package that large without a lot of screaming and pain."

ddWhite House officials said Clinton's decision to modify his proposed \$1,500 tax credit for students in the first two years of college was primarily aimed at winning support from the higher education community, which has been cool to the plan.

ddThe changes included dropping the proposal's requirement that students maintain a B average to qualify for the credit and easing a provision that would have excluded low-income students receiving federal Pell grants.

ddTo accommodate the additional cost of those two modifications and remain within the \$35 billion target established for education tax cuts in the bipartisan accord, Clinton now favors phasing in the credit and the deduction more gradually, White House officials said.

ddEducation groups praised the changes yesterday. "I think it's a much improved package," said Stanley Ikenberry, president of the

American Council on Education. "We now have a much stronger proposal to work with."
The revisions also may help blunt criticism in Congress, where Clinton's education tax plan has scant support. House Ways and Means Committee Chairman Bill Archer (R-Tex.) had charged that the grade requirement would oblige taxpayers to file college transcripts with their W-2 forms, granting unwarranted powers to the Internal Revenue Service. Meanwhile, Rep. Charles B. Rangel (N.Y.), the Ways and Means Committee's ranking Democrat, had complained that Clinton's tax plan would heap windfall benefits on middle-class students likely to attend college anyway while offering little for financially struggling families in his Harlem district.
But Clinton officials acknowledged yesterday that the changes may not be enough to dissuade GOP tax writers from attempting to use a substantial portion of the \$35 billion to fund education tax proposals of their own. Among the alternatives preferred by the GOP: tax subsidies for employers who provide educational assistance to their workers, expanding rules for Individual Retirement Accounts to permit penalty-free withdrawals for education expenses, and tax breaks for interest on student loans.
Aides say Clinton is willing to support many of those ideas as long as they aren't financed with the \$35 billion they say is set aside under terms of the budget accord for his proposals.
Staff writer Peter Baker contributed to this report.nyxddd

Publication#W\ P/P# 5. The New York Times"Publication" #:\ P0P# 06/04/97; Edition: Late Edition - Final; Section: Section B; National Desk; Page 8, Column 6

Headline#\ P1P# What Works In Education? Republicans Go Find OutHeadline #:\ P2P#By ADAM CLYMER
LOUISVILLE, Ky., May 28 " When a group of Republican Congressmen travels the country to talk about education, the predictable topics include tuition vouchers, Federal paperwork and how the best decisions are always the local decisions.

But when the Republicans on the Subcommittee on Oversight and Investigations of the House Committee on Education and the Work Force go on tour as they did last week (with only a single Democrat along), they hear other concerns " from the defense of Federal programs for children at risk to warnings against writing off all public schools because of grim conditions in some cities.
In hitting the road from Los Angeles to the Bronx, the inelegantly named panel has several clear goals. One is to contradict the Democratic argument, made tellingly in the elections, that the Republican Party doesn't care about education.
In the hearing here, Representative Van Hilleary of Tennessee cast his party

as thoughtful reformers, unfairly attacked: "People who want to keep it the way it is say, 'They're against education.' "

ddBut there is also genuine curiosity behind the hearings called "Education at a Crossroads: What Works? What's Wasted?"

ddThe committee contends that there are 760 Federal education programs. But the hearings devote much more effort to identifying successful reform programs in schools, than to some Federal efforts.

ddRepresentative Pete Hoekstra of Michigan, the committee chairman, said he hoped to avoid "legislation by anecdote" and find ways the

Federal Government's

modest spending could be used to help states adopt proven educational techniques. He said he hoped to reach

agreement with the Clinton Administration and House Democrats; otherwise, "it won't go anywhere."

ddOne topic that gets a lot of attention is the Republican proposal to use vouchers to help parents send their children to private schools.

In the Bronx last

month, John Cardinal O'Connor came to a hearing at Cardinal Hayes High School to describe parochial school efforts

to teach pupils "how to combat the downward

deviancy in the world, how to combat drugs, how to make a decent living."

ddIn Cincinnati, students at Mother of Mercy High School stood in line to ask about vouchers, the most controversial of the committee's

proposals, even though

Mr. Hoekstra warned the Mercy High School students that he didn't think the Government would be offering

vouchers soon.

ddAlso at the hearing, Nancy Schlemmer, secretary of the National Parent Teacher Association, said the subcommittee paid too much

attention to parochial schools,

while 90 percent of children go to public schools. Vouchers, she warned, "

siphon limited public dollars away

from public schools and are not accountable

to the public."

ddTom Mooney, president of the Cincinnati Federation of Teachers, felt vouchers were relevant, saying that at private schools, parents

were more involved.

ddIn Cincinnati, the committee seemed impressed with the state-of-the-art electronic capabilities of the Mayerson Academy, a

teacher-training institute outside

the school system " part of a business effort, led by the Procter & Gamble Company, to revitalize

Cincinnati schools.

ddIn Louisville, as in Cincinnati, there were pleas for more education money from Washington. Edward Reidy, deputy commissioner of

education in Kentucky, said

that even modest help was important because the "Federal Government is focusing on making sure that the

youngsters who are least well-served in our society

get help." He said that as a result, "poverty is no longer the primary determinant of what

kids will learn" in Kentucky.

ddKentucky is implementing a 20-year program to overhaul the education system. Representative Hoekstra said he could not understand how the state could wait so long.

ddCarolyn Witt Jones, of the Partnership for Kentucky Schools, a business group backing the overhaul, explained, "We didn't get to the pits as a state in education in five years and we can't fix it in five years."

ddMr. Hoekstra said, "I find people much more patient with solving this issue than I think they should be." nyxddd

Publication#W\ P3P# 6. The Financial Times"Publication" #:\ P4P# 06/04/97; Edition: London Edition; Section: NEWS: UK; Page 8

Headline#\ P5P# Literacy summer schools plannedHeadline #:\ P6P#

By Simon Targett, Education Correspondent

Nearly 900 children will be offered the chance to boost their reading skills at a literacy summer school, the government announced yesterday.

ddIn an effort to solve the UK's literacy problem, which costs business GBP 10bn a year, the government is setting up 29 literacy summer schools.

ddPupils aged 11 who have reading difficulties and who are about to start secondary school will be given 50 hours of tuition in July.

ddThe money for the scheme " GBP 300,000 " will come out of the funds diverted from the Grant-Maintained School Foundation.

ddTeaching unions welcomed the initiative provided it remained voluntary and paid appropriately.

ddMr Stephen Byers, the minister for school standards, said he expected the government would support thousands of summer school schemes next year.

ddMr Tony Blair yesterday gave his full support to Mr Chris Woodhead, the controversial chief schools inspector.

ddThe prime minister met Mr Woodhead and Mr David Blunkett, the education and employment secretary, at Downing Street to discuss the government's education "crusade".

ddMr Blair stressed his personal commitment to improving education standards and declared that this priority for government would be driven "from the top".

ddHis public backing for the chief schools inspector comes after criticism last week of Mr Woodhead's inclusion in a new standards task force appointed by Mr

Blunkett.nyxddd

Publication#W\ P7P# 7. The New York Times"Publication" #:\ P8P# 06/04/97; Edition: Late Edition - Final; Section: Section B; National Desk; Page 8, Column 1

Headline#\ P9P# Study on Education of Blacks Finds ProblemsHeadline #:\ P:P#

By WILLIAM H. HONAN

ddA new reference book devoted to the preschool and secondary-school education of black students offers less that is encouraging than an earlier volume about higher education. Both are part of a planned three-part series.

dd"The news in this volume is not as good as it was in the first," said William H. Gray III, president of the United Negro College Fund, which raised \$5 million to support the publications.

dd"The first volume showed things like the remarkable growth in the college graduation rates of black women," he said. "This study has more negatives. Our next task is to find out why."

ddThe 370-page book, being released today in Washington by the college fund's Frederick D. Patterson Research Institute, compiles, but does not analyze, decades

of information from 40 archives. The first volume was released in March and the third, to be published this

summer, will focus on the transition of black students from high school to work or to college.

ddMichael T. Nettles, a professor of education on leave from the University of Michigan who has devoted nearly a year to the project, said there were a number

of unexpected revelations in the latest volume, which used data gathered through 1994, including:

dd*Contrary to the widespread belief that black students are a dominant presence in urban public schools, Mr. Gray said, less than one-third of black public school students attend schools in large cities.

dd*Young black children participate in preschool programs at a higher rate, or 53 percent, than white students, who represent 44 percent.

dd*Black preschoolers display abilities comparable with those of white students in verbal memory, social behavior and physical development, but fall behind in vocabulary skills.

dd*Black students are more fearful of physical harm at school than whites, and must cope with more security guards, gangs, weapons and metal detectors. And more black students in suburban schools worry about being harmed while traveling and from school.

dd*Although blacks are 12.5 percent of the population of the United States, they represent more than 16 percent of all public school students. The graduation rate of African-American students, however, is lower " 12.5 percent, in proportion with their percentage of the population.

dd*Black students represent a disproportionate 28.7 percent of students in special education schools.

ddThe compilations were conceived by Mr. Gray, a former Congressman from Philadelphia who became the first black House member to serve as the Democratic whip.

dd"Congressmen, policy-makers and others can't do their jobs unless they have this raw material available to them," he said.

ddSources in the book include the Department of Education, the Census Bureau and the National Science Foundation.

dd04:46 EDT June 4, 1997nyxddd

Headline# \ P=P# Path to College Degree Is Lifelong for SomeHeadline #:\ P>P#
By MARY B. W. TABOR

In the spring of 1931, emboldened by her father's confidence that she "could do anything," Edith Volin put on a dress and stockings, smoothed her dark hair and rode the subway to Manhattan to register for college. But when she got there, the Baruch College registrar told her she could not enroll because she had not taken the right math course. It was an insurmountable problem: while the college was tuition-free, she would have to pay for a remedial semester, and this was the Depression. Edith went home, crushed, and in the end, went to work as a secretary. "I had to work. These were very bad times," she said. She found a job at a law firm, met her husband, raised two children and for the next 50 years, set aside dreams of college. But she did not abandon them. Today, Edith Volin Ruth, now 81 and a great-grandmother, will graduate from Hunter College with a bachelor's degree in art history. She still works three days a week as a secretary at First Investors' Corporation on Wall Street. "If I were 20 years younger, I would be considering doing something different," she said. "I'm just there because I love learning." Mrs. Ruth is one in a fast-growing corps of elderly college students. Enjoying earlier retirements and healthier lives, they have quietly taken seats in lecture halls around the country, eager to make their golden years fulfilling ones.

"It is not something we formally track, but we know that adult learning is a growing trend," says Thomas H. Otwell, a spokesman for the American Association of Retired Persons. From the University of Vermont to California State University at Fullerton, colleges around the country report that it is no longer unusual to see students over 70 enroll and graduate. A number of such students were among this spring's graduates.

*Mary Fasano, 89, who left school when she was 14 to work at a sewing factory in Warren, R.I. She will become Harvard's oldest undergraduate degree recipient tomorrow when she graduates from the Harvard University Extension School, its adult program.

*W. W. (Ross) Rostet, 90, who just completed work for his bachelor's degree in accounting at the University of Tulsa, nearly 70 years after he dropped out to work as an accountant. *Thomas Wigglesworth, 91, who graduated earlier this spring from the University of Georgia with a bachelor's degree in history. It is his second bachelor's degree.

*Mary Staples, an 85-year-old registered nurse who won 22 karate trophies in

her late 60's. She is now pursuing her third bachelor of arts degree from Caldwell College in Caldwell, N.J.

dd*Florence Klein, 75, who graduated with honors from an unusual City University of New York baccalaureate program. A cancer survivor, she created a degree program in the psychology of life-challenging illnesses. She plans to take courses in "mind-body medicine" at Harvard this fall.

ddThe rise in students over 70 is in part a matter of demographics " the number of people over 65 has doubled since 1960 " and in part a result of the boom in adult education programs like Elderhostel, which brings thousands of senior citizens to college campuses each year.

ddBut it is also a function of history.

ddUnlike generations before them, most Americans born between 1910 and 1927 were likely to have finished high school. And for those who did graduate, college

opportunities were expanding. Many would have considered further education.

ddMany in this generation, however, reached college age during the Depression or World War II, and college dreams took a back seat to work and war. By the end

of the war, unprecedented numbers of Americans were returning to college " mostly male veterans on the

G.I. Bill. But others went straight to work to support

themselves or their families. Women found it even harder to interrupt their lives to

go to college.

ddCollege officials say that unlike many of the Generation X-ers who sit next to them, these senior students " many of them in their 80's and even 90's " are

not just older and wiser, they are eager and more focused.

dd"Students over 65 are usually more interested in taking classes for fun or for the pleasure of learning more," said Roz Hiebert, a spokeswoman for the National

Association of State Universities and Land Grant Colleges.

ddSome states, like Delaware, are encouraging older students to attend by offering tuition discounts and waivers at public institutions.

At the University of

Delaware, the number of students over 60 has risen to 107 undergraduates and 68 graduate students, up from 76 and 35 five years earlier.

dd"There is clearly a pattern of more nontraditional, including older, students returning to school," said Edward D. Gehres, a spokesman for the University

Continuing Education Association. "And it is everyone from the 40-year-old master engineer who needs computer

training to the retiree who decides he has the

means and the mind to complete an art history degree." Or who, like Mrs. Ruth, find time

for vocation and avocation. As a 17-year-old honors student in Brooklyn, she missed out on college because she had followed an uncle's advice to t

take accounting instead of commercial arithmetic. This meant she would have to pay for a semester of remedial math before she could formally matriculate at the tuition-free City University campus.

Just a few years before, business at her father's frame shop in Brooklyn had been brisk, so paying the tuition for the math class would have been easy. But the shop had gone out of business, and Abraham Volin was forced to work as a painter to support his wife and five children. There was no money for school.

Determined to get to college, she re-enrolled in high school and spent the next year taking algebra. But when she missed the required math Regents Exam the next spring, she gave up.

She always thought about going back to school. Her husband often teased her by suggesting she go to cooking school, but she paid little mind.

Her parents, both immigrants from Eastern Europe, were "very disappointed that I didn't go to college. And I, well, it just seemed my life was not complete

."

She did return and she has never missed a class "never stayed out, never cut" except for when she broke her shoulder in 1993 and then in 1996 when she

went to Arizona to stay with her daughter, who had leukemia.

Mrs. Ruth, a slight, energetic woman whose class artwork has the colors and motion of Matisse, often stays awake until well past midnight in her modest East

Side apartment, reading homework at an old vanity table in her living room or typing papers with a 37-year-old Hermes typewriter she drags into her foyer.

"Computers scare me," she said. "I feel so dumb. It's like the frustration you feel with that first child."

Sometimes, she has a little trouble hearing, and she refuses to wear "dungarees" like other students and still wears dresses. But she is not otherwise apologetic about being in class with mostly 20-year-olds, who she says are "very nice" to her. In fact, she says she is often bolder because of it.

"I never feel nervous about asking a question or answering wrong," she said. "I'm old enough to know that's the only way to learn. Besides, it's like the

dance floor. No one wants to be the first one out, but once someone starts, everyone follows."

She has no regrets about having missed college the first time around. "I never would have met my husband and had these wonderful children and grandchildren

," she said. One grandson graduated from Brown University last month.

Mrs. Ruth's daughter, Leslie, died last year. But, when graduation day comes, "she will be with me," she said. "I know she will."

When she went recently to buy her cap and gown, she checked the sizes carefully, picked one and put it on as soon as she got home, modeling for her granddaughter in front of a mirror.

dd"I can't even describe to you the feeling that I had. I really loved putting it on. The hat looked so good," she said. "And then I put on the white tasse

l. It was really a thrill. I hope that every graduate " even the young ones " e xperience such a great feeling when they put on their cap and gown."

ddShe has now signed up for graduate courses at Hunter College. "I'm having so much fun," she said. "I'm never going to stop." nyxdddy

Publication#W\ P?P# 9. Education Week"Publication" #:\ P@P#June 4, 1997 Category: Trade

Headline#\ PAP# Dual-Race Policy at Miss. School Target of Student, Parent Pr

otests Headline #:\ PBP#

By Ann Bradley

ddHernando High School in DeSoto County, Miss., is a place frozen in time.

ddBut forces within the community are now prodding the school to give up the de segregation-era policies that still govern it.

ddWhat began with a student's challenge to the school's student-council voting procedures has gained momentum. Several parents have filed complaints with the

U.S. Department of Education, charging that the process separates students by race and fosters a racist mentality.

A larger parents' group has begun to pressu

re the school to change. And the national spotlight illuminating the school has won the student

who started it all the support of strangers.

ddThe controversy started when a 17-year-old junior blew the whistle on election rules that assign some class offices to either white or black students.

ddBut the school has clung to other traditions as well "including an unusual administrative structure of white and black co-principals that is a holdover from the early days of integration.

ddThe students also participate in rituals that aren't uncommon in the South, including nominating white and black candidates for class clowns, class favorite

s, and Mr. and Miss Hernando High School.

ddSchool officials defend these race-conscious practices as necessary to be fair to minority students. To some parents, however, they seem discriminatory. At

the least, they argue, they are out of step in a growing county school system with 16,000 students on the outskirts of Memphis, Tenn.

dd"I just know in my gut this is wrong," Alison Williams said in an interview last week, a day after she appeared on ABC's "Good Morning America" program to s

peak out against the school's voting rules. "I've been getting e-mail from all over the nation from people saying, 'Go Alison. This is wrong. Fight it.'"

ddAlison, 17, the daughter of a retired military officer who has moved frequently, was recently elected executive president of the student council. She and he

r mother, Beverly, have questioned the school's voting procedures to no avail.

Each class at Hernando High is required to have a white and a black co-president. The positions of class vice president and secretary-treasurer alternate between black and white students each year. Class representatives and executive officers of the council, however, aren't subject to race specifications.

"The only way to be fair is to take race off these petitions" for office, Beverly Williams said. "Kids should be able to run for what they want to run for, regardless of what color they are."

Folks Have Been Happy'

Theron E. Long, the white principal of Hernando High, vigorously defends the policy, which was instituted in 1970 when DeSoto County desegregated its school

s. At the time, white students were in the minority at Hernando High; today, because of emigration from Memphis, 75 percent of the school's 725 students are white and 25 percent are black.

"We were looking for things to maintain the participation and the support from both communities "majority and minority populations

"and it worked," Mr. Long

said of the voting procedures. "Folks have been happy."

Far from being racist, the principal said, the policy assures minority participation at a time when people still vote in blocs. "It would be great some day

to get away from that," he said, "but until I'm assured we are, I don't see anything wrong with making sure there's minority participation."

Harold L. Kinchelow, the school's black principal, disagrees.

"Actually, we should have gotten rid of it a long time ago," he said. "We hadn't thought of it until this young lady reminded us of it.

It just worked so we

ll, we never thought to change."

The Williamses and their supporters, including a 60-family group pressing for change called Parents for Better Schools, point out that the county's other th

ree high schools have open student-council elections.

They argue that Hernando students can and do freely vote for black candidates, noting that one class elected three black representatives.

Students also vote

d for a black prom queen this year.

"It's a separate-but-equal kind of thing," said Kelly Jacobs, the mother of two children in DeSoto County schools and a spokeswoman for the group. "Hernando

High takes every opportunity to point out skin-color differences, which to me is racism."

The practices also leave little room for students who are neither white nor black, critics say. One year, an Asian-American student was given her choice abo

ut whether to run on the majority or the minority ballot, school officials said. She ran as a minority candidate and won.

Racial Rotation

The Williamses became concerned about the voting rules last year, when Alison

wanted to run for co-president of her class but turned in her petition for office too late. They were shocked by the race requirements on the document. At the time, Ms. Williams said, she protested to Principal Kinchelow and two district administrators, but got no satisfaction. Her complaints this year, she said, including an appearance before the school board, also were unsuccessful.

This year, Alison said, she would have liked to run for vice president of her senior class, but that spot was reserved for a black student.

Instead, she ran

for executive president of the student council and won.

A black friend, Alison said, wanted to run for secretary-treasurer but couldn't because the spot is designated for a white student this year.

Principal Long denies that any student has been discouraged from running for office on the basis of race. Because racially designated seats rotate every other year, he said, students have more than one chance at those spots during their four-year tenure at the high school.

"The board of education is in support of what we're doing," Mr. Long said. "If they were not, we would have had to stop it a long time ago."

After getting no satisfaction locally, both Ms. Jacobs and Ms. Williams wrote to federal officials to ask for an investigation. The

Education Department's

office for civil rights has received the complaints, a spokesman said last week.

The president of the school board did not return calls for comment.

Unless a student's rights are violated, said Jim Hemphill, a spokesman for the Mississippi education department, such issues are best left to local communities.

ies.

Dual Principalship

In pockets around the South, there are still vestiges of segregation in the schools. Separate proms and dual homecoming queens are not unheard of. At Hernando

High, each class selects a black and a white student for the homecoming court, which is presided over by a black and a white queen.

What appears to be unique at Hernando High is its administrative setup, which also dates from 1970. That year, Mississippi school districts that hadn't already done so were ordered by the federal courts to draw up desegregation plans.

The DeSoto school board closed black high schools and merged them with white schools. The county's four high schools were assigned a principal of each race.

Elsewhere in the South, many black principals lost their jobs or were demoted when schools desegregated.

Over the years, the dual principalships in DeSoto County dissolved at all but Hernando High, said Mr. Long, who has been principal for 29 years. Mr. Kinchel

ow, the school's third black principal, has been in his job for 24 years and plans to retire next year "which he

said is likely to end the arrangement.

ddThe principals said they do not divide their duties by race in any manner. They also emphasized that their school enjoys good race relations "a fact they feel

has been lost in the negative publicity.

dd"Our kids get along together and work together and play together," Mr. Long said. "We've probably been freer of racial problems than any school in the country."

ddOn that point, Alison Williams doesn't disagree. That's why the student-council policy puzzles her.

dd"Deep down, they think this is creating harmony, but there already is harmony," she said. "There are no prejudice problems at my high school."

ddWhat seems like fairness to natives of Hernando, a town of 3,000, looks like segregation to Wendell Paris, the state director of the Mississippi branch of the

National Association for the Advancement of Colored People.

dd"Perpetuating a system of segregation has always been the law of the land in Mississippi," he said, calling for increased federal scrutiny.

"The local polit

icos, as well as state government, are not going to touch it, as long as it meets minimal requirements."nyxddd

Publication#W\ PCP# 10. Education Week"Publication" #:\ PDP#June 4, 1997 Category: Trade

Headline#\ PEP# Labor Problems Roil the Waters at Edison School in Dade Head

line #:\ PFP#

By Mark Walsh

ddWhile the Edison Project has shown promising evidence of academic achievement and will more than double the number of public schools it operates next year, one of the private company's current 12 sites has had far more problems than the others.

ddAt Henry Reeves Elementary School in Miami, the first year of Edison Project control has been marked by labor difficulties, with many of the school's teachers complaining about being overworked. The design of the Edison model calls for a longer school day and year and a contract that accordingly gives teachers more money.

ddAs the school year nears an end, the principal of Reeves Elementary in the Dade County district has requested a transfer. At least 22 of the 61 teachers at Reeves also have sought transfers back to a regular Dade County school, a far higher rate of attrition than Edison has experienced at any of its other schools.

dd"We have definitely had some personnel issues at the school," said Marilyn Neff, the deputy superintendent for elementary and secondary education in Dade County. "It's a new school building, and a lot of things have converged in the fi

rst year."

ddThe Edison Project is the privately financed, for-profit education experiment launched by Christopher Whittle, the creator of the Channel One classroom television network.

ddThe growth next fall from 12 to 25 Edison schools is "almost exactly what our plan calls for," Mr. Whittle said in an interview last week.

Eighteen of those

schools will be operated through partnerships or charter arrangements with school districts, while seven will be charter schools approved by state agencies.

ddFirst-year difficulties are to be expected, Mr. Whittle said about the situation in Dade County.

dd"You've got a completely new staff and a new group of children there," he said. "You're not going to get every decision right straight off the bat."

ddContract Renegotiated

ddEdison's contract in Dade calls for students to attend school about an hour a day longer than those in other schools and about 30 days longer per year. The

arrangement encompasses the Edison design, in which students begin studying Spanish in kindergarten and receive

extended, small-group instruction in reading a

nd mathematics. ddEdison's difficulties in Dade County started last spring when teachers at existing schools showed no interest in having the private company

take control. The Dade County school board had planned to turn over one existing school and one new school "Reeves Elementary" to Edison.

ddReeves teachers were already getting paid as much as 13 percent more than other Dade teachers to cover the extra workload of the Edison plan, but they began to complain about their conditions last fall.

dd"I think that with some teachers the reality of the longer school year and longer school day didn't hit them until they got to the school,"

said Merri Mann,

the director of the educational and professional issues department of the United Teachers of Dade, which represents the teachers.

dd"We went back to the table with Edison and they were very honorable," she added.

ddThe contract was renegotiated to increase teacher pay an additional 4 percent this school year and 5 percent next year.

ddThe Edison design calls for more professional treatment of teachers in return for increased accountability. In Edison schools, for

example, teachers get time

for classroom planning, telephones equipped with voice mail, and laptop computers.

ddMs. Neff said that some of the 22 teachers who have requested transfers have cited long commutes or health concerns. The principal,

Dyona McLean, cited health

reasons in her transfer request. She could not be reached for comment last week.

ddCalls to several teachers at the school were not returned, but one teacher who plans to transfer, Zenith Gordillo, told the Miami Herald that she thought the Edison school would be "challenging, new and different. Now, I wouldn't touch it with a 10-foot pole."
ddMs. Neff said Dade officials can cancel the contract with 60 days' notice before the end of the fiscal year, but "there was no consideration of that this year."

ddAcademic Gains

ddMeanwhile, Edison Project officials released data that give a more complete picture of the academic gains of students at its first four schools, which opened in the fall of 1995. Data released last fall from reading tests showed clear gains for Edison students in the two schools for which there were well-matched control groups. ("Cautious Analysis of Edison Test Data Urged," Oct. 16, 1996.)

ddLast week, Edison released its analysis of state- and district-level testing data from the four first-year schools.

ddStudents have shown significant gains on such nationally normed assessments as the Iowa Test of Basic Skills and the Metropolitan Achievement Test-7.

ddAt Dodge-Edison Elementary School in Wichita, Kan., for example, 5th graders moved from the 46th to the 59th national percentile in reading from 1995 to 1996 on the Metropolitan Achievement Test. Fifth graders moved from the 35th to the 64th percentile in mathematics.

dd"The evidence we have so far is very encouraging," said John Chubb, Edison's curriculum director. "Student populations that began the project well below average are now at or above national averages. So we take that as an indication that the program is providing a solid foundation."nyxddd

Publication#W\ PGP# 11. Education Week"Publication" #:\ PHP#June 4, 1997 Category: Trade

Headline#\ PIP# ED Study Paints Portrait of Charter Schools Headline #:\ PJP#

By Lynn Schnaiberg

Washington

ddCharter schools tend to be smaller than traditional public schools, enroll roughly the same proportion of minority and low-income students, and, on average, serve slightly lower proportions of students with disabilities and limited English proficiency, according to a long-awaited study from the Department of Education.

ddMost charter schools were created to realize a specific educational vision or to gain greater autonomy, the study goes on to note. And many struggle with insufficient start-up money and planning time.

ddBut the research released last week does not answer the pressing question of whether charter schools produce higher student achievement than traditional public schools do. To get an answer to that and many other difficult policy questions, educators and policymakers will likely have to wait until 1999, when the department concludes its four-year research project.

ddWhat the first-year report does provide is a descriptive snapshot of the 252 charter schools that were operating in 10 states as of January 1996. Nationwide

, the total now approaches 500 schools; 25 states and the District of Columbia have passed charter school laws.

ddWhile last week's report contained few surprises, the department's research effort is being closely watched. The project has been billed as the most definitive look at charter schools to date.

ddObservers also have raised concerns in the past because some experts involved in the project are strong advocates of charter schools.

("Under the Microscope

," Nov. 6, 1996.) And the \$2.6 million project is sponsored by an administration that, starting with President

Clinton himself, has vocally supported the concept of charter schools, which are public schools that operate free of many state and local regulations.

ddSo far, observers said last week, the work appears objective.

dd"I'd get off the board if I felt it was a whitewash, frankly," said Robert L.

Linn, a professor of education at the University of Colorado at Boulder and a

member of the study's advisory board. "But they've been open to presenting what they have and the limitations in the information they've been able to collect so far."

ddNo Explicit 'Creaming'

ddTeachers' union officials responded to the report by emphasizing that more research is needed. "It is vitally important to have data available so that U.S.

taxpayers can judge the efficacy of the charter model," the National Education Association said. ddSecretary of Education Richard W. Riley, while underscoring the administration's support of charters at a news conference last week, agree

d that further analysis must be done.

dd"Charter schools are not panaceas. Like everything else they must be done right," Mr. Riley said. "Above all else, we must have a strong focus on supporting

all of public education "charter schools and all other schools."

ddRPP International, a for-profit research company in Emeryville, Calif., conducted the study, along with the Center for Applied Research and Educational Impr

ovement at the University of Minnesota in Minneapolis, and the Institute for Responsive Education, a nonprofit, Boston-based research group.

ddThe results are based on a national telephone survey of charter schools "which had an unusually high response rate of 90 percent

"and site visits to 42 schools. The authors underscored the difficulty in drawing generalizations about charter schools because they vary so much from state to state and from one another within any given state.

ddAmong the findings:

ddTaken as a group, charter schools reported a racial composition that roughly mirrored their respective statewide averages. Massachusetts, Michigan, and Minnesota

enrolled a higher percentage of minority students than public schools as a whole in those states. Researchers

did not find evidence of explicit exclusionary

practices or "creaming" of students, but the report notes that data were not yet available to

determine if more subtle discrimination occurs.

ddAmong the states studied, at least one in five charter schools served predominantly minority students; one in three served a diverse group of white and minority

students; and one in two charter schools served predominantly white students.

ddAbout one-third of charter school students were eligible for free or reduced-price school meals "roughly the same as students in other public schools.

ddOn average, charter schools served a lower proportion of students with disabilities, except for Minnesota and Wisconsin. Except in

Minnesota and Massachusetts

ts, they also served a lower proportion of students with limited English skills

.

ddWhile nearly all charter schools face obstacles, their most frequently cited barrier was a lack of start-up money.

ddOut of Date?

ddIn addition to the four-year project, the Education Department plans to commission studies to take a more in-depth look at issues concerning charter schools

and disabled students, at-risk students and equity, finance, and accountability.

ddSome charter school supporters criticized the study last week as out of date in a rapidly growing and changing movement, particularly since the study looks

at only those schools open as of January 1996.

ddIn addition, its racial data can be misleading, said Joe Nathan of the Center for School Change at the University of Minnesota. One reason Colorado, for example,

does not have as high minority participation as some other states is that charter schools in Denver "one

of the state's most racially diverse communities

have not been able to get off the ground.

ddMr. Nathan is one of the charter school proponents involved in the research project whose presence had some worried that the research

would be less than objective.

He has gone from being a consultant on the project to one of 10 members of the study's advisory board.

gory: Trade

Headline#\ PMP# IDEA To Give States More Leeway In Spec. Ed. Staff Headline

#\ PNP#

By Joetta L. Sack

Washington

ddWith the number of students in need of special education services increasing, many school districts are finding that their pools of certified personnel aren't keeping up.

ddSome educators were hoping the recent reauthorization of the nation's main special education law, the Individuals with Disabilities Education Act, would help ease their problems.

ddBut while the reauthorization "set to go into effect this week" will clarify guidelines for recruiting and training special education staff members, states

will still carry the burden of finding and training qualified employees.

dd"It didn't do anything that's directly going to result in more certified teachers," said Jay A. McIntire, a policy specialist with the Council for Exception

al Children, a special education advocacy group in Reston, Va.

dd"We won't know until states apply the law" whether the modifications will help ease the shortages, he added.

ddMr. McIntire and others agree, though, that the reauthorization includes some needed changes that will help school officials hire and train staff members to

provide appropriate special education services.

ddA study of 39 urban school districts last year found that more than two-thirds cited an immediate need for special education teachers, and many resorted to

hiring noncertified employees to fill the void. ("Urban Districts Pressed To Find Teachers, Survey Says," May 29, 1996.)

ddRural districts often have the same problems, educators say.

ddPersonnel Elements

ddOne reauthorization provision grants something of a reprieve to educators in regions with shortages by allowing schools to hire the most qualified people available who are making progress toward certification.

ddThose applicants would have a three-year window to complete training and receive state certification.

ddThe method has been in practice in many regions, but has never been explicitly written into federal law, said Myrna R. Mandlawitz, the special assistant for

government relations for the National Association for State Directors of Special Education in Alexandria, Va.

ddKnowing they are backed by federal law, school officials will likely feel more comfortable with hiring and training staff members whose certification is not yet completed, she added.

dd"It gives states something to fall back on," Ms. Mandlawitz said.

dd"Somebody's got to be in the classroom, or else students get nothing," Mr. McIntire added. "This seems like a rational way" to recruit and train personnel with

ithin a strict time line.

ddUnder the IDEA reauthorization language, states also would be able to use federal discretionary state improvement money for special education to write certification standards consistent with those of other states.

ddToday, a major ingredient in schools' staffing problems is a lack of "portable" standards in the field.

ddRequirements for certification vary widely between states, making it hard for teachers and others to move across state lines without undergoing lengthy retraining.

ddRevamping the IDEA turned into a long, cumbersome process when advocates for the disabled clashed with educators over some central provisions.

ddIt took lawmakers nearly two years to finally pass a bill that was palatable to every side. ("House, Senate Easily Approve Spec. Ed. Bill," May 21, 1997.)

ddAfter some debate, lawmakers chose not to drop the requirement that states have a comprehensive system of personnel development for special education employees. Instead, they attempted to simplify the legislative language on the systems.

ddDisability-rights and special education advocates had urged Congress to keep the personnel-development system mandate, saying that students would suffer without appropriately trained staff members in their classrooms. Such systems are designed to ensure that states have an adequate supply of qualified personnel.

dd"The CPSD requirements of the law are essential," said Stevan J. Kukic, the director of special education for Utah.

dd"Without ongoing, effective personnel development, students with disabilities will not receive a free, appropriate public education" as the law requires, Mr. Kukic added.

ddThe measure also will expand the personnel standards to mandate that paraprofessionals be trained and supervised in accordance with state law.

ddPresident Clinton was scheduled to sign the IDEA reauthorization into law at a ceremony this week.

ddMost of the reauthorization changes will go into effect immediately, according to a spokesman for the House Education and the Workforce Committee.nyxddd

Publication#W\ POP# 13. Education Week"Publication" #:\ PPP#June 4, 1997 Category: Trade

Headline#\ PQP# Panel Faces Challenges In Drafting Blueprint For First Nation

al Tests Headline #:\ PRP#

By Debra Viadero

Washington

ddLike infantry soldiers moving through a minefield, a national panel has cautiously begun unearthing the challenges that lie before

President Clinton's proposal for voluntary new national student tests in reading and math. The group, which met here for the first time on May 23, was pulled together by the Council of Chief State School Officers and MPR Associates, a California-based consulting firm. Its task is to draw up a blueprint for the assessments, which are expected to cost around \$22 million over the next two years. The job is a big one because the United States has never before had a national assessment that yielded results for individual students. Some in Congress, in fact, have questioned the Department of Education's authority to launch such a program. ("Rep. Goodling Fails To Block Funding for New Tests," May 21, 1997.)

The exams, designed for 4th graders in reading and for 8th graders in mathematics, are to be given for the first time in 1999. The Education Department, which is overseeing development of the tests, wants to model them on the subject-area tests of the National Assessment of Educational Progress, a congressionally mandated testing program that has been in place since 1969. The results of the new math tests will also be statistically linked to the Third International Mathematics and Science Study, which tested students in 41 nations, so that individual American students can get an idea of how they stack up against their peers. But NAEP tests are given to samples of students who take different, 45-minute-long chunks of the total assessment. Also, students never find out how they scored. The new national tests, by contrast, will be 90 minutes long, and each participating student will take the entire test.

"One of the major challenges here is how do you make the transition from the NAEP design, in which students are sampled, to individual student tests?" said Gordon M. Ambach, the executive director of the CCSSO, which helped write specifications for two earlier NAEP tests. The Education Department contracted with the state chiefs' group and MPR Associates to launch the process of designing the new assessments.

The difference in the two test formats means, for example, that the new tests might not cover as much subject-matter content in one year as NAEP tests do now. One job of the panel is to decide how to parcel out the topic coverage in each subject.

Balancing Acts

The time limits also raise questions about the mix of quick-answer, multiple-choice questions and time-consuming, open-ended questions. The Education Department has proposed making 80 percent of the test multiple-choice and 20 percent open-ended "including one extended-response item. Gary W. Phillips, the execu

tive director of the voluntary national testing program for the department, said teachers will receive a second booklet of extended-response items to use as they see fit.

The panelists will also have to decide how much weight to give individual test items when calculating students' scores. "Just think how you would feel if there were 10 items and most were multiple-choice and one was longer. Why waste a lot of time and effort if it counts the same?" Barbara Kapinus, the director of the curriculum and instructional-improvement program for the CCSSO, told the group.

Other issues before the panel include whether students should be allowed to use calculators on the mathematics exam and what the mix should be between easier and more difficult questions.

In other words, said Joan Baratz Snowden, the deputy director of the American Federation of Teachers' educational issues department: "What is the balance between what is being taught in America today and what we think should be taught in America today, and how do we do that without getting half the children in America weeping when they get the test results?" Ms. Snowden served as a substitute panelist at the recent meeting.

The panel, which includes academics, policymakers, and representatives of major national education organizations, started work last month at the Department of Education's request. Its final specifications, due in August, will be given to a test developer to be named by the department in September.

Publication#W\ PSP# 14. Education Week "Publication" #:\ PTP#June 4, 1997 Category: Trade

Headline#\ PUP# Federal File Headline #:\ PVP#
dd

'Radical' Republican

Republican leaders are accustomed to Democrats complaining that GOP budgets don't have enough money for education. But last month they had to silence one of their own.

In debate over the five-year budget outline, Rep. Frank Riggs, R-Calif., proposed shifting \$17 billion from the military and into schools.

Mr. Riggs, who chairs the Early Childhood, Youth, and Families Subcommittee, wanted the money dedicated to school technology and construction.

"I think that would have been a better expenditure," Mr. Riggs said at a recent hearing. "You could argue that it would be just as important for our nation's defense."

Mr. Riggs contended that his plan would have given the Department of Defense increases to cover inflation. But he offered a pointed

explanation of why his leadership cut off his plan from debate.
dd"It would have been too radical of a notion to allow a Republican to bring that to the floor," Mr. Riggs said the day after the Rules Committee rejected his proposal. Mr. Riggs eventually voted with the majority of his colleagues to approve the five-year budget blueprint when it came up for a final vote on May 22

dd
ddAmendment round-up
ddMeanwhile in the Senate, Republicans thwarted an amendment by one of the chamber's most liberal members to up the ante for education by \$20 billion over the next five years. Sen. Paul Wellstone, D-Minn., wanted the money to go to Head Start, school construction, and child-nutrition programs.
ddSen. Paul Coverdell, R-Ga., however, offered a substitute that would raise school funding by \$50 million. Unlike Mr. Wellstone's amendment, the GOP plan calls for the money to be spent on vouchers to pay tuition at private schools for victims of violent crimes on public school property.
ddThe Senate adopted his plan, 51-49. If the voucher plan survives a House-Senate conference committee, it still must be approved by appropriators and pass both the House and Senate before the money becomes available.
ddBy then, Democrats likely would have the 40 votes they need to sustain a filibuster against a voucher plan.
ddBecause of Senate rules, Mr. Wellstone's amendment was never put to a vote, and Democrats were not allowed under the chamber's rules to filibuster against the budget resolution, which the Senate approved on May 23.
dd "DAVID J. HOFF nyxddd

Publication#W\ PWP# 15. New York Daily News"Publication" #:\ PXP#May 22, 1997
Category: Local

Headline#\ PYP# Entangled in a reading webHeadline #:\ PZP#Subhead#[\ P[P# Spider-Man spins a new world of booksSubhead#:\ P\P#
By Raphael Sugarman, Daily News Staff Writer
dd#:\ PJP# THE ULTIMATE web-slinger became a book-slinger this week, showing up to honor a Bronx school and enmesh kids in a national summer reading program.

Spider-Man and a few of his Marvel Comics pals thrilled kids at PS 100 in Castle Hill Monday with their brightly colored costumes and tales about the importance of reading.

"Who has a library card?" Spider-Man asked the several hundred students crammed into the school's auditorium. Most raised their hands.

"I am going to give each of you something that is going to help you sharpen your reading skills over the summer and learn about nutrition," said Spider-Man

The webbed one joined Rep. Jose Serrano (D-Bronx) and U.S. Secretary of Education Richard Riley at the school to kick off "Read, Write, Now!," a nationwide program that is part of the federal Education Department's "America Reads Challenge."

Designed to help "fight the summer reading drop off," the program encourages kids in poor neighborhoods to read for at least 30 minutes once or twice a week with an older reading partner. It also urges kids to get a library card and learn a new vocabulary word every day.

To help, the federal agency and National Dairy Council presented each student at the school with a summer workbook, complete with a picture of Spider-Man on the cover.

The workbooks will be handed out to more than 120,000 school children before the end of the school year, said Robby Koeppel, spokeswoman for the American Dairy Association.

Launching the reading program at PS 100 wasn't happenstance; the District 8 school was one of only two city schools out of 100 schools nationwide honored recently by the Department of Education for improvements in standardized reading scores. PS 197 in Brooklyn was the other city school so honored.

"We went from 42% of our students reading at grade level five years ago to 69% last year," said PS 100 Principal Kenneth Wilkoff, a five-year veteran of the job. Many credit Wilkoff along with teachers and the school's active parents association with the boost in scores.

Nearly 87% of the students at PS 100 live below the poverty line, according to Board of Education statistics. But that didn't prevent them from racking up a whopping 91.6% average daily attendance rate there last year, one of the highest of any Bronx school.

"The principal and teachers just keep telling the kids, 'You will succeed; you will do well,' " said one parent. "If you create that kind of atmosphere and make sure the kids are getting what they need in the classroom, eventually they will start to believe in themselves no matter what other difficulties they have in life."

Fourth-grader Jessica Jusino said the school's focus on reading has taught her to use her free time more carefully.

"Instead of watching television, I spend more time at home reading," said Jessica, 10. "It will help me when I grow up. Anything that I don't know I will

just be able to look up."

#:\ P^P#said.nyxddd

Publication#W\ P_P# 16. Baltimore Sun"Publication" #:\ P`P#June 4, 1997 Category: Local

Headline#\ PaP# New computer at city libraries takes `quantum leap' to future

Headline #:\ PbP#Subhead#[\ PcP# Free access will bridge gap between informa
tion 'haves' and 'have-nots' Subhead#:\ PdP#

By Stacey Patton SUN STAFF

ddWhen the doors of Enoch Pratt Free Library opened yesterday, the public saw t
he results of what Pratt Director Carla D. Hayden

described as "a quantum leap
into the 21st century."

ddThe Pratt unveiled a computer system that allows library patrons all over the
city to reach the World Wide Web, search the library's
collection of 2.1 milli

on books and other resources, and find information from colleges, universities
and 3,000 community information
providers.

ddEarly reviews were positive.

dd"I like the new system," said Miguel Diggs, 18, of Rosedale. "It's fast and e
asy."

ddBeverly Carter, 15, a student at Southwestern High School, said her school do
esn't have many computers and the new system will let
her write papers and do r
esearch after school.

ddFor nearly 20 years, the library used three information systems, requiring st
aff and patrons to perform multiple searches to get theinformation they needed.

The system also was so old that it frequently broke down.

ddIn response to those problems, the library's board of trustees raised \$350,00
0 in private funding and the city provided \$550,000 to
purchase a state-of-the-
art library system.

dd"This new system has been long overdue," said patron Erik Boone, 32, of Balti
more. "With the old system you had to wait around for
a long time for someone t

o help you. Sometimes they couldn't even help because the system was broken dow
n."

ddThe library's 200 new computers use a sophisticated information software syst
em supplied by SIRSI Corp. of Huntsville, Ala.

ddHayden made the brief ceremony a blend of thanks and reflection.

dd"Our staff has been hard at work for almost two years on the careful preparat
ions necessary," Hayden said. "We're ready now to present
this gift to our cust

omers, and we are confident they are going to enjoy and benefit from using it."

ddHayden and her staff hope that by offering free access to electronic resource
s, they will bridge the gap between the information "haves"
and "have-nots."

dd"There is no place that you can't go online in this library," Hayden said. "W
ith one simple click you can even go to Australia."

ddnyxddd

Publication#W\ PeP# 17. Baltimore Sun"Publication" #:\ PfP#June 4, 1997 Categ
ory: Local

Headline#\ PgP# Catholic, Jewish conferees disagree on school vouchersHeadline
#:\ PhP#

By John Rivera SUN STAFF

ddCatholic and Jewish speakers at a conference on the role of religion in polit

ics and society found yesterday that many of their ideas mesh, but they diverge
 d on one major issue: school vouchers.

ddAt the conference in Baltimore, a representative of the National Conference of Catholic Bishops advocated the use of vouchers to send African-American children to inner-city Catholic schools.

dd"If there is a societal will that the urgencies of the inner city are such that they need to be addressed, one can and ought to work together in the local community to find a constitutionally agreed way to exploit the resources of the Catholic schools that remain open in those communities," said Eugene J. Fisher, director of Catholic-Jewish relations for the Secretariat for Ecumenical and Interreligious Affairs of the National Conference of Catholic Bishops.

ddBut Richard Foltin, legislative director and counsel of the American Jewish Committee, noted that the Jewish community has opposed such governmental funding of religious institutions.

ddA line separates government accommodation of religion, allowing for its free practice, and governmental promotion of religion, Foltin said. Using government funds to support religious institutions, especially schools, which tend to proselytize, crosses that line, he said.

ddFoltin noted that it is the constitutional protections of the free exercise of religion and the prohibition on establishment of religion "that as much as anything else have made this nation a blessed nation for religious minorities and has contributed as much as anything else to the religious vitality in this country."

ddBut this does not mean religion should not have a voice in society, he said.

dd"We certainly don't think that there ought not to be religious voices in society and that those voices ought not to be heard. Separation of church and state is not the same thing as separation of religion and society," Foltin said.

ddFisher noted that the U.S. bishops were denounced by conservatives during the 1980s when they issued pastoral letters on peace, war and the economy. During the 1990s, the bishops have drawn fire from the left as they have spoken out against abortion and doctor-assisted suicide.

ddFisher said that throughout the history of the bishops' conference, and particularly in the past two decades, it has been common to criticize the conference and religious leaders in general for speaking out on political issues and advocating legislation.

ddThe conference, held at St. Mary's Seminary and University, was sponsored by the Baltimore Chapter of the American Jewish Committee and the Baltimore Jewish Council.

Headline#\ PkP# FEDS INVESTIGATE ALLEGED DISCRIMINATION
OFFICE OF CIVIL RIGH
TS PROBES ROLES OF
STUDENTS, EMPLOYEESHeadline #:\ PIP#By ALETA PAYNE, STAFF
WRITER

The U.S. Department of Education's Office of Civil Rights is investigating ch
arges of discrimination against African-American students
and employees in the
Virginia Beach Public Schools.

ddThe complaints were made last fall by Curtis Harris of Hopewell, president of
the Virginia chapter of the Southern Christian Leadership
Conference, against
the schools at the Beach and in Prince George County.

ddInvestigators from the Office of Civil Rights have been in contact with the l
ocal school division for several months, trying to determinewhat information wa
s available. Federal representatives came to Virginia Beach to meet with school
administrators for the first time a
month ago.

ddAccording to a Roger Murphy, a spokesman for the U.S. Department of Education
, the investigation is focused on charges that:

ddBlack students are underrepresented in gifted and talented programs, are disp
roportionately disciplined and are discriminated against
in the assignment to c
lasses, ability groups and academic tracks.

ddBlack teachers and administrators are neither hired nor promoted on a proport
ionate basis and are transferred inappropriately.

ddMurphy provided few details of the complaint, citing confidentiality requirem
ents. He did say the investigation was ongoing and that
school officials were
being "very cooperative."

ddSuperintendent Timothy R. Jenney said he could not speak to allegations that
predate his February 1996 arrival because of a lack of
knowledge, but that sinc
e he joined the division there have been "no overt actions" that would support
the claims.

ddThe school district has not been able to provide all of the data that the fed
eral officials have requested because it does not have the
technology to collec

t it, Jenney said. For instance, the division could not provide the number of
out-of-school suspensions for specific types
of behavior broken down by race, g
rade level and gender over a period of years. Jenney also said the charges were
so broad and vague that
a response was difficult.

dd"I'm the first one to respond to a specific problem," he said. "(But) we are
literally looking for a needle in a hay stack."

ddOfficials in Prince George have also disputed the allegations in a published
report in the Petersburg Progress Index.

ddHarris said he was already pursuing concerns about the treatment of students
in Prince George County when he saw media accounts
of disproportionately high d

discipline rates among black students in Virginia Beach.

ddA group of African-American parents in the Beach came forward almost a year ago to complain about disparities they saw in the treatment of their children. D

discipline figures later compiled and released by the division showed that black students in the city's middle and high schools were disproportionately likely to be suspended or expelled.

ddAccording to 1995-96 data released by the school district last year:

ddAfrican Americans comprised 23 percent of the students in high school, but 35 percent of those suspended for one to three days and

40 percent of those put on long-term suspension or expelled.

ddAt the middle-school level, black students comprised 23 percent of the overall population but were 48 percent of the shorter, out-of-school suspensions and

44 percent of those suspended long-term or expelled.

ddAt the middle-school level, black students were disciplined most often for behavior problems; they made up 58 percent of those expelled or suspended long-term

for this offense. They comprised 52 percent of students disciplined for possession of a weapon other than a gun and 33 percent of those disciplined for assault.

ddWhen offenses for which students were suspended long-term or expelled are broken down by category, African-American high school students made up 72 percent

of those disciplined for assault and 52 percent of those disciplined for behavior. Those are considered the

two most subjective categories because their definitions depend on the observer. Some might consider a push in the hallway an assault, and others may not.

ddWhite high school students made up the largest group of those disciplined for offenses for which the division has a "zero tolerance"

policy, including possession of guns (67 percent), drugs or drug paraphernalia (69 percent) and alcohol (77 percent). For those offenses,

a recommendation by the school for long-term suspension or expulsion is supposed to be automatic.

ddHarris said he contacted about five local residents before contacting the Office of Civil Rights about the Virginia Beach schools.

dd"We had enough information to file a complaint with the Department of Education," he said. "We did that."

ddHarris said he has now spoken to about 25 Beach parents and employees, all of whom wish to remain anonymous because they fear retribution. Harris acknowledged

that he does not have hard numbers to back up his complaint, but said it's up to the federal government to collect that information.

dd"We don't have the statistical data," he said. "The Department of Education is doing that kind of study."

ddBut Harris also said he believes the concerns are valid.

dd"I've been doing this for 40 years," he said. "It's not difficult to smell a

rat."

ddJenney said he had concerns, however, with such a complaint being generated by someone from outside the area.

dd"I have major problems with someone who's not even of our community, not even giving us one fragment of documentation or fact, making accusations," he said.

ddSince concerns were raised last year, the division has made changes in the way it collects disciplinary data so that it is easier to interpret and made it mandatory that such numbers be kept on computer by individual schools. In addition, a position called coordinator of student conduct was added in the office of student leadership to help ease parents through the disciplinary process.

ddAnd, changes are being made within the computer technology, and new technology is being added over time to help the division more accurately collect and report numbers.

ddMurphy said the Office of Civil Rights investigates all nonfrivolous complaints it receives, although the depth of an inquiry may vary.

If a division is found to be out of compliance with civil rights statutes and refuses to come into compliance, it could lose federal funding,

he said. The investigation in Virginia Beach, however, is not close to nearing a determination, Murphy said.

Publication#W\ PmP# 19. Baltimore Sun"Publication" #: \ PnP#June 4, 1997 Category: Local

Headline#\ PoP# Taking on teacher turnoverHeadline #: \ PpP# Subhead#[\ PqP# Program aims to add experience, stability Subhead#:\ PrP#

By Marego Athans SUN STAFF

Math, gone. Science, gone. English, foreign language, music, Gym, gone," says Randallstown High's student

governor president, Merrill Adams.

ddOf all his freshman-year teachers, only one is still at the school.

dd"It's like a family being broken apart every year," he said. "I've seen a lot of new teachers. A lot of them don't stay more than two years.

And the new teachers are less effective. They persist with busywork, they give you dittos till you die."

ddAdams is describing the most fundamental problem for a county with widely disparate performance among schools. Students don't have equal access to experienced teachers " the factor that, along with teacher education, has been shown to affect achievement more than any other school resource.

ddBaltimore County's greenest teachers are in the schools with the neediest children, the lowest test scores, the highest poverty rates and,

in many cases, among the heaviest minority populations, a Sun computer analysis of elementary schools shows.

ddFor example, although a new principal has helped stabilize Randallstown's sta

ff, 67 percent of its teachers had less than five years of experience in county schools. To the north, at Towson High, only 12 percent of teachers had that level of inexperience. dd"It's a mixed-up system, completely backward," said Laura Zimmer, 22, a first-year teacher at Winfield Elementary in Randallstown, the school with the biggest proportion of rookies last year. "So some schools keep improving and improving, but it's really hard for a school like Winfield that's achieving so low on the [statewide performance test]. We're trying to build each year, but we keep starting all over again."

ddCity school systems have long struggled with high teacher turnover, as experienced teachers seek better pay and working conditions in the suburbs.

ddTurnover

ddBut county teachers also are fleeing schools with "challenging" students for middle-class areas where it's easier to teach, or where they are closer to home

. The county's turnover rate was 8 percent last year, close behind Baltimore's most recent 11 percent.

ddAnd the county's problem is politically thornier " threatening to create a two-tier school district within county borders.

ddThe one remedy put into action so far, a \$3.4 million mentor program slated for expansion, is helping the new teachers. Organizers hope it will keep teachers

s with missionary zeal in troubled schools.

ddBut even the school superintendent acknowledges that the program is unlikely to erase the disparity.

ddInterny Joseph, (standing, right) a first-year fifth grade teacher at Winfield Elementary, conducts his class as Chris Struben, a mentor with 30 years teaching

experience(seated far right, back), sits in on his class. Kim Hairston/staff

ddCritics call it a politically expedient Band-Aid that creates another layer of employees and requires the county to hire even more new teachers as replacements.

Until veterans are spread more evenly across its schools " an administrative power limited by union contracts

" the problem is likely to continue, they say.

ddMajor studies have concluded that teacher expertise is the most important factor in student achievement, says a 1996 report by the

National Commission on Teaching and America's Future " a privately commissioned group of governors, legislators and corporate and

education leaders.

ddA recent study of more than 1,000 school districts found that every additional dollar spent on more highly qualified teachers yielded greater improvements in

achievement than did any other use of school resources, the report says.

ddAnother study, comparing New York City schools, found that differences in teacher qualifications accounted for more than 90 percent

of the difference in achievement in reading and math.

dd' Blame the kid'

ddThe research contradicts assumptions that poor performance is mostly the result of poverty and parent neglect, a philosophy snidely dubbed "blame the kid."

ddBut in Baltimore County, where new teachers can apply to transfer after two years, the disparity in experience is glaring.

ddAt Winfield, 89 percent of the teachers had less than five years' experience last year and 55 percent of the students received subsidized meals. At Gunpowder

Elementary, 11 percent of the staff had less than five years' experience and 5 percent of students were on subsidized meals.

dd"There are youngsters in our county who could go through elementary, middle and high school and never once in their career have a teacher with more than five

years of experience," said Mary Jacque Marchione, head of the county's teacher training and mentor programs,

and the wife of Superintendent Anthony G. Marchione. "That's staggering."

ddHoward County, by contrast, shows greater balance: Most elementary schools had relatively similar proportions of novices this year

"teachers with less than

five years of experience made up 15 percent to 30 percent of the staffs.

ddBaltimore County's mentoring program, which began with two schools in 1995, was expanded after a report on the achievement gap between whites and minorities

set off a racial tempest. The plan puts veteran teachers in schools with lots of rookies and frees the veterans

of classroom duties so they have time to coach.

ddThe program, funded with \$1 million for 28 mentors in 20 schools this year, expands to \$3.4 million for 69 mentors in 49 schools next

year.ddSo far, the pro

gram is showing both promise and first-year struggles. A case study is at Winfield, where two mentors now work with

11 nontenured teachers.

ddOn a recent afternoon, first-year teacher Iterny Joseph, 24, stood before 28 fifth-graders as his mentor, Chris Struben, sat to the side, taking notes.

dd"I was disappointed in the quantity and quality of your writing," he told the class, critiquing their autobiographies. "The pictures are beautiful. But we have

enough experience to write in complete sentences."

ddHe pointed to a picture with the caption: "Me at three years old." What's wrong with that?

dd"It's not a full sentence," said Kiasha Bennett, wearing a T-shirt that said WHATEVER.

ddMore confidence

ddLast fall, Joseph wasn't nearly as confident, wading into a world that distinguishes among goals, outcomes, objectives and indicators;

a maze of report card

s, parent meetings and children with troubles at home. And 28 kids reading on f

our different reading levels, grade two through grade five.

ddStruben, he said, helped rescue him, observing, advising, demonstrating and team-teaching. He went to her house on weekends and discussed strategies over di

ners of pepper steak and wild rice. He calls her "Mom."

dd"I honestly don't know how I could have made it through this year without Chris," he said.

ddSuch relationships strengthened many other classrooms; mentors overhauled lesson plans, reorganized reading instruction and fetched books the schools lacked

ddBut some veterans said their input was brushed aside when it conflicted with that of the mentors. And initially, there was widespread suspicion among teachers

at Winfield and some other schools that the mentors were reporting flaws to the administration "hindering the needed trust.

ddOne eight-year teacher was told she's being administratively transferred because of conflicts with the mentor, she said. Once teachers complained, administrator

made it clear that mentors were not there to "evaluate."

dd"It seemed that they became a conduit to the administration of perceived weaknesses of everyone on the staff," said Dan Sievers, a seven-year teacher at Winfield.

ddSchool officials plan to monitor test scores of schools with mentors. But as the program expands, the district has set up no systematic way to track the key

problem of school-by-school teacher turnover.

ddNo one keeps statistics on the number of teachers who left each school each year, or the experience levels of teachers. And while school officials conduct exit

interviews with teachers leaving the district, they don't interview teachers to find out why they're transferring among schools.

dd"After you get all this money, you can't show where the teachers are moving?" asked school board member Dunbar Brooks. "This is what you do when you want to know what's going on."

ddEven the superintendent, when questioned by skeptics on the county council, acknowledged that the mentors are only an interim solution.

ddBut with the graying of the county's teachers and 8 percent turnover, the county has hired more than 3,000 teachers in the past four years. At this rate, 30

percent to 40 percent of the teaching staff in the year 2000 could have fewer than five years of experience, and they need help, he said.

ddSuccess

ddElsewhere, well-designed mentor programs have cut the number of teachers who quit in their first three to five years, from a nationwide average of about 30

percent to 5 percent, and boosted teachers' proficiency, said Linda Darling-Ham

mond. She is executive director of the National Commission on Teaching and America's Future and a professor at Columbia University's Teachers College. However successful the mentors are, many think Baltimore County needs an additional strategy to balance its staffs.

Some politicians, board members and educators say the district should assign teachers where they're needed, and limit transfers out of the tough schools.

"When I worked at Beth Steel they didn't ask me where I wanted to work," said Del. John S. Arnick, a Dundalk Democrat. "The end solution is to make sure all

the schools have experienced teachers, not that school A has cleaner rooms, better scores, richer students than school B. There shouldn't be in a public school system the A team and the B team."

But a move to limit transfers would likely prompt protests by the teachers union.

Ray Suarez, outgoing president of the Teachers Association of Baltimore County, says that forcing teachers to be "prisoners" in a school would weaken morale

and spur more flight from the district. He says the problem should be attacked by improving conditions at struggling schools "such as reducing class size and boosting parent participation.

Others want financial incentives to entice veterans into the tough schools, perhaps as master teachers who act as mentors with a reduced class load.

"We should be saying, hey, this is a more difficult school, here are the bonuses that come with it," said Tanya Douse, mentor at Southwest Academy. "Just like with any business. Treat teachers like professionals."

More than mentors

Darling-Hammond, of the national teaching commission, says both sides of the debate have merit. To properly train teachers, she said, all districts should

link new teachers with highly qualified mentors. But districts with widely divergent teaching forces need more than mentors, she said.

In Rochester, N.Y., and Toledo, Ohio, she said, mentor teachers must return to the classroom after two or three years so they can't make it a career. Some

districts carefully manage placement of new teachers so that no staffs have too many novices. In Rochester, the best teachers receive extra money to start innovative programs in failing schools. In New York, faculties and principals have created more than

100 small, redesigned schools that provide more personal relationships, and teachers are eager to work in neighborhoods they once fled.

"Part of the staffing problem is not that teachers are running away from the kids who are disadvantaged, but they're running away from the school that's not

effective. And when you address the problem of schools that are ineffective, you also address the problem of staffing." Electronic News Editor Michael Himowitz contributed to this article.

ddOriginally Published on 6/04/97
dd Return to story indexnyxddd

Publication#W\ PsP# 20. Denver Post"Publication" #:\ PtP#June 4, 1997 Categor
y: Local

Headline#\ PuP# Denver is testing betterHeadline #:\ PvP#

By Alan Gottlieb Denver Post Education Writer

ddJune 4 - After years of flat or declining reading scores, Denver Public Schoo
ls at last has some reason to celebrate.

ddAlthough elementary and middle school students in DPS still read at levels be
low the national average, their standardized test scores
took a notable upward
turn this spring for the first time in the five years the district has tracked
the reading data.

dd"We're not raising up a flag and saying victory is ours, but we are encourage
d," Superintendent Irv Moskowitz said Tuesday as he
released results of the rea
ding portion of the Iowa Test of Basic Skills. "We're doing better than we hav
e in many years in the district in
reversing the trend of very limited growth."

Math, science and social studies sections of the test still are being scored,
and results are
expected in a couple of weeks.

ddReading test results are encouraging in two respects. First, they show gains
in all grades except seventh since last spring. Second, they
show that, with th
e exception of eighth-graders, second- through ninthgrade students have made si
gnificant progress in reading since taking
a pretest last September. Students i
n those grades now read at closer to the national average than when the school
year began.

ddMoskowitz credited teachers and principals for placing added emphasis on lite
racy. He also said the school board's decision to give more
money to schools wi

th large numbers of poor kids is bearing fruit. In particular, he lauded the de
cision to spend \$1.7 million to put reading
assistants in all first-grade class
rooms at low-income schools.

ddThis year, for the first time, DPS had some first-graders take the Iowa test
to gauge the effectiveness of the reading assistants. As a
group, Moskowitz sai

d, the first-graders were reading at the 50th percentile nationally.

dd"That gives us a lot of hope for the future," he said, adding that he is conf
ident the new district-wide results mark the beginning of an
upward trend.

ddDPS this year used an updated version of the Iowa test for the first time. Mo
skowitz said the test, if anything, was more difficult than
its predecessor. Bu

t Steve Dunbar, one of the test's co-authors, disagreed.

ddProfessor of measurement and statistics at the University of Iowa, Dunbar sai
d the reading portions of the new version are equivalent
to the old and should
yield scores that correlate smoothly with previous years.

ddThat alone should spell good news, Dunbar said. "Those gains are real gains. They are not the result of switching tests," he said.

ddIn the first year of DPS' postbusing era, the test results also reveal huge disparities in reading ability between schools in middleclass southeast Denver and

nd poorer neighborhoods to the northeast and northwest.

ddAt six southeast Denver elementary schools - Asbury, Bromwell, Cory, Ellis, McKinley-Thatcher and Slavens - students in all grades scored above the national

average in reading. Magnet programs at Denison, Knight and Traylor elementary schools also posted above-average scores.

ddMeanwhile, schools in the poorest neighborhoods 8 Mitchell, Ebert, Harrington and Hallett in northeast Denver and Fairview and Fairmont in west Denver had the lowest scores.

ddEncouraging to DPS officials, however, was the number of low-income schools that posted big gains in at least some grades. Those big gains still left students reading significantly below grade level, but they are starting to close the gap.

ddSchools in lower-income areas that made particularly significant gains included Bryant-Webster and Centennial in northwest Denver, Cowell in west Denver and College View and Doull in southwest Denver.

ddMoskowitz said gains in reading are especially encouraging given that the DPS student body, as a whole, has become more low-income each successive year. Educational research shows that low-income children generally enter school significantly behind more affluent children.

ddDPS launched the fall pretest this school year to increase accountability. Moskowitz said he prefers the fall-spring test score comparison to the more traditional spring-spring method because it allows teachers, principals and administrators to chart the progress of individual students and classrooms over the course of an academic year.

ddSchools or classrooms within schools where students stagnate become the targets of special attention. Last month, DPS decided to re-staff two elementary schools in which student achievement has lagged over the years.

ddThe new test results give Moskowitz the data he needs to begin the second round of intense scrutiny of schools where performance continues to lag.

dd"This will give review teams a chance to go in early (next school year) for some close-in analysis," Moskowitz said. "They'll create profiles of the school,

ask questions about what they are doing and why."nyxddd

Publication#W\ PwP# 21. Seattle Times"Publication" #:\ PxP#June 4, 1997 Category: Local

Headline#\ PyP# Senior project can put crimp in students' graduation plans
Hea

dline #:\ PzP#

by Katherine Long Seattle Times Eastside bureau

ddDUVALL - Rachel Hill already had her dorm-room assignment, her first tuition bill and her class schedule from Arizona State

University when the high-school

senior received a certified letter saying she wouldn't graduate this spring.

ddHill, who expected to graduate from Cedarcrest High School with a 3.5-grade-p

oint average, had failed a research paper. Suddenly,

she was facing summer scho

ol.

ddShe wasn't alone. At one point this spring, about 10 percent of the Cedarcrest

t senior class - 12 students - had failed some portion of

a new requirement cal

led the senior project. Since then, many students, including Hill, have gone be

fore an appeals board or the Riverview

School Board, pleaded their cases, rewri

tten their papers, repeated presentations before an audience and received a pas

sing grade.

ddBut the shock waves are still echoing through this small community.

dd"Don't they get it? They're dealing with kids' lives here," said Linda Smith,

whose son Travis also got a failing mark on his research

paper. "You just can'

t do this."

ddIncreasingly, senior projects are being required at schools around the state;

the Edmonds School District is considering making it a

districtwide requiremen

t. But Riverview's experience underscores the backlash that can occur when a sc

hool tries to beef up graduation

requirements for seniors as part of a statewid

e push to raise standards.

ddThis is the first year Cedarcrest students must pass their senior project to

graduate. Administrators concede they may have made errors

in explaining to stu

dents the standards and expectations.

dd"To be fair, when you're processing new curricular ideas, you're learning a l

ittle bit, too," Superintendent Jack Ernst said. "We are

learning to be more cl

ear about expectations earlier."

ddSchool Board member Carol Van Noy said the senior project needs "a little bit

of tweaking."

ddBut Riverview educators also say the senior project makes students stretch an

d grow to meet the same kinds of high standards they'll

be required to meet in

college or as an employee. They say students must take their senior projects mo

re seriously and not succumb to

"senioritis," that affliction that causes senio

rs to kick back and do as little work as possible between January and graduatio

n day.

ddTwo other schools that have adopted senior projects as a graduation requireme

nt say they haven't failed any seniors at the last moment.

Principal Kathy Sidd

oway of Eastlake High School in Redmond said 21 students were told their projec

t was inadequate this year. The

students were allowed to keep working until the

y got it right, "like a law exam," she said.

ddFewer than 10 students have failed their senior project in the three years it has been a requirement at Mountlake Terrace High School, said Timothy Moynihan

, applied-learning specialist in the Edmonds School District. The ones who failed were in jeopardy of not graduating anyway because they also had failed courses or skipped classes.

ddThe senior project is meant to pull together many of the skills a student has learned and apply them to a career-oriented subject. At Cedarcrest, this year'

s projects included restoring a car, felling a tree and making a table from scratch, and learning how to apply acrylic nails.

ddThe Cedarcrest senior project has three elements: a research paper, a project and an eight-minute presentation before a panel of teachers and community members. Students pick a topic, find a mentor in the community and spend 18 weeks on research and preparation.

ddStudents must pass all three elements of the project. A failing grade in any one area means they cannot graduate and must go to summer school, unless they s

uccessfully appeal the decision and redo the work. Twelve students failed the paper, and three failed the presentation.

dd"What we're attempting to do, frankly, is not easy stuff," Ernst said. "It's a fairly high standard, and we know that. Once they've done this successfully, they'll be able to do this in the future."

ddErnst said he thinks all the students who are making a good effort to redo their projects will graduate on time.

ddCedarcrest librarian Bob Davis, chairman of the senior-project committee, said there are a series of safety nets in place that should prevent students from

failing. "We nurture the kids, believe me," he said. "I think we're doing the right thing. It's just really tough for those students that don't measure up."

ddKaren Hill said she watched her daughter "go through hell" for two weeks while she reworked her paper on AIDS, then waited for the results.

ddOther families were experiencing the same anguish. Travis Smith, who has a 3.2-grade-point average and was a member of the baseball and football teams, had

earned enough credits by December to graduate but failed his senior research paper twice in May. An appeals board gave him a second chance to rewrite it, and he now will graduate.

dd"Just because of the senior project it's been the worst year of high school for me," said Smith, who said he was trying to balance numerous other demands from teachers and also figure out what to do after graduation.

dd"It's totally wrong how they can weigh a paper against 12 years of education," said his mother.

dd"The whole thing is just insane," Hill added. "This has got way too much power."nyxddd

Publication#W\ P{P#22. San Diego UnionTribune"Publication"#:\ P|P#June 4, 1997 Category: Local

Headline#\ P}P#Children will need written permission to check out Internet at

county libraries Headline#:\ P~P#

By Karen Kucher STAFF WRITER

ddChildren will have to get written permission from their parents before they will be allowed to use computers hooked up to the Internet in the 31 branches of the county library system.

ddThat was one of several recommendations approved by county supervisors yesterday designed to prevent young library users from accessing pornography with library computers.

ddThe board also directed library staff members to supervise Internet use, either by moving the computer stations closer to librarians' desks or by assigning a volunteer or employee to monitor them.

ddCounty administrators will draft a formal policy on use of the Internet in county libraries that will apply to all patrons, young and old.

dd"What this proposal is doing is drawing the line on the Internet to prevent minors " our children and our youth " from crossing into the world of pornography through accessing the Internet through our libraries," said Supervisor Diane Jacob, who co-authored the

proposal with Supervisor Pam Slater.

dd"We believe it is absolutely wrong to use publicly funded libraries to access pornography."

ddMuch of the board's action will reinforce what library staffers already have been doing since the library branches in the system were hooked up to the Internet two years ago, County Library Director Marilyn Crouch said.

ddAlpine is the only branch where a computer will have to be moved to allow staff supervision of Internet use. In the other libraries, volunteers or staff members already supervise the terminals.

ddCrouch said there has only been one reported case of a child accessing inappropriate material on the Internet. That case involved an 11-year-old boy at the Vista branch.

dd"We have had the Internet for over two years, and the only complaint we are getting is why don't you have more Internet stations," Crouch said.

ddBut she applauded the establishment of the parental consent forms, which she said could prevent future problems and would remind parents that there are "things on the Internet that they probably wouldn't see in the library otherwise," Crouch said.

ddAfter a consent form is signed, library users under the age of 18 would be given a special sticker to affix to their library cards, allowing them access to computer terminals. The new policy could go into effect by the end of July, she said.

ddCrouch said library staffers who find children accessing inappropriate material would offer them assistance in learning to use the Internet as a research tool.

ol. Violators would not be banned from the library branch or lose borrowing privileges, she said.

dd"We try to find a way to help people," Crouch said. "That is the stance we will continue to take. We will work with the kids."

ddOther public library systems "including those in Carlsbad, Coronado and Escondido" have chosen to install filtering software to try to block access to questionable sites.

ddSlater said she preferred the county's finding a "lower tech" solution rather than relying on software, which she said is not very effective.

ddFor the past two years, the library has dealt with Internet-related problems on a case-by-case basis, Crouch said.

ddLibrary staff members who see something they believe is inappropriate or offensive "or who receive a complaint from another patron

" offer to help the Internet user with their computer search.

dd"Surfing the net you can stumble across things," Crouch said. "I think that most likely is what would occur.

dd"I cannot imagine a situation where we are going to have somebody who is in serious pursuit of something that is really offensive. We

will work with them and help them to use the Internet and find the good stuff."

nyxddd

Publication#W\ PP# 23. \San Diego UnionTribune"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# Wet suits donated to surfing class Headline #:\ PP#

ddOCEANSIDE " Starting in the fall, students in the surfing class at Oceanside

High School will have 10 new wet suits thanks to the

Downtown Business Association

and a public-spirited manufacturing company.

ddGeorge Cheadle, a longtime member of the Downtown Business Association, read an article about the surfing class in The San Diego

Union-Tribune last month and

suggested the organization pass the hat for donations.

ddThe article said some students surf in shorts and torn T-shirts because they can't afford the proper equipment.

ddGeorge Corbett, business association president, runs a beach-apparel shop and contacted Moomai Wetsuits of San Clemente, which

offered to provide 10 wet suits

at about half the usual retail price of \$125 each.

ddLamb Screen Printing of Oceanside volunteered to put both the association and high-school logos on the suits for free.

dd"This is our way of giving back to the community," Corbett said this week.nyxddd

Publication#W\ PP# 24. San Diego UnionTribune"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# School's gaffe adds to students' class time Headline #:\ PP#

By Daniel de Vise STAFF WRITER

ddVISTA " It is a scheme more fiendish than the cruelest senior prank: Student

s at Rancho Buena Vista High School must sit in class for an extra 1,331 minutes over the next week and a half or their school district loses half a million dollars.

ddSchool officials learned Friday of an auditor's report that found the school's class schedule lagging more than 22 hours behind the minimum yearly instructional minutes required by state law.

ddThey will close the gap by starting school 15 minutes early at 7:15, dismissing 38 minutes late at 2:46, shortening lunch and wiping out a midmorning nutrition break. Three days that had been thoughtfully shortened to accommodate grueling final exams will be lengthened again.

ddAnd the final insult: The last day of school will be moved back from Thursday, June 12, to Friday the 13th.

dd"It's really bad," said Teresa Trude, 16, a junior. "The fact is, we have nothing to do. We've been taught everything."

ddThe pay-back began yesterday. Students sat through block-schedule classes that had been stretched from 90 minutes to more than two hours each, with only one 30-minute break for lunch.

dd"It was horrible. It was long," said Melissa Clark, 17, a senior. "We watched a movie in one class, and then we sat there, because the movie was over and there was still half an hour left in class."

ddThe Rancho schedule hasn't changed in two decades and has never before been called into question by the auditors who conduct annual reviews of the Vista Unified School District. But the district changed auditors this year, and the new firm found fault with Rancho's numbers.

ddAuditors invalidated the optional seventh period that Rancho had counted toward its daily instructional time. The extra period, scheduled at the end of Rancho's six-period day, allows about 450 of its 2,800 students to take extra classes in core and elective subjects.

ddState law dictates that for an extra period to be counted as instructional time, it must be fairly comprehensive and cover a range of academic offerings.

ddThe audit also disallowed Rancho's practice of adding three minutes to the usual seven-minute passing period at lunchtime, a concession to bathroom and locker needs. Auditors contended that all passing periods must be of equal length.

ddPrevious audits have allowed both the seventh period and the 10-minute passing period at Rancho.

ddWith a seven-period day and a generous lunch break, Rancho came in well over the state-mandated minimum of 64,800 annual instructional minutes for high schools. Without the seventh period and with a daily three-minute deficit to correct, the school wound up with 63,469 minutes this school year.

ddRancho must make up the time or face a penalty of about \$500,000.

ddAdministrators sent home letters to parents yesterday explaining the gaffe and

d the 1,331 minutes, time that will likely pass as slowly
for teachers as for their students.
dd"It's like running a marathon," said Principal Alan Johnson. "And when you get to the finish line, someone says, 'You've got to run another two miles.'"nyx
ddy

Publication#W\ PP# 25. Associated Press"Publication" #:\ PP#06-04 0:01a Category: Local

Headline#\ PP# Omaha elementary schools get OK to use student uniformsHeadline #:\ PP#

ddOMAHA, Neb. (AP) - Elementary school students in the Omaha School District may soon be wearing uniforms. That is, if their parents let them.

ddUnder a policy approved by the Omaha school board Monday, each school must have the backing of at least 75 percent of its student's parents before it can require school uniforms.

ddSo far, one school - Belvedere Elementary in north Omaha - is considering introducing uniforms by next year.

ddOther local elementary schools have dropped the idea after failing to get parental support. Four schools recently asked parents if they wanted to adopt uniforms and only one came close to the 75-percent mark with nearly 71 percent. The others had nearly a 60-percent approval rating.

ddThe uniforms would be part of a broad effort to stress the importance of learning, Belvedere Principal Carol Ellis said. They would help set school apart from home life or playtime, conveying the idea that the classroom is about hard work.

ddBelvedere students already have endorsed the uniform plan. About 86 percent of those students returning to the school next year voted in favor of wearing matching shirts. If their parents are as supportive, Ms. Ellis said, the students could be donning uniforms by the end of the year.

ddThe school board decided that the financial responsibility for buying uniforms lies with the school and its families, not with the district.nyxddy

Publication#W\ PP# 26. San Diego UnionTribune"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# Dropout rates fall in state, countyHeadline #:\ PP#Subhead#[\ PP# But neighbor counties post better numbers Subhead#:\ PP#

By Sharon L. Jones STAFF WRITER

ddCalifornia's high schools are reporting fewer dropouts, thanks to new alternative programs that keep students on campus and heightened efforts to track students who change schools or move out of state.

ddAccording to a report released today by the state Department of Education, the statewide dropout rate for 1995-96 was 3.9 percent, down from 5.2 percent in

1991-92.

ddIn the same period, the countywide rate fell from 3.6 percent to 3.0 percent.

San Diego County still posts a higher rate than neighboring

Orange (2.7), Impe

rial (1.9) and Riverside (2.8) counties.

ddSweetwater Union High and Mountain Empire Unified school districts tied for t

he dubious distinction of having the county's highest

dropout rate " 4.4 perce

nt. Borrego Springs, Julian Union and Warner Unified had the lowest " zero.

ddMountain Empire Unified School District's dropout rate marked the greatest in

crease; it more than tripled, rising from 1.4 to 4.4.

Oceanside Unified School

District posted the most significant decrease, falling from 7.5 to 1.8.

ddWhile cheering the overall decline in the dropout rate, school district admin

istrators caution that the numbers tell just part of the story,

and can be dece

iving.

dd"It would be nice to know that the data is universally reported the same way,

" said Ed Brand, superintendent of the Sweetwater Union

High School District. "

I don't think that's possible."

ddA dropout is defined as any student under 21 years of age who left a secondar

y school for 45 consecutive days without receiving a

diploma or its equivalent

or enrolling in another school.

ddEducators say some districts post higher dropout rates because their students

are highly transitory. Large urban districts often have high

percentages of lo

w-income families who move frequently.

ddSometimes districts may not realize that a student who disappeared from one c

ampus re-enrolled in another.

ddSan Diego County's proximity to Mexico also plays a role in its dropout rate.

If a student moves to Mexico with his or her family and

the new school never r

equests a transcript, the former U.S. school may label the student a dropout. D

istricts such as Sweetwater, San Diego

and Oceanside, where many students are H

ispanic, are making greater efforts to track these families.

dd"You really have to make it a high priority to communicate with those familie

s, to stay in touch with those families," said Dan

Armstrong, spokesman for Oce

anside Unified, which is 39 percent Hispanic.

ddOceanside Unified started paying more attention to these factors in the wake

of a devastatingly high dropout rate of 11.9 percent in

1993-94, and its dropou

t rate immediately began to improve.

ddThe district also expanded its academic programs, creating a more nurturing e

nvironment in comprehensive high schools for

ninth-graders and independent stud

y opportunities.

ddArmstrong believes that Oceanside's dropout rate was inflated by its failure

to track down students who had enrolled in schools

elsewhere.

dd"We've done a disservice to the young people who go to our schools and the pe

ople who educate them by not being more aggressive and energetic in this domain," he said. "That might sound melodramatic, but it's the truth."

ddSweetwater's dropout rate has been fluctuating over the past five years. In 1991-92, it was 4.1 percent. It grew to a high of 5.1 in 1993-94, and then began to decline.

ddLike Oceanside, it has a highly transient student population, with more than a third of its students changing addresses each year. Many students live in families that move back and forth across the border.

ddTo reduce dropouts, Sweetwater offers a variety of extracurricular activities for students and classes for their parents. District leaders are talking about creating night schools, Superintendent Brand said.

dd"I'm encouraged by the fact that the trend is downward," Brand said of the district's 4.4 rate. "We're ultimately not satisfied with the rate."

ddHe believes San Diego County districts may more closely follow state dropout rules than districts in other areas, due to a recent residency controversy.

ddState auditors reviewed attendance procedures in several districts, including Sweetwater, following public outcry over some 200 residents of Tecate, Mexico, attending school in the Mountain Empire district. Allowing those students to enroll in the East County schools cost the district \$900,000 in fines and lost revenue.

dd"We spend a lot of time in this area," Brand said of attendance. "I am confident that our figures are accurate."

ddMountain Empire Superintendent William Wong questioned the accuracy of his district's attendance reporting in previous years, noting that there was a lot of confusion during the residency crisis.

ddHe believes Mountain Empire's dropout rate is inflated by students who move back to Mexico.

ddThe overall lower dropout rate is good news for children, even if it reflects better tracking of their whereabouts, educators say.

dd"The cracks through which students used to drop are getting narrower and narrower and narrower," said J.R. Tarvin, former principal at La Jolla High. "A lot better records are being kept on kids. It's much more difficult to neglect the m."

Publication#W\ PP# 27. Associated Press"Publication" #:\ PP#06-04 0:05a Category: Local
 Headline#\ PP# Lawmakers examine funding problems for community collegesHeadline #:\ PP#

By HEIDI RUSSELL Associated Press Writer
 ddHARRISBURG (AP) - Student fees have become a crutch for community college budgets, because of waning local support and an ongoing dilemma of colleges having to return state funds, members of the state Board of Education said.
 ddThe state's 15 community colleges are doing business based on a "fragile" fun

ding system and need a better guarantee for their uncertain budgets, said board

executive director Peter Garland.

dd"It's like dancing on the head of a pin," he told House lawmakers.

ddA special House subcommittee is expected to issue a final report to the Legislature on solutions by January. Recommendations drafted during the past 18 mont

hs by members of the state education board were presented to the subcommittee Tuesday.

ddEarlier this year, lawmakers tried to address funding concerns to the community colleges by increasing funding for 1997-98 from \$152 million to \$155 million

. But college officials say the increase is deceiving because there is no guarantee the schools will actually see all the funds.

ddState law allows community colleges to collect one third of their budgets from the state, one third from counties or school districts and one third from students' tuition.

ddAlthough the state meets its one-third obligation, the money is doled to the community colleges by enrollment projections. If a college's projections fall s

hort for the year, it has to pay back to the state any funds it received.

ddThis year, the colleges stand to lose about \$5 million of the \$152 million they received from the state, said Dan Stark, assistant director of the Pennsylv

nia Commission for Community Colleges.

ddBy contrast, the 14 state-owned universities and the four state-aided universities receive lump sums that are not based on enrollment projections.

dd"It's smoke and mirrors, and it's a shame, because it doesn't allow for quality planning and predictability of resources - at least on an annual basis," sai

d Helen Caffrey of the state education board.

ddIn addition, local county governments and school districts are not meeting their one-third obligation, college officials say.

ddLocal support averaged 20 percent statewide in 1993-94, the latest data available. There is nothing in state law that penalizes the local communities if the

y do not meet the one-third requirement.

ddDoug Hill, executive director of the County Commissioners Association of Pennsylvania, said all but two counties are no longer collecting personal property

taxes - taxes on stocks and bonds - that amounted to about \$100 million statewide. As a result, resources are tight, he said.

dd"We are voluntary participants in the community college system. The issue for a lot of counties is personal priorities. We have other services that are requ

ired of us that are putting pressure on our budgets," Hill said.

ddThe burden inevitably comes back to the students.

ddTuition is capped by law so that it only pays for one-third of the budgets, but the colleges are levying student fees to make up for the void left by the la

gging local support. Some students also pay double tuition if they are not residents of the community college's territory.

As a result, on average, community college students paid 41.5 percent towards their college budgets through tuition and fees in 1993-94. The annual average

tuition statewide this year was \$1,900, Stark said.

Compounding the funding dilemma is the community colleges' expensive, specialized curriculum that prepares Pennsylvanians for highly technical jobs, college officials contend.

Laura Eppler, spokeswoman for the Lehigh Carbon Community College, said the school had to cut an automotive technology program because of the tighter budget

"No longer can we go to high school and assume we're set for life. One of Pennsylvania's strongest assets is a trained workforce.

Community colleges are the cheapest way the public can do that," she said.

Publication#W\ PP# 28. Associated Press"Publication" #:\ PP#06-04 0:26a Category: Local

Headline#\ PP# Additional taxes may be needed to deal with school system budget woes

Headline #:\ PP#

PASCAGOULA, Miss. (AP) - Pascagoula school officials were hoping additional cuts would not be necessary to meet their budget after slicing \$760,000 from the school district.

Cuts included a third-grade teacher aid program and proposed computer labs at Pascagoula and Gautier high schools.

Assistant Superintendent David Snowden said he hoped the computer labs could still be funded with funds from the Adequate Education Act, which does allow a percentage of funds to be used for technology.

Other cuts included reduced raises for administrative and non-teacher staff, a \$30,000 request to pay for new uniforms, and the elimination of one administrative position.

Prior to the votes, preliminary figures showed a possible \$1 million budget deficit.

Additional tax dollars will likely be required to finance the school system.

The board now must decide whether it wants to raise taxes to cover the deficit or take money from a dwindling reserve fund, which could add more problems for the district in the years ahead.

The reserve fund currently has \$4.1 million, but has been repeatedly used in the last few years. If the reserve dips below 5 percent of the district's operating

budget, the state Department of Education could take over the district's operations.

The board has not raised taxes for nine years.

A public hearing on the proposed budget is planned June 23,

Board member M.R. Cole said he thought taxes would have to be raised to solve the deficit problem.

"I just don't think we can avoid a tax increase," Cole said. "We haven't had

a tax increase in nine years, that's part of the reason we're in this position.

I'm raising my taxes too."

ddCole said he thought taxes would have to be raised 4 percent, which he said would raise about the \$700,000 necessary to cover the deficit.

ddOther board members have said raising taxes should be a last resort.

dd"Right now we've got to crunch all the numbers and see where we are," said board member Freddy Jackson. "I think it's a bit early to be talking about raising taxes. Of course, tax raises are a last resort."nyxddd

Publication#W\ PP# 29. Associated Press"Publication" #:\ PP#06-04 0:57a Category: Local

Headline#\ PP# School boards presses court victory in Kiryas Joel caseHeadline #:\ PP#

By JOEL STASHENKO Associated Press Writer

ddALBANY, N.Y. (AP) - The case of a Hasidic Jewish school district is back where it has spent so much time this decade - in court.

ddThe state School Boards Association filed papers Tuesday asking state Supreme Court Justice Victoria Graffeo to put into force the latest decision against t

he Kiryas Joel school district, made last month by the state Court of Appeals.

ddThat court, the state's highest, was the sixth in five years to rule that the district created specifically for disabled Hasidic youngsters in Kiryas Joel i

n 1994 violates the constitutional separation of church and state.

ddThe 1994 law creating the school district was designed to circumvent a U.S. Supreme Court ruling that declared unconstitutional an earlier attempt to set up a district.

ddThe president of the Kiryas Joel school board, Abraham Weider, said village officials will ask Graffeo to make sure they get time to implement an order closing the district.

ddIdeally, he said, the village will get until the regular 1996-97 school year ends on June 30. Weider said by that time, Kiryas Joel leaders hope the state L

egislature will pass a law of "general applicability" to allow the village to recreate its school district and which will not be struck down again by the courts.

ddLouis Grumet, head of the schools' association, lashed out at Weider and other Kiryas Joel leaders.

dd"If they don't have a plan on how to serve the children, shame on them," he said. "They don't need more time. They have lost again and again and again and again. They just don't want to hear the facts."

ddGrumet contended that village officials have tried to retain a degree of control over their district that is incompatible with the constitution in instances

where schools receive public funding.

ddGrumet said the ultra-Orthodox community has been encouraged in its belief th

at it can legally set up its own district by many officials in Albany, including Gov. George Pataki. If the state tries legislation a third time, and it is struck down again, Grumet said he would seek punitive damages in his next suit. There are about 200 children in the Kiryas Joel special education district. The community educates another 5,000 non-disabled children in private yeshivas, or religious schools. Leaders of the Satmar Hasidic sect say its disabled children do not learn well in non-Hasidic schools. According to Grumet, ideas being kicked around in the state Legislature to try to legitimize the Kiryas Joel district include turning the village of Kiryas Joel into the state's 63rd city and allowing the new city to form its own district. There is also a thought of letting Kiryas Joel set up its own charter school under the new initiative for semi-independent schools advanced by Pataki, Grumet said. Both plans would be illegal, he warned. A better plan would be to serve Kiryas Joel's disabled youngsters through the nearby Monroe-Woodbury School District, letting the local Board of Cooperative Education Services run the district or by making the special education school private, Grumet said. Some 300 schools operate privately in the state but still receive public funds. Kiryas Joel is about 45 miles northwest of New York City.

Publication#W\ PP# 30. San Francisco Chronicle"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# Schools Win In South BayHeadline #:\ PP#Subhead#[\ PP# Peninsula 10 local bond measures easily coast to victory Subhead#:\ PP# John Wildermuth, Chronicle Peninsula Bureau, page A16

ddPeninsula and South Bay voters came through for their local schools yesterday, with heavy support leading to easy victories for all 10 school finance measures on the ballot.

ddIn the area's lone municipal city race, Jim Lawson beat a pair of challengers to hold on to the Milpitas City Council seat he was appointed to last year. Lawson will complete the 17 months remaining in the term of Mayor Henry Manayan, who resigned last November after being elected mayor.

ddAn improving Bay Area economy and growing concern for the quality of public education received the credit for the success of nearly \$600 million in new school bonds, which all needed two-thirds of the vote to win.

ddThe night's biggest winner was the San Jose Unified School District, where a \$165 million bond measure easily won approval. The district held off on a bond election last year, but decided to put the bonds for school renovations on the ballot this time around, a decision that paid off handsomely.

ddThe Santa Clara Unified School District plans to use its \$145 million in new bonds to upgrade schools and classrooms and build new science wings at Santa Clara and Wilcox high schools. The bond measure passed by a comfortable margin. ddSaratoga voters easily approved a \$40 million bond measure that will provide money to refurbish 82 classrooms and add another 36 to local schools.

ddThe area's only parcel tax was on the ballot in the Los Altos School District, where it won by a substantial margin. The measure would increase the current \$168-a-year parcel tax to \$264, the first boost since 1989.

ddIn San Mateo County, the biggest bond measure was in the San Mateo-Foster City School district, where voters passed the \$79 million measure. Most of the money from the bonds will go toward reopening Beresford School and buying 120 portable classrooms.

ddSoaring enrollment in the Belmont-Redwood Shores District forced the district to put a \$12 million bond on the ballot, where it got the nod from voters. Money will be used to add eight classrooms to the new Sandpiper School, rehabilitate the reopened Cipriani School and do other work in the district.

ddThe \$44 million bond that won in the Redwood City Elementary School District will be spent for about 120 new classrooms and improvements to existing schools.

ddThe San Carlos School District approved \$22 million in bonds that will go to add new classrooms and libraries at every district school and reopen Terra Linda School as a middle school.

ddIn Pacifica's Laguna Salada Union School District, the \$27 million in bonds backed by voters will be used for basic repairs to the district's badly deteriorating schools.

ddNew classrooms were about the only things that weren't on the list of projects for the South San Francisco Unified School District, where a \$40 million bond measure won by a wide margin. Just putting on new roofs and getting heating and electrical equipment in shape will take all the money from the bonds.

Publication#W\ PP# 31. Associated Press"Publication" #:\ PP#06-04 1:15a Category: Local

Headline#\ PP# Bush, White reflect on sessionHeadline #:\ PP#By PEGGY FIKAC Associated Press Writer

ddAUSTIN (AP) - Gov. George W. Bush says if he runs for re-election, it will be for two "compelling reasons:" continuing work on education and welfare reform.

ddTurning aside questions about whether he also has his eye on the presidency, the Republican governor said Tuesday he doesn't think his failed effort for an

ambitious school tax overhaul will work against him with voters.

ddHe said Texans want a governor with a strong agenda and will appreciate the

ax cut that was approved by lawmakers with his support.

dd"I think people are going to say this is a man who set a very bold agenda and acted boldly. That's what Texans want in their leaders,"

he said. "We delivered

d the largest tax cut in the state's history."

ddBill White, head of the Texas Democratic Party, disagreed, portraying Bush as an ineffectual leader.

dd"He started too late on tax reform and failed to deliver the votes," said White. "I think that Texans would prefer a governor who's effective."

ddWhile Republicans had a majority in one legislative chamber for the first time in more than a century, the GOP-dominated Senate failed to back a Bush-backed

tax plan to cut local school property taxes by about \$4 billion over the next two years. The money would have been replaced with new state taxes, budget cuts and savings.

ddWhile acknowledging he didn't get all he wanted, Bush said the state made progress in addressing education funding.

ddThe state share of funding is increasing compared with local property taxes, he said. In addition, voters later this year will decide on a plan to spend \$1

billion left over from the last two-year budget to increase homestead exemptions, cutting taxes for homeowners roughly \$140 annually.

ddFor real change to be made, Bush said, "I think it's important for people to understand that the voice of the people must resonate loudly to overcome the voices of the people who are hired to maintain the status quo.

dd"I can't tell you how many members (of the Legislature) came into my office and said, 'Property taxes are not an issue in my district.'

Some of them came in

to my office saying that, and I knew full well it wasn't true. They just didn't want to listen."

ddBush said some business interests that would have faced new taxes were intent on preserving the status quo, and added, "There wasn't overwhelming enthusiasm

during the process from some educators and some education groups, which frankly amazed me."

ddWhether he runs for another four-year term, Bush said, will depend on whether he and his wife believe it would be best for their family.

They have twin 15-year-old daughters.

dd"I can already think of two compelling reasons why" to run, Bush added.

dd"One is to keep the focus on education and not lose the momentum of education reform that we've had in this state," he said. He cited the 1995 overhaul of

education laws designed to return more control to local school districts and this year's passage of a measure to give students more choices in the public schools they attend.

ddIn addition, Bush said he wants to continue pushing for more changes in the welfare system.

ddAfter the state was stymied by federal officials in a far-reaching effort to let private companies run welfare programs, lawmakers

approved a bill to provide for development of an alternate plan. It would give priority to more efficient automation of the system, and federal approval would be sought as needed.
ddBush also said he wanted to rally private, faith-based organizations to become part of the welfare delivery system after bills were passed to pave the way for more involvement.nyxddd

Publication#W\ PP# 32. San Francisco Chronicle"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# California, Pacific Rim Universities Form Alliance Headline #:\ PP#

Pamela Burdman, Chronicle Staff Writer, page A19
ddAs the Pacific Rim emerges as an economic and technological force, U.S. universities are reaching out to sister institutions across the region. And many of the ties are being forged in California.
ddAt the University of Southern California, for example, more than 10 percent of students hail from Asian countries.
ddMany college presidents now travel frequently to Asia for fund-raising trips, and none is as frequent a traveler as University of California at Berkeley Chancellor Chang-Lin Tien.
ddThis spring, the first Internet teleconference ever held between China and the United States brought together three university leaders: Tien, UC system president Richard Atkinson, and Wang Dezhong, the president of Qinghua University.

ddYesterday, to help solidify the networks that are forming, several California university leaders met at USC with their counterparts from the top research universities in the United States and 12 other nations to initiate the first international association of research universities in the Pacific Rim.

ddCalled the Association of Pacific Rim Universities, the organization hopes to bolster the role of universities in shaping the economic, scientific and cultural advancement of the region.

dd"``It's really a full plate," said Tien after returning from yesterday's meeting. ``The time is ripe for us to increase a dialogue with our neighbors both in Latin America and the Asia Pacific region."

ddTien joined USC president Steven Sample, UCLA Chancellor Charles Young and California Institute of Technology President Thomas Everhart in convening the meeting. Governor Pete Wilson and Los Angeles Mayor Richard Riordan also attended.

ddThe new organization will bring together university chief executives to discuss the role of universities in educating world leaders, in the development of primary and secondary education, and in promoting economic and technological development. Countries as diverse

as Mexico, the Philippines and Australia were re presented.

The association known as APRU is to be for universities what APEC "Asia Pacific Economic Cooperation" is for nations. During their three-day meeting, the university presidents drafted a confidential policy statement to present to APEC leaders when they meet this fall.

"We want to facilitate more than influence," said Sample. "Higher education must be a very important part of the emergence of the Pacific Rim community."

Publication#W\ PP# 33. Associated Press"Publication" #:\ PP#06-04 1:16a Category: Local

Headline#\ PP# Program educates students for job opportunitiesHeadline #:\ PP # By SARAH HORNADAY Associated Press Writer

AUSTIN (AP) - The only thing Gabe Moncada knew about the law as a high school sophomore was that he was on the wrong side of it. With the help of a career-oriented education program, Moncada is a high school graduate working toward a college degree in criminal justice.

Moncada, 18, of Austin, is a success story from the "Education That Works" program. It administers \$61 million in federal funds in Texas to programs such as career academics, school-based enterprises, apprenticeships and a revised version of cooperative education.

"Honestly, the only reason I stayed in school was this program," Moncada said

He graduated this year from Lanier High School and received a scholarship to attend Austin Community College. He plans to transfer to Southwest Texas State

University in San Marcos after ACC. A school counselor told him about the Lanier criminal justice program that inspired him to return to school - after dropping out for more

than six months - and put behind his gang days which landed him in juvenile detention for car theft.

"I found the right side of the law is better than the wrong side," said Moncada, who has an internship with the Austin Police Department this summer and worked

with the Travis County Sheriff's Department last summer.

Dropouts aren't the only ones benefiting from the "Education That Works" initiative.

Honor students Shana Mikels, who graduated from Austin LBJ High School's Science Academy, and Amanda McCollum, who will be a senior at Elgin High School, also have taken advantage of it.

Through the program, Ms. Mikels participated in research projects while an intern at M.D. Anderson Center in Bastrop. And Ms.

McCollum has studied Pre-Vet Animal

Science classes at her school in addition to internships.

Proponents of the program say the classes and internships allow students to learn job skills from using those skills and not just reading

about them. Opponents say the curriculum based around job skills takes away from academics. "I don't object to vocational education. I object to diluting the academic focus of academic classes," said State Board of Education member Robert Offutt of San Antonio. "I'm a believer in academics. If you prepare a child academically for the world they will be able to assimilate and obtain job skills."

Ruth Kane, Lanier High School principal and this year's Reader's Digest American Hero in Education, supports "Education that Works."

"There's a way to integrate industry and education, employers and students, curriculum that has to do with technology and curriculum that has to do with humanities," Ms. Kane said. "We don't have to throw out Romeo and Juliet."

Publication#W\ PP# 34. Dallas Morning News"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# Half of DISD schools to get new leaders Headline #:\ PP#Subhead#\ PP# Posts demand 'high-energy leaders' with high expectations, Gonzalez says Subhead#:\ PP#

By Nora Lopez and Alexei Barrionuevo / The Dallas Morning News

More than half of Dallas schools have new administrators - principals, assistant principals, deans of instruction or all three - in an unprecedented turnover in the district.

"I expect high-energy leaders who have high expectations for their students," Superintendent Yvonne Gonzalez said of the moves. "If you are not totally committed to the task at hand, then you need to look for a job elsewhere."

Dr. Gonzalez transferred 155 administrators on 112 campuses. Several schools got complete administrative makeovers.

She defended the high number of moves at a news conference Tuesday, stressing that the reassignments were based on performance.

The moves will affect 60 percent of the high schools and middle schools and 30 percent of elementary schools. A total of 77 principals, 60 assistant principals and 18 deans of instructions were moved.

The moves did little to change the ethnic makeup of school administrations. The district's campus leadership this fall will be 49 percent black, 25 percent

Hispanic and 25 percent white. Last school year, campus administrators were 51 percent black, 23 percent Hispanic and 26 percent white.

Dr. Gonzalez said the assignments were still being reviewed, and she expects to make more changes as she begins overhauling her central administrative staff.

Several principals are expected to be moved into administrative posts.

District officials would not categorize the changes as demotions or promotions.

But the most obvious demotions were those affecting two former high-ranking central administrators - Shirley Ison-Newsome and Rina Garza-Davis.

Ms. Ison-Newsome, currently an area superintendent, will be principal at Cart

er High School. Dr. Garza-Davis, a director in the testing and campus support department, will be assistant principal at Browne Middle School. dd"I believe in what she [Dr. Gonzalez] is attempting to do, and I support her," Dr. Garza-Davis said. "I just wish she had included me as part of her team.

dd"You cannot take away what Shirley and I have given to this district. This is not how you treat an employee who has given 24 years to this district."

ddMs. Ison-Newsome, who could not be reached for comment, and Dr. Garza-Davis each will continue to receive a \$97,000-a-year salary, making them the highest paid campus administrators.

ddThe salaries will continue until each administrator's contract is complete, and district officials could not say Tuesday when that will be.

ddDr. Gonzalez said the moves were not made lightly. Top district officials spent several weeks scrutinizing the reassignments before finalizing the list.

dd"This is unprecedented in terms of the number of principals moved at one time," said Robert Payton, associate superintendent for schools and accountability.

ddMs. Ison-Newsome and Dr. Garza-Davis were among central administrators moved into schools.

ddMs. Ison-Newsome is the former chief of staff. Dr. Garza-Davis was at one time the district's highest-ranking Hispanic administrator in charge of the bilingual program.

ddFormer Superintendent Chad Woolery created the chief of staff position for Ms. Ison-Newsome last June, partly to appease black protesters. When Dr. Gonzalez was named superintendent in January, black leaders lobbied to keep Ms. Ison-Newsome in her post.

ddInstead, Dr. Gonzalez demoted her to an area superintendency.

ddAs deputy superintendent, one of Dr. Gonzalez's first assignments from Mr. Woolery was to revamp the bilingual department, which was then overseen by Dr. Garza-Davis.

ddDr. Gonzalez wouldn't discuss the demotions of Ms. Ison-Newsome and Dr. Garza-Davis.

dd"The decisions were grounded on what is ethically sound rather than politically correct," Dr. Gonzalez said.

ddTrustee Yvonne Ewell worked with Ms. Ison-Newsome when the trustee was an administrator. She said she is concerned about the move.

dd"She is an exemplary administrator," Ms. Ewell said of Ms. Ison-Newsome. "I don't know if it is a vendetta or something else. I just don't know why this was done."

ddTrustee Hollis Brashear, whose district includes Carter High School, declined to speculate on the reason for the change but said he was satisfied with all the moves in his area.

dd"My objective is to make sure we have top quality leadership in our schools," Mr. Brashear said. Ms. Ison-Newsome's "leadership

qualities far exceed that."

ddCarter was among those schools that had its top leadership overhauled. The school will have a new principal, assistant principal and dean of instruction.

ddMs. Ison-Newsome will replace popular principal Joseph Brew, who was promoted to an area superintendent position.

ddOutgoing Carter PTA president Ronald Jones said parents are sad to see Mr. Brew go. "'Oh no, no!' has been the reaction from most parents," Mr. Jones said.

"However, we are all excited for Mr. Brew and happy that he has this opportunity."

ddTuesday's moves held some other surprises.

ddGone from Cary Middle School is popular principal Joy Barnhart. Cary has been consistently honored for its students' improvement.

ddMs. Barnhart said she is taking a one-year leave of absence to join her husband, a consultant, in New York. She said she hopes to return to the Dallas district as a principal.

ddPrincipal Judy Meyer also was promoted. She leaves Herbert Marcus Elementary, a high-ranking district school, to replace Robert Munoz at the helm of North Dallas High School. Mr. Munoz was among several principals expected to be given central staff posts later this summer.

dd"I was surprised," Ms. Meyer said of her new post. "I am sure there will be many challenges for me, and I am sure I have a lot to learn. But I am looking forward to it."nyxddd

Publication#W\ PP# 35. Cincinnati Enquirer"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# School funding proposal revisedHeadline #:\ PP#Subhead#[\ PP#

Ohio budget chief soft-pedals tax hikeSubhead#:\ PP#

BY SANDY THEIS Enquirer Columbus Bureau

ddCOLUMBUS- Republican leaders Tuesday backed off their earlier assertion that Ohio is poised for a multibillion-dollar tax increase, saying the school funding

crisis can be remedied through belt-tightening and a smaller tax hike.

ddState leaders also suggested that businesses should pay up to half of the new taxes for schools, although none put a price tag on the reform package. <

ddOffice of Budget and Management Director Greg Browning called for belt-tightening and new taxes as part of 10 "policy assumptions" that he believes should be

used when crafting a new formula. He presented the plan to his fellow members of the Governor's School

Funding Task Force, a seven-member panel charged with recommending a new school funding plan.

ddWhile short on detail, the list showed Republican leaders want to increase funding and accountability for public schools, balance new taxes between business

and individuals and ask voters - rather than legislators - to approve any new taxes.

dd"This is a good first step, but the devil is going to be in the details," said Donald Berno, president of the non-partisan Ohio Public Expenditure Council (OPEC).

ddGov. George Voinovich appointed the task force in response to the Ohio Supreme Court's ruling that declared the current method of funding public schools inequitable and unconstitutional. The state has until March 24 to devise a new plan.

ddOne day after the court ruling, Mr. Voinovich warned that a "multibillion (dollar) tax increase" would be needed to comply with the court ruling.

ddAbsent from Mr. Browning's list, however, is any mention of such a tax hike.

ddThe list calls for a "net increase in school funding," but does not say how much it should be increased. It also calls for the state to define the cost of providing a basic, adequate education and stresses that any locally raised property taxes should remain in local school districts.

ddWhen asked about the governor's insistence that a multibillion-dollar tax hike would be needed, Mr. Browning said, "We're not talking about (a) multibillion-dollar tax increase now."

ddWhat's changed?

dd"We've been doing an analysis," he said, and policy-makers hope to craft a new formula by "re-prioritizing the budget," minimizing tax increases and phasing in the new plan over several years.

ddAmong the more controversial items on the list is a plan to place any tax increases before voters in November.

ddSenate Minority Leader Ben Espy, D-Columbus, asked Mr. Browning what the state would do if the ballot issue failed.

dd"Is there a Plan B?" Mr. Espy asked.

dd"Senator, we don't have a Plan A yet," Mr. Browning replied. Despite the lack of a plan, it already has opponents.

ddThe National Taxpayers Union, a conservative organization, is on record as opposed to tax increases.

ddThe Ohio State Building and Construction Trades Council is vowing to oppose any issue, miffed that the governor signed a new law that exempts school construction projects from prevailing wage laws.

ddMr. Browning said it is too early to determine what business taxes should be raised, and some business leaders have been privately complaining they fear the burden will fall disproportionately on them.

dd"There is not going to be a perfect plan, regardless of what they do with the taxes," said OPEC's Mr. Berno. "But they do need to be

real careful to make sure Ohio remains competitive."

ddHe noted that task force members stressed the need for "stable and predictable" funding for schools, but apparently are not planning to recommend elimination of the taxes that businesses pay on their inventories. The bulk of such taxes help fund local schools.

dd"I see inconsistencies in what they've done already," Mr. Berno said. "The biggest contributor to the lack of stability and predictability are some of the b

usiness property taxes - the inventory taxes."

ddOhio is one of two states with such taxes, and Mr. Berno pointed to a series of studies that single out inventory taxes as the state's main competitive disadvantage.

ddMr. Berno has already singled out the state sales tax - now at 5 percent - as the most likely to be increased. Mr. Browning confirmed that a sales tax hike and expansion are among the options under review. A 1-cent sales tax increase would bring in about \$1 billion annually. Mr. Berno said he doubted that the corporate franchise tax would rise significantly because Ohio's rate is 10th in the nation right now.nyxddd

Publication#W\ PP# 36. Houston Chronicle"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# School officials try to calm residents' fears Headline #:\ PP# Subhead#\ PP# Facility will cater to students with troubled histories Subhead #:\ PP#

By MELANIE MARKLEY

ddRepresentatives of a private school opening Monday in southwest Houston are working to quell neighborhood concerns about the students who will attend the facility.

ddThe Southwest Houston School for Accelerated Learning at Fondren and Beechnut has contracted with the Houston Independent School District to accept 100 students with behavioral and academic problems in its summer school program, and 450 students beginning next fall.

ddThe school, run by Community Education Partners, also has a contract with the Harris County Juvenile Justice Alternative Education Program for up to 500 students who have been expelled from their home schools.

ddSome neighborhood residents, who only recently learned of the school, are not thrilled with the idea that some 950 students with trouble-prone backgrounds will be attending the facility, now under renovation in a building that once was a Wal-Mart.

dd"None of the people I have talked to are happy about it," said Joe Keliher, who lives in the neighborhood. "I'm trying to focus our energies on how we can make it an asset instead of just merely resigning ourselves to the fact it is going to be there."

ddJohn Danielson, vice president of Community Education Partners, said he believes the school will be an asset for the neighborhood. He said the school will be

e architecturally attractive, and the students will be closely monitored.

ddThe school's philosophy is based on the premise that academic failure is the

root of many discipline problems.

dd"This is an educational setting," Danielson said. "It is not a correctional setting. It is not a juvenile detention facility. I think that is one of the biggest pieces of misinformation that is out there."

ddFor the past year, the school has had more than 300 students at two leased facilities " one in the Heights and one at the Pleasant Grove Missionary Baptist Church.

ddIn January, Houston Superintendent Rod Paige announced plans to send 450 academically struggling middle and high school students to the school at a cost of \$7,500 per student per year.

ddIn return, school officials guaranteed that the students would progress two grade levels for every year they had them or they would be re-educated at no cost to the district. nyxddd

Publication#W\ PP# 37. Houston Chronicle"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# Bush indicates he'll sign admission-standards bill Headline #:\ PP#ddGov. George W. Bush said Tuesday he likely will sign a bill, described by an aide as "largely symbolic," that would require universities using grade-point

averages to determine admissions to use the same standards for athletes and non-athletes.

ddHowever, Bush said he did not believe the measure would have a major impact on athletic programs at state universities.

dd"I'm satisfied that it's not going to completely overturn the athletic world as we know it," he said.

ddBush also said there was justification for allowing athletes into schools at different academic standards from other students.

dd"I can justify it if the students get a degree and learn something and do well," he said.

ddBush said at a Tuesday meeting with reporters that he intends to sign the measure into law but hasn't fully analyzed it. When he turned to policy director V

ance McMahan for an opinion, McMahan made the comment about it being "largely symbolic."

dd"It sends a signal that it's important for athletes to get a good education," the governor said.

ddLawmakers have offered conflicting opinions about which schools would be subject to the bill.

ddRep. Ron Wilson, D-Houston, the House sponsor of the measure, said the state's biggest public universities " the University of Texas, Texas A&M and Texas Tech " would be required to adhere to the legislation.

ddRep. Tom Uher, D-Bay City, a member of the Senate-House conference committee that came up with a compromise on the bill, said those schools wouldn't fall under the measure.

ddWilson declined to return telephone calls Tuesday to comment on the bill. Meanwhile, athletic directors at Texas A&M and the University of Texas downplayed

its potential impact.

dd"We really aren't considering it, because we use a lot of different criteria for admission to A&M," Texas A&M athletic director Wally Groff said. "Even if i

t is signed (by the governor), I think the only thing it might do is cause the school to make eligible for enrollment any student who has the same GPA as an athlete."

ddSaid DeLoss Dodds, Texas' athletic director: "It won't really affect us, because we don't use grade-point averages."

ddBill McGillis, acting athletic director at the University of Houston, did not return telephone calls seeking comment.

ddStaff writers Clay Robison, Jonathan Feigen and Terry Blount contributed to this report.nyxdddy

Publication#W\ PP# 38. Associated Press"Publication" #:\ PP#06-04 1:22a Eds
: May be led Category: Local

Headline#\ PP# Senate approves reform bill; adopts corporal punishmentHeadline

#:\ PP#

By JON SANCHE Associated Press Writer

ddCHEYENNE, Wyo. (AP) - The Senate's final passage of an education finance reform bill has put Wyoming on the road toward centralized school administration that would dilute local control, a critic said.

ddSenators on Tuesday voted 18-12 for a measure supporters said would comply with a 1995 Supreme Court decision mandating that all Wyoming students be given equal access to a uniform, high-quality education.

ddThe final vote came amid concerns the bill would not meet the court's test for equality or help improve education.

ddSen. Charles Scott, R-Casper, said he was concerned that certain provisions, including specification of the knowledge and skills students must have to graduate high school, would reduce local school boards' control over their schools.

dd"In my judgment we haven't funded the schools adequately," he said. "I'm concerned we're likely to wind up as a result with a system that costs more and isn't as good."

ddThe Senate's final version of the measure would add \$31 million to the state's education budget and give school districts the option of levying a tax to raise more money.

ddToday, the Senate will decide whether to accept amendments the House added to its version of the bill. A House-Senate conference committee will meet later this week to iron out differences.

ddThe original version of the measure would have provided an additional \$42 million to schools. Scott unsuccessfully proposed raising that amount to about \$60 million.

dd"This amendment says we ought to be spending significantly more on schools and buying a significantly better education," Scott said.

"It will significantly lower the class size, and it will therefore provide a better education."

ddOpponents said it would be a mistake to accept Scott's proposal in favor of an earlier amendment that would allow school districts to levy taxes for redistribution by the state. The amendment would ensure that no district that chooses to levy the tax would see funding levels lower than the 1995-96 school year.

ddSome also questioned whether adding more money into the mix would improve education. Opponents also questioned how the Legislature would pay for Scott's amendment.

dd"I want everything we can get for education, but we have to fund it," said Sen. Rich Cathcart, D-Carpenter. "We can't get into a deficit-spending mode."

ddSupporters said if more money had been spent on schools earlier, the state may have avoided the litigation that led to this week's special session.

dd"If we had been doing what we didn't do for the last 10 years we wouldn't be here today," said Sen. Jim Twiford, R-Douglas.

ddSenators killed Scott's proposal 21-9.

ddThey also approved an amendment to allow school districts to choose whether to allow reasonable corporal punishment of students.

ddSen. Vince Picard, R-Laramie, said the authority to inflict physical punishment should lie only with parents.

ddBut supporters said such action is sometimes necessary and helpful.

dd"Our schools would benefit immensely from a paddle hanging in the principal's office if it's used reasonably," said Sen. April Brimmer Kunz, R-Cheyenne.

ddUnder the amendment, which passed 22-8, school employees and officials who exercise reasonable corporal punishment against a student would be immune from civil lawsuits. The House had initially approved an identical amendment but later removed it.

dd"I thought we were here to discuss school reform, not reform school," said Rep. Nancy Berry, D-Casper.

ddSenators also decided to keep intact a \$500,000 appropriation to defend the state against any further litigation in education finance reform.

ddThe Senate initially agreed to cut that amount by half, but members changed their minds and voted 13-17 against it.

ddSen. Tom Kinnison, R-Sheridan, said he understood the plaintiffs in the lawsuit were already preparing to go back to court over the issue.

dd"We don't know what it's going to cost us," he said.

nyxdddPublication#W\ PP # 39. Associated Press"Publication" #:\ PP#06-04 11:03a Category: Local
 Headline#\ PP# Nelson signs school finance measureHeadline #:\ PP#By J.L. SCH
 MIDT Associated Press Writer

ddLINCOLN, Neb. (AP) - Gov. Ben Nelson said he couldn't afford not to sign a bill that sends more state money to public schools and changes the way it is distributed.

ddNelson said Tuesday that without the school finance formula (LB806) and a measure (LB806A) to add \$110 million to current state

aid, some small school districts would have had no money and most schools would not have been able to set budgets for 1998-99.

dd"Some suggested that I should veto this bill and return to the LB1059 formula for distribution of state aid in the future," Nelson said.

"I did not have the

luxury to play politics with the measure."

ddNelson's signing the school finance formula bill culminated several weeks of contentious debate over the measure, which is seen by proponents as a way to he

ad off the projected \$200 million loss of property taxes when the levy lid of \$ 1.10 per \$100 of assessed valuation

takes effect next year.

ddOpponents argued it will force smaller, rural schools to close while funneling more money to larger districts.

dd"My decision has been difficult knowing that some schools will not receive the level of funding they desire," Nelson said. "As with any compromise, there are

areas that remain open for review and discussion and I will accept the offer by legislators to work on solutions that

improve areas of concern."

ddEducation Committee member Curt Bromm of Wahoo said the bill was introduced and advanced to the full Legislature in response to levy limits imposed on political subdivisions.

dd"The combination of the levy lids and loss of state aid will have a profound

impact on some rural schools across this state," he said. "It is my belief that

LB806 is not fair and equitable to all areas of the state."

ddEducation Committee Chairwoman Ardyce Bohlke, who guided the bill through 35 hours of debate over three rounds, said she believes it still represents the fairest

solution that could be crafted.

dd"I always knew the support of the school family was out there," she told an audience of school officials and reporters."

ddKearney Superintendent of Schools Gary Hammack said "this law will lead to a higher quality education and access to better programs for students."

ddGretna Superintendent Gale Kopplin said the law will help his rapidly expanding district. "We deal with the kids before we see the tax income from the house

s they are living in," he said.

ddSutton Superintendent Brad Cabrera said he appreciates that Nelson has listened to the concerns of small schools and tried to come up with something equitable.

dd"I am hopeful that we can continue to work in the future to refine LB806," said Cabrera who also is legislative representative for the Nebraska Rural Community Schools Association.

ddIn a compromise earlier this month, senators agreed to change the bill to cut off excess aid to schools that would otherwise receive more than 100 percent of

budget needs from combined state aid and local property taxes. The excess aid

would be sent to certain small schools

adversely affected by the formula.

ddThe state Department of Education has said 58 small schools would come out better financially under the latest revision.

ddThe bill would change the school finance formula by looking at population density, poverty and the number of students needing instruction in speaking English.

h.

ddThe formula would send more money to the districts that need it most, preferably low-spending districts with a small property-tax base.

ddOpponents say that unfairly penalizes small rural schools, which often have to spend more per pupil because of their size and location.

ddPer-pupil cost is the benchmark for measuring efficiency. It is figured by dividing the budget by the number of students. When student numbers drop, costs rise.

ddState aid based on per-pupil costs decreases with fewer students. Less aid means greater reliance on property taxes, which will be capped. Without sufficient

revenue, a school could be forced to close or merge with another school.

Publication#W\ PP# 40. Philadelphia Inquirer"Publication" #:\ PP#June 4, 1997
Category: Local

Headline#\ PP# Student convicted in sex attack can attend other district school

Headline #:\ PP#

dd

By Stephanie Brenowitz INQUIRER CORRESPONDENT

ddCHERRY HILL " The 16-year-old athlete convicted of attempting to sexually assault a female student will be allowed to attend

Cherry Hill East next year, after

the board voted this week to expel him from West.

ddThe father of the 16-year-old victim said yesterday that he was "furious,"

while the young woman herself said she was not upset by

the school board's decision

Monday. "I did not want to completely ruin his life," she said.

ddThe sophomore was sentenced in April to three years' probation, 100 hours of community service, and counseling after he was found

guilty of attempting to sexually

assault the girl in an empty West auditorium in January.

ddThe Inquirer is withholding the names of the juveniles because of their age.

ddThe father of the young man said that he would not comment on the matter, on the advice of his family's attorney. Speaking publicly

for the first time, the

girl said she was pleased that the court had supported her story and that the

boy would not be at her school anymore.

She said she did not set out to "punish

the young man but only wanted him to "feel sorry" for what he did. "I just

wanted him to see

what he did to me and my life," said the young woman, who

is a junior. "It's changed everything for me. I will never be the same, my

family will never be the same, and I wanted him to feel that." Keith Herman, president of the school board, said the court's psychological evaluation of the young man indicated he was not a threat to anyone. "The court decision said we need to continue to educate him," said Herman. "Home-schooling is highly expensive. This was his first offense and his student record does not indicate that he is a discipline problem." The family criticized the district when they allowed the student to remain at West after she reported the incident to school officials and the police. The boy was home-schooled, allowed to attend East, and then ultimately suspended from the district following the court's guilty verdict. He will now be able to finish his last two years at East. Only one board member, Norman Rosen, opposed the board's decision. "I believe the punishment should fit the crime," he said, but would not elaborate. It's too early to gauge the reaction to the board's decision. "There certainly will be concerns on parents' parts," said Kathleen Haughwout, president of the East Home School Association, "but I think this young student deserves the chance to turn his mistake around . . . I'm sure the administration will make sure that all students are safe."nyxdddy

Publication#W\ PP# 41. Philadelphia Inquirer"Publication" #:\ PP#June 4, 1997
Category: Local

Headline#\ PP# Like others before her, she strove for a better life. Her surrogates doomed her. Headline #:\ PP#
h*f9 x X# A teen's resolve to change is silenced #:\ PP#
dd
ddBy Lea Sitton Stanley INQUIRER STAFF WRITER
ddThe bullet finally got her.
ddGunfire popped on a North Philadelphia corner Friday night, and Lisa Carrasquillo was caught trying to run away.
ddBut she'd been trying to get away long before that.
ddCarrasquillo, 18, had been handed a Russian roulette kind of life. Just walking out the door is the click of a chamber in a place like Fairhill, where drug-dealing is a day job.
dd"To me, they're my heroes," Louise Marchetti said of Carrasquillo and other neighborhood teens she has taught at The Community High School, a private, last-resort school for hardened truants. Her students "experience what I hear on the news, what I read in the papers."
ddCarrasquillo's mother had moved her from the neighborhood, but they were back almost every day because the family was there.
ddThat was home.
ddSo she wouldn't have been anywhere else Friday. That morning she had wrapped up her last final at Community High, in Fairhill. The

school, financed by the Philadelphia School District, takes in some of the district's worst cases and makes them care or kicks them out.

Carrasquillo had cared, and was going to graduate June 10. After the exam, she dropped off her prom picture for principal Joseph Proietta. On the back, she scrawled: "Thanks for making these the best three years of my life. It's been fun."

It was time for the sassy girl, who had once cut class with abandon, to celebrate.

With an ice cream.

Carrasquillo was 7 1/2 months pregnant. She had quit going to clubs because she thought the excitement was bad for the baby, her cousin Julio Lugo said. And she was usually inside by 9:30 p.m.

But on Friday, she was still out after 11 p.m., eating ice cream and visiting, when two masked gunmen showed up at Franklin and Indiana.

To shoot the guy she happened to be talking to.

Click.

Time's up.

Carrasquillo, struck in the chest, was dead on arrival at Temple University Hospital. Doctors delivered Carrasquillo's baby by caesarean section. Last night, the premature boy remained in critical but stable condition. The gunmen's target, Felix Varcas, 25, was also killed in the blaze of automatic-weapons fire. Police have made no arrests.

Without the "miracle baby," the story would have been a Philadelphia tale that's deep into reruns: Good kid gets killed in bad neighborhood.

Maybe, the tale is one of bad timing, as in Carrasquillo's case.

And as it was several years ago, when a Community High salutatorian just happened to cross the street in front of a motorist who was high, principal Proietta said. That one had a full scholarship to the Community College of Philadelphia.

Maybe, it's a look given a man with a gun, as in the case of another Community High student, shot waiting in line for Chinese food.

Click-click-click.

Proietta said that since 1990, the school has seen six of its graduates die, all violently. Before that, since its founding 17 years ago, three had died, all of natural causes.

"She didn't do a thing," the principal said of Carrasquillo. "People were there to kill him, and she got killed."

"This is a pretty wonderful girl," he said. "At 11 o'clock that morning, she had completed her last exam. She had struggled quite a bit to get to this point."

Carrasquillo, he said, was a typical Community High student.

She had arrived after fouling up ninth grade at Mastbaum Technical High School. She did ninth grade again at Community, felt good about herself, and moved on to Olney High School for 10th grade.

dd``They have a kind of a thing " `I got cured,' " Proietta said of his students.

ddBy her 11th-grade year, Carrasquillo had returned to Community.

dd``When she came back to us . . . it was [with] a realization that she was wrong," he said.

dd``Last year, she went from being at the bottom to being an honor student," said Marchetti, who taught Carrasquillo science and had

her in homeroom. Her grades

had dropped off this year because of the pregnancy, Marchetti said, but her determination to graduate never flagged.

dd``She was bright. She was hardworking," Proietta said. ``She was typical of our kids. The kids who make it here are kids who have figured out that they want to change."

ddCarrasquillo did more than change herself " she used her strong will to make fellow students shape up. Marchetti and other teachers told about 100 students

who filled the school's lunchroom for a memorial yesterday that Carrasquillo had demanded respect for the teachers.

ddIf Marchetti called for a clean room, Carrasquillo acted.

dd``She would move the desks, mop the floor, work up a sweat while the boys watched," said Marchetti, who added that her student was

known as T.P., for teacher

's pet.

ddHistory teacher William Fitzgerald sketched a salty young woman who cut no slack for rude students. She'd turn to the class, tell them

to quit (which they did)

and, then turn back to Fitzgerald: ``Go ahead, honey. Go back to teaching."

dd``She never called me Mr. Fitz or Mr. Fitzgerald," he said. ``It was honey or r babe."

ddAnd she ``always had your back," he and the other adults said. Meaning she was always looking out for others.

dd``You ever around Franklin Street," she told Fitzgerald once, ``just drop my name and you'll always be all right."

ddOne of the last things she did for Marchetti was appoint a new T.P., someone who would help the teacher keep the students in line,

someone who would have her back.

dd``She was all heart," Fitzgerald said to the students at the memorial. ``God bless Lisa and God bless all of you."

ddAs he stepped away from the podium, he stopped to kiss Adalaida Perez, one of Carrasquillo's closest friends, who sobbed softly through the service.

ddTwo slender white candles and a votive candle flickered on a student's desk that had been draped in a white tablecloth. A golden cross with Christ stood between the two white candles.

ddOn the blackboard behind the desk, someone had written, ``In Loving memory of Lisa Carrasquillo," a sentiment scrawled on the rear windshields of cars throughout Fairhill.

ddThe pain in the room was palpable as the children cried. Most wept quietly, a

few sobbed.

ddProietta had said before the service that his students were grieving not just for Carrasquillo but for themselves.

ddAs students sat waiting for the service to begin, one voice could be heard, soft and plaintive:

dd`Ice cream. She died eating ice cream."

ddClick.nyxddd

Publication#W\ PP# 42. Chicago SunTimes"Publication" #:\ PP#June 4, 1997 Category: Local

Headline#\ PP# 1 of 4 Chicago eighth-graders to be held backHeadline #:\ PP# BY ROSALIND ROSSI Education Reporter

ddA quarter of Chicago public school eighth-graders have been told that they will not graduate on time this year, based on a tough new promotion policy that is

raising howls of protest from some parents.

ddNearly 7,400-eighth graders missed the cutoff score on a test of basic skills

. They are among 42,700 third-, sixth-, eighth- and

ninth-graders to be notified

that they must attend summer school this year.

ddNearly half the ninth-graders "48 percent "missed their promotion level.

ddPrincipals say mandatory summer school isn't the problem. Some parents are upset that their low-scoring eighth-graders will not

participate in graduation ceremonies.

remonies.

ddLast year, during the first-year of a policy that ended "social promotions,"

' low-scoring eighth-graders were allowed to participate in

graduation ceremonies

but received empty envelopes instead of diplomas. Social promotions advance

students to keep them with their peers

without regard to academic standards.

ddBut Schools and Regions Chief Blondean Davis said principals complained that the mock presentations had sent "the wrong message,"

so they were banned.

ddAt Von Humboldt School, counselors were called in to handle "a lot of crying

" when eighth-graders received their test scores, Principal

Christ Kalamatas said.

ddAt Burley School, a woman wept during an office conference when she learned

that her son couldn't graduate on

time, even though his sisters had flown in

from South America for the event.

ddSandra Jennings-Smith said she wants to pull her eighth-grader out of the school

system because of the policy. "One test should not determine an entire academic

career," she said.

ddPaul Vallas, the school system's chief executive officer, said the policy is

needed to end the "academic disaster" of social promotion

and to return some

value to an eighth-grade diploma.

ddEven the cutoff gives kids a break, he said. It requires a score of 7.0, or a

n entering seventh-grade level, in both reading and math on

the Iowa Test of Basic

Skills. Grade level would be 8.8 "the eighth month of eighth grade.

dd`We're not sending them to the gas chamber," Vallas said. "We're giving ch

children additional instructional help so they are not moving to the next level until they are ready."

This year, 7,392 eighth-graders missed the 7.0 cutoff in either reading or math, or 26.6 percent of all eighth-graders. That's only fractionally higher than the number of eighth-graders who missed last year's cutoff, which was even lower and was imposed only for subpar reading.

But Jennings-Smith said the policy puts too much emphasis on one test, and that she's walking proof high-stakes testing is wrong. She says she had a 12th-grade reading score and a fourth-grade math score when she graduated from elementary school, but that she took honors classes in high school.

"Everybody is not going to do well on both tests," Jennings-Smith said. "We're just talking a test. One test isn't enough proof. That one test outweighs everything? I can't buy that."

Jennings-Smith said her daughter, Ashley Smith, 14, worked extremely hard this year at Wirth Elementary to earn an A in math.

Ashley's math scores rose from a 3.9 to a 6.8 "only two months shy of the summer school cutoff.

Ashley got all A's on her last report card and she made the honor roll. So, Jennings-Smith wondered, who is she supposed to believe:

Ashley's teachers, who say she's doing A work and just doesn't test well, or the Iowa Test of Basic Skills? Jennings-Smith said she's not sticking around to figure it out because "I'm afraid that down the road the same thing will happen again."

Also for the first time this year, third-, sixth- and ninth-graders "like eighth-graders" must pass summer school to be promoted to the next grade.

In addition, students in all four grades go to summer school if they flunked reading or math classes. So the final mandatory summer school number should be higher than the 42,700 students who missed their test cutoffs. Also yet to be calculated is the number of students granted waivers from the promotion policy.

Publication#W\ PP# 43. Philadelphia Inquirer"Publication" #:\ PP#June 4, 1997
Category: Local

Headline#\ PP# The debate over gay rights is never more heated than when it has to do with school.

Headline #:\ PP#

By Jennifer Weiner INQUIRER STAFF WRITER

Kevin Jennings has a story to tell "about being beaten up and shunned, teeth knocked out and bones broken, about suicide attempts and the shame he endures

"all because he was gay. Now, as a Harvard graduate, a former history teacher, and national director of the Gay/Lesbian/Straight Teachers' Network (GLSTN)

, Jennings is pushing openness and tolerance for gay teachers and gay students.

“I want this to be the first generation that isn't taught to hate,” he says.

William Devlin has a story to tell, too “about late-night phone calls full of obscenities and death threats, about how his own teenage daughter is harassed in public high school “all because she's a vocal Christian and chaste. Devlin, director of the Philadelphia Family Policy Council, father of five, believes that homosexuality isn't destiny. It's a choice, he says “a bad one. “People make bad choices all the time,” he says.

Where Kevin Jennings sees the fight as tolerance and understanding versus repression and fear, Devlin sees a different clash of opposites: a hedonistic, autonomous view of the world that teaches young people that they can do “whatever feels good,” versus what he sees as the Judeo-Christian values of actions and consequences, where people are “accountable and responsible to God.”

These days, the topic is everywhere. Enter an arena, find a clash over gay rights. There are debates over gays in the military, gays in the clergy, gay marriage, gay parents, and gays on sitcom TV.

But there aren't many places where the debate is as heated as it is when the subject is gays in school.

Want to make a conservative see red? Mention Heather Has Two Mommies, a children's book written for the 10-and-under set, and available in some school libraries, about a little girl and her lesbian parents. Want to drive liberals crazy? Tell them their child has a teacher who believes that lesbian mothers shouldn't have custody of their children.

And so there are battles, in schools and school districts, all over the country. Should there be support groups for gay kids? Gay/straight alliances? Can a

teacher talk about what he and his partner did over the weekend? Can school districts pass resolutions in favor of traditional families, and forbid teachers from “promoting” homosexuality? And what can teachers teach about gays in history, or about

homosexuality in general, in a world where many people believe that homosexuality is wrong?

Kevin Jennings never had the option of staying in the closet. He was outed in eighth grade, by a sadistic gym instructor who noticed him looking at one of the other boys in his rural Southern high school.

“[The coach] stopped in mid-sentence, fixed his gaze on me, and said very slowly and clearly, ‘Stop looking at his legs.’ As my classmates slowly turned

to look at me amidst the dead silence of the wrestling room, I felt as if a stake had been driven through my heart

I never went back to being the person I was before that moment

I never felt like I belonged in school,” Jennings wrote in an essay called “

"I Remember."

dd "When you're a young gay kid, all the normal sources of support are cut off from you. When something's wrong, kids are told to tell a teacher, tell a counselor, tell someone in their family or someone in their church. Well, what if all of those people will condemn you, or throw you out? The very thing you're taught

to do "ask for help" is the very thing that gets you in trouble."

dd He recites the litany of his childhood abuses: "I attempted suicide two times. Had a tooth knocked out. Had my right hand broken."

And then, what rings so

dearest and most true for anyone who's ever had to survive high school: "I ate lunch alone for four years. From seventh to 10th grade. No one would eat lunch with the gay kid."

dd He survived by becoming what he calls "the best little boy in the world," with grades good enough to get him into Harvard, making him the first one in his

family of 64 first cousins to go to college.

dd He became a teacher, first at a high school in Rhode Island, then at a prep school in Massachusetts. And he struggled with what to tell

his own students about

himself, as he watched some of them coming to terms with their own homosexuality.

dd Jennings eventually came out, in a speech to the student body at his second school as a teacher.

dd And his disclosure ended up helping even students who weren't gay. During PrideFest in Philadelphia, Jennings read a speech by a student in the school: an upper-class, heterosexual, Jewish girl who talked about overcoming bulimia and dealing with past abuse, after

Jennings' speech, and courage, inspired her.

dd You might wonder, Jennings told his rapt audience of about 90 "many of whom were teachers" what a girl like this has to do with his own story. You might

wonder what to say to parents who "think we're promoting something that's a threat to their children."

dd His suggestion? Tell them it's not a struggle about gay versus straight, but about liberation "a brighter future in which we can all win."

dd "If you make it easier for one group of people, you make it easier for everyone," he said.

dd William Devlin says he's not afraid of gay people.

dd "I really wouldn't know about homophobia," says Devlin, settling his lanky frame at the dining-room table of his Olney house as his children zip in and out, one on Rollerblades.

dd "I'd not know about homophobia because I certainly don't practice it. I've corrected my children when they've come home with pejoratives. I tell them, 'You

are not allowed to use that term anywhere. We want to speak positively about human beings, because we all bear the image of God.'"

dd Devlin thinks about homosexuality as something akin to adultery: a temptation that can be resisted, a sin that one can choose to avoid.

dd ``The homosexual view of the world is based on autonomy: There are no laws, there are no rules, you aren't accountable to anyone but yourself."

dd Ask him about Jamie Nabozny, the 21-year-old Wisconsin gay man who successfully sued his school district for allowing him to be harassed and beaten for years,

and Devlin counters with the story of Greg Louganis, who was, Devlin says, sexually abused into homosexuality

by the first male father figure to show him love. ``Greg

made a bad choice. But you can recover from bad choices," he says. ``It's tragic

what happened to Jamie Nabozny. No one " regardless of the choices they make " should have that kind of abuse."

dd But that doesn't mean there should be gay/straight alliances, or openly gay teachers, in public schools. ``Recruitment tools," Devlin calls them. And he holds

up a list of topics from Central High's drop-in center: a video on teens with AIDS; a speech by members of the

University of Pennsylvania's Gay and Lesbian

Alliance; a film on teenage parenthood. ``I don't see anything here about being pro-life, or

how to be a virgin at Central."

dd That was the problem that Concerned Women for America saw. In fact, the half-a-million-member conservative group saw the National

Education Association, the

nation's largest teachers' union, actively promoting gay and lesbian history month, flying in the face of their own Christian values.

dd ``We know that homosexuality is a chosen lifestyle, and it is one that has severe repercussions healthwise, and to our society," said

Carmen Tate, the group's

vice president and spokesman. ``For those of us who are Christian, and of faith, we know that our standard,

which is from God and from the Bible, directly

talks against homosexuality. As parents, that is how we've raised our children : to know

that it is a lifestyle, that is chosen, and that is wrong."

dd So the CWFA authored a sample school-board "pro-family resolution," reading

, in part, ``Whereas the traditional family, of one man

married to one woman and

their children through birth or adoption, has been the norm in all civilized societies throughout history . . . be

it resolved that (insert your school district

here) hereby endorses this pro-family resolution and affirms that pro-homosexual concepts on

sex and family . . . will never be tolerated or accepted in

this school."

dd Tate says the group isn't keeping track of how many districts have adopted the resolution, which she characterizes as an attempt for

families to take their

schools back from "outside labor organizations, and from government."

dd One school district that did adopt it is in Elizabethtown, Pa., near Harrisburg.

It took \$6,000 in legal wrangling, and long, tense,

standing-room-only meetings

ings, but in February, the district adopted CWFA's resolution.

ddAnd while there is agreement that the adoption process, and the fights, caused deep and lasting rifts within the community, there's no clear understanding of

what the resolution will change. The superintendent told a local newspaper that he's still working out the particulars of what it means to "promote" homosexuality.

ddBoard members concede that district teachers were not promoting or encouraging homosexuality, so they can continue doing their jobs just as they had been. A

copy of Newsweek with a gay-marriage cover was still available in the school library. And, thus far, the biggest

question seems to be whether the school band

can still perform a standard by the flamboyantly gay Village People "YMCA."

ddIn Philadelphia, the language about tolerance and non-discrimination is clear

ddIn the section on adolescent sexuality, the school board lists its policy objectives "in order to promote a healthy lifestyle for all children."

ddFirst among them: "to enable and encourage students to abstain from sexual intercourse until ready to enter marriage or another mutually monogamous relationship."

ddAnd, third, "to assure a safe, equitable and positive school experience for lesbian and gay students."

ddThe district's equal employment opportunity policy says that it is committed to providing equal opportunity to everyone "without regard to race, color, religion,

age, sex, sexual orientation, ancestry, national origin, handicap, disability or Vietnam era veteran status."

ddHowever, according to Kathy Fleming, head of the Philadelphia chapter of GLSTN, which has 130 paying members "gay and straight" there aren't many teachers who are "out" to their students.

dd"There's a lot who won't tell you. It's normal for teachers not to come out to their colleagues. In the way schools are run, it can be a political weapon,"

Fleming said.

ddFleming herself is out to her colleagues, but not to her students. "It's not very comfortable, and I don't want to lie," she said. But she teaches elementary

school, and thinks her students might be too young to understand.

ddThe way Fleming describes it, GLSTN's aims have less to do with indoctrination, more to do with comfort "and safety. GLSTN

encourages gay adults to write

to their old schools and talk about what happened there, as a way of making the issue more real. They make

resources and videos available. If young people or

parents call with reports of abuse or harassment, GLSTN will help them "but won't

fight their battles for them. And, if there's a school where students are

interested in a gay/straight alliance, GLSTN will offer a sponsoring

teacher, information

and strategies. But it won't come to schools promoting those organizations.

ations, Fleming said. ``We're about grassroots change within every school."

ddAnd so, here is what the Concerned Women are so afraid of, and here is what G LSTN members long for: about three dozen students sitting in a circle in their classroom, eating potato chips and drinking pineapple soda, talking about Spanish tests and summer plans and where to spend the money they earned at their bake sale.

ddThis is Central High School's Gay, Lesbian, Straight, Bisexual Alliance " the only such group, so far, in a Philadelphia public school.

ddIts members " mostly girls, mostly juniors and seniors " operate on a don't-ask, don't-tell philosophy, so no one has to say whether they're gay or straight or still trying to figure things out. Unless they want to. And, this afternoon, one girl does.

ddThey go around the circle, each one taking a turn to speak, and most of the speeches are complaints about finals, or troubles with teachers. One girl talks about a gay male friend getting in a fight, and there's some discussion about who started it.

ddThere's talk about the prom, and whether same-sex couples are allowed. There's talk about how public same-sex couples can be (the consensus is that girls can be more obvious than guys).

ddOne girl mentions her brother coming out to her. Another tells casually of having a crush on another girl, and how her guy friend reacted to the news " not with condemnation, but with leering, Howard Stern-style interest: ``It was, like, the two girls he liked, together!"

ddAnd then one girl sat up straight and smiled broadly. ``I came out to my mother this morning, and she didn't freak out!" She sat back, still smiling. And all the kids applauded.nyxddd

Publication#W\ PP# 44. Associated Press"Publication" #:\ PP#06-04 2:32a Category: Local

Headline#\ PP# School superes say kindergarten without construction aid won't fly

yHeadline #:\ PP#

ddCONCORD, N.H. (AP) - Time is running short for House and Senate negotiators to find an answer to the state's kindergarten impasse.

But school superintendent says in the southern region of the state say voters in their districts will reject any plan lacking money for classroom construction.

dd"The bottom line is anything less than the original proposal is impossible for Derry," Superintendent David Brown said, noting that Derry already has 20 portable classrooms.

dd"The original paid 100 percent of the building cost and \$1,000 per student with the 25-cent cigarette tax. It's the only one I would even think of presenting to the School Board," Brown said.

House lawmakers have approved Shaheen's plan, though they chose a 20-cent rather than a 25-cent-per-pack cigarette tax increase.

But Senate Republicans have

a plan of their own and approved a 12-cent increase.

Shaheen's plan contains \$30 million to pay 100 percent of the construction cost in districts without kindergarten and 75 percent for renovations or additions

in districts with kindergarten. Her plan also gives districts \$1,000 for each kindergarten-age child.

Senate Republicans have objected providing buildings to some communities after others paid for their own. No construction aid is included in the Senate plan.

Under the Senate plan, all communities would get the \$500 per pupil now in state law. Poorer ones would get \$750, and the poorest would get \$1,000.

Shaheen has said she will veto the Senate's plan to give \$1,000 vouchers to allow poor families to send their children to private kindergartens.

The superintendents said the Senate plan will prove more costly than Shaheen's because there is no money for school buildings and less earmarked for teachers.

s.

Most southern region superintendents also believe Shaheen's plan has a better chance with voters, who make the final decision whether to start up kindergarten in their communities.

"The governor's plan is more attractive because of the building aid. The (GOP) plan gives more money up front, but I've seen start-up seed money disappear fast," Salem Superintendent Henry LaBranche said.

nyxddd

Publication#W\ PP# 45. Associated Press "Publication" #:\ PP#06-04 2:39a Category: Local

Headline#\ PP# Governor, lawmakers continue to negotiate budgetHeadline #:\ P P#

By EVAN BERLAND Associated Press Writer

HARTFORD, Conn. (AP) - Gov. John G. Rowland late Tuesday said he would veto a \$21.1 billion budget passed hours earlier by

Democrats, but agreed with lawmakers

to a 24-hour window for compromise before the legislative session ends.

"We will have an opportunity to make the fixes so that we can have the spending reductions, so that we can have the tax cuts, but right

now it's obviously

coming up short," Rowland said at a 10:30 p.m. news conference outside his Capitol office.

Earlier in the day, Democrats without Rowland's blessing passed a budget that increases education spending and offers income- and property-tax relief.

Democratic leaders said the tone of negotiations has been amiable, and said they will continue meeting with the governor.

"This process could easily crash and burn and could easily have crashed and burned days ago," said Senate President Pro Tempore

Kevin Sullivan, D-West Hartford.

ddThe session ends at midnight Wednesday. A veto of the two-year taxing and spending package would likely force lawmakers to extend their six months of work.

ddThe major sticking point is the governor's plan to privatize state computer systems. Democrats want to ensure employees do not lose their jobs in the deal.

ddRepublicans contend the Democrats' plan to have legislative oversight of the multi-year, \$1 billion computer contract could negate the \$50 million in saving

s Rowland expects in the second year of the budget. Also, they say legislative approval of the contract would strip the governor's office of powers it traditionally has enjoyed.

ddThe House approved the budget in the early morning hours Tuesday. The Senate approved both the spending and tax plans by 19-17, party-line votes Tuesday night.

ht. Negotiations with the Rowland administration were expected to continue into the early morning hours.

ddThe Democrats' budget plan offers \$243 million in new property and income tax relief, ending income-tax payments for 311,000 lower-income state residents in two years. It also would cut the gas tax 3 cents in July, and another 3 cents in July 1998.

ddDemocrats plan to increase funding for colleges and universities, local government, rental assistance and transportation programs for people losing family welfare benefits.

ddRepublicans contend the budget, which would spend \$600 million more than the governor's plan, spends too much and offers too little in tax breaks.

ddLegislative leaders said they feared an erosion of public confidence if they have to convene a special session - something done when then-Gov. Lowell P. Wei

cker Jr. vetoed three budgets during the 1991 income tax debate.

dd"The public will equally be mad at all of us," said House Minority Leader Robert Ward, R-North Branford.

ddRepublicans and Democrats also are at odds over an early retirement plan for state employees. The GOP lawmakers are upset that Democrats want to prevent Row

land from laying off workers if too few retire. Democrats claim their plan would save \$188 million, which

Republicans consider an inflated amount.

dd"What this plan does is it says to the governor, 'Honest, you can get these savings ... but when you fail using our plan, we're not going to give you the ab

ility to get the savings another way,'" said Sen. Robert Genuario, a Norwalk Republican and ranking member of the budget-writing committee.

ddHe said false savings plans could create as much as a \$359 million budget deficit over two years.

dd"We create a problem that I believe this General Assembly must reject and that I believe the governor must veto," Genuario said.

ddDemocratic leaders said their early retirement plan would not prevent layoffs and said it is not an issue.

ddA competing Republican budget, which failed in the House, also failed 19-17 a
 long party lines in the Senate. That plan would spend
 \$375 million less than De
 mocrats and offer \$535 million in income tax cuts over two years.
 ddWhile it may not be productive, a veto could score political points both for
 Republicans and Democrats, lawmakers said about each
 other's parties. Rowland w
 ould be able to make a strong stand against a Democratic drive to protect labor
 unions, and Democrats would
 prove their loyalty to the unions that are crucial
 to winning elections, lawmakers said.
 ddWard said he doesn't see a clear winner or loser with a veto. Democrats would
 be able to show unions they wanted to protect employees,
 and the GOP may even
 score higher tax cuts, although Democrats would want to share credit, he said.
 ddSenate Majority Leader George Jepsen, D-Stamford said a veto is not needed, b
 ut conceded it would be a strong statement for Rowland
 to make.
 dd"Governors tend to look good when they look strong," he said.
 ddThe Democrats' budget would total \$10.46 billion in the first year, and \$10.6
 4 in the second for a total spending increase of 3.7 percent
 over current spend
 ing.
 ddThe Democrats' plan provides residents with \$117 million in new property tax
 relief by expanding an existing \$100 credit on income
 taxes given people who ha
 ve cars.
 ddNext year, joint-filers who earn up to \$100,500 would be able to receive up t
 o \$215 in property tax credits. The following year, the
 credit would expand to
 \$275. Joint-filers who earn more than \$190,000 would receive the minimum tax cr
 edit, \$100.
 ddDemocrats also are offering \$126 million in income tax breaks, which would re
 duce the 4.5 percent tax rate to 3 percent for a portion
 of a taxpayer's income
 . For example, joint-filers currently are taxed at 3 percent for their first \$9
 ,000 of income. That rate would expand
 to the first \$15,000 of income next year
 , and the first \$18,000 of income in the second year of the budget.
 ddThe Democrats' budget increased the current state aid given to communities fr
 om a fund paid for by revenue from Indian casinos. The
 so-called Pequod fund wo
 uld increase from \$85 million in each year of the budget to \$135 million.ddAlso
 , communities would receive an additional \$22 million over the course of the bu
 dget through increased state payments to towns
 that have hospitals and colleges
 that do not pay property taxes.nyxddd

Publication#W\ PP# 46. Portland Press Herald"Publication" #:\ PP#June 4, 1997
 Category: Local

Headline#\ PP# Umaine parries inequity complaint Headline #:\ PP#
 By Barry Svrluga Staff Writer
 dd Three years ago, when Ann England-Maxim took over as head coach of women's

cross country at the University of Maine, she couldn't lure top distance runners to Orono by offering them scholarships. During the 1996-97 school year, things changed. Suddenly, England-Maxim had \$10,000 to offer prospective athletes. Next year, she'll have \$45,500.

"Going from never having any to having some is a good thing," she said. Tuesday, school officials pointed to examples like England-Maxim's to defend their approach and commitment to attaining equity for women athletes.

The defense comes a day after a national women's rights group filed a federal complaint against UMaine and 24 other schools, claiming the schools discriminate in awarding athletic scholarships.

The figures used by the National Women's Law Center in compiling the list were from the school year 1995-96, the first year in which UMaine began a gradual implementation of a three-year gender equity plan for the athletic department. UMaine officials argued Tuesday that the figures were outdated, saying progress has been made.

The university, however, did not argue with the crux of the complaint - that the school is not yet in compliance with a 25-year-old civil rights law that prevents sex discrimination in education.

"We're not saying we're doing a great job on this," said Joe Carr, UMaine's assistant director of public affairs. "No, we're not there yet. No, no, no."

"We're not where we want to be," said Dr. Suzanne Estler, UMaine's director of equal opportunity. "But I'm comfortable with where we're headed, and I'm comfortable we're making progress."

The basis for the complaint is Title IX, a 1972 federal law that has been credited by many with changing the face of women's athletics.

In the complaint with the Department of Education's Office for Civil Rights, the law center alleges that UMaine offers an average of \$1,991 more financial aid to each of its male athletes than to their female counterparts, a number Estler said the university has never tried to figure out.

But the center and the university agree that in 1995-96, 40 percent of UMaine's athletes were female, yet only 26 percent of the scholarship money went to women. That, in large part, is what got UMaine on the list, said Marcia Greenberger, co-president of the law center.

"A 14 (percentage-points) gap is a very large gap," Greenberger said. "And if you take that figure that's close to \$2,000 and project it over all sport

s, that adds up to a very substantial total for female students at UMaine."

But university officials said things are getting better. In May 1995, the university unveiled its gender equity plan because, President Frederick E. Hutch

inson said at the time, "Gender equity is an institutional philosophy as well as a federal mandate."

dd The plan, authored by Estler, says the percentage of scholarship money spent on women eventually should equal the percentage of women participating in athletics.

dd In addition, it says the ratio of female athletes to male athletes should mirror the ratio of female undergraduates to male undergraduates.

This past year

, women made up 46 percent of students.

dd So far, the university says it is meeting its goals.

dd In 1996-97, this past school year, the plan called for 67 percent of scholarship money to go to men, 33 percent to women. Actual figures provided by the u

niversity say that 67.1 percent went to men, 32.9 percent to women.

dd That compares favorably with the numbers for participation. In 1996-97, 38.3 percent of the university's athletes were women,

meaning the gap between part

icipation and funding is only 5.4 percentage points. That's well below the figure of 14 used by the law

center.

dd "Given the financial constraints of the 1990s," Estler said, "we can't do it all at once. We're moving systematically toward that plan.

We're doing it

in the context of that plan. We certainly are addressing the issue."

dd Estler's plan says women should get 40 percent of all scholarship money in the next school year.

dd Greenberger said plans are all well and good, but her group is interested in seeing action.

dd "We're looking at, 'What is the plan?' " she said. "How much progress have they been making? How long are they giving themselves?

If they're saying they

'll take three years and they will be there, then that's good. But that may be

a different set of facts than if they've

promised to come to compliance but a

re lagging behind. And (UMaine) sure had a big gap."

dd As of Tuesday evening, UMaine had not received a copy of the law center's complaint, copies of which were being faxed to schools

throughout the day. The u

niversity now has 135 days to show the Office of Civil Rights that it is making progress in this area. If that does

not happen, government officials will be

gin an investigation.

dd "We are hopeful we won't even have to wait for the Office of Civil Rights,"

' Greenberger said. "We have the option of litigation

ourselves. Our hope was

to focus attention on the problem. We hope the schools come into compliance.

We would expect the schools

to adjust their scholarship and financial aid prog

rams."

dd England-Maxim, the women's cross country coach, is convinced that her school

already has. dd "I think we have a new focus and are developing more of a Division I-type program," she said. "I think we've made a lot of progress.

I'm e

xcited about the opportunities for women in athletics."nyxddd

Publication#W\ PP# 47. Associated Press"Publication" #:\ PP#06-04 10:07a Ca
tegrory: Local

Headline#\ PP# Proposal would increase graduation requirementsHeadline #:\ PP
#

ddCOLUMBUS, Ohio (AP) - High school students may have to take more classes in E
nglish, mathematics, science and social studies
before they are allowed to grad
uate.

ddA Senate Education Committee on Tuesday voted 5-4 to recommend a bill that wo
uld increase the minimum requirement to earn a
high school diploma from 18 to 2
0 units. A unit is equal to 120 hours - the time usually spent each school year
on a topic.

ddThe bill - which would first affect the class of 2002 - would cut the number
of electives required from nine to six units. It would add
two units in science

and one unit each for English, math and social studies.

dd"Ohio's current standards are 14 years old and I would not characterize them
as high enough for the 20th century, let alone the 21st
century," said the bill

's sponsor, Sen. Eugene Watts, R-Columbus.

ddWatts said he expects the Senate to vote on the bill next week.

ddThe changes would cost joint vocational districts an added \$9.8 million to \$1
2.2 million a year to hire more teachers, get more space
to offer more courses

and lengthen the school day. Costs in other districts would vary, according to
the Ohio Legislative Budget Office.

ddLast month the state Board of Education approved "in principle" new standards
that would tighten graduation requirements.

ddUnder the state's proposal, school districts no longer would be required to u
se units as a graduation requirement. The goal is to shift
the emphasis from pr

ocess to results, education officials said.

ddInstead, students would be required to achieve various levels of competency i
n 10 topics: English, math, science, social studies, foreign
language, arts, te

chnology, business, family and consumer sciences, and physical education.

ddWatts and John Goff, state superintendent of public instruction, have predict
ed that the proposed standards will be merged with Watts'
bill.nyxddd

Publication#W\ PP# 48. Associated Press"Publication" #:\ PP#06-04 2:51a Ca
tegrory: Local

Headline#\ PP# Republican leaders to offer scholarship bill for D.C.
studentsH

eadline #:\ PP#

ddWASHINGTON (AP) - Students from low-income homes in the District of Columbia
would be eligible for scholarships to the schools
of their choice under a bill

House Majority Leader Dick Armey plans to introduce.

ddThe bill would set aside \$7 million in scholarship money in the program's fir
st year, \$8 million in the second and up to \$10 million in

2000, Armeys spokesman Richard Diamond said. Scholarships of up to \$3,200 each would be available for tuition and other expenses at private and public schools for students in kindergarten through 12th grade in Washington, D.C., or in the Maryland and Virginia suburbs. The measure was to be introduced today. Councilman Kevin Chavous said the plan sounded like a repeat of a voucher plan Republicans unsuccessfully tried to impose on the city last year. "The public has spoken loud and clear with respect to vouchers," said Chavous, who chairs the education committee. "It may be called a scholarship but it sounds like a voucher." Chavous said congressional leaders should instead focus on getting schools money needed to clear fire code violations so classes can open on time this September. Still, House Speaker Newt Gingrich said the program would be similar to Pell grants available for low-income college students. "The D.C. school system is in pretty bad shape and this is a good way to use the principle of freedom to help the most needy children in the district," Diamond said. To qualify for the scholarships, students would have to be from families earning no more than 185 percent of the poverty level, Armeys office said. Sen. Dan Coats, R-Ind., and Joseph Lieberman, D-Conn., plan to introduce a companion bill in the Senate, Diamond said.

Publication#W\ PP# 49. The Hartford Courant "Publication" #: \ PP# June 4, 1997
Category: Local

Headline# \ PP# Approval seems near for Sheff legislation Headline #: \ PP#
By RICK GREEN
Legislators were set to agree Tuesday on a \$90 million response to the states segregated classrooms and failing schools with a plan that emphasizes preparing children to learn and adds interdistrict programs, but delays substantive action. The proposal would add day-care and preschool programs, fund new regional schools and expand voluntary busing. It also calls for the state Education Department to create a detailed blueprint to reduce disparities between school districts. But the plan immediately drew criticism from an attorney in the landmark Sheff vs. O'Neill school-desegregation case. "This is a feeble attempt," said John Brittain. "I think that this bill is extremely weak. It doesn't contain any racial goals, nor does it provide for any meaningful school choice. There is no accountability for anyone to do anything they don't want to do." The legislative plan, in the form of two major bills that were expected to be approved by the state House and Senate late Tuesday, is the legislature's reply.

y to the state Supreme Court's ruling in the Sheff vs. O'Neill lawsuit. Last summer the court ordered the legislature to find a remedy to the segregation that divides cities and suburbs.

ddIt was unclear Tuesday whether Gov. John G. Rowland would sign the legislation, which is more expensive - and possibly substantially more - than what he had proposed in response to Sheff in February.

ddLawmakers said the plan has the support of the legislative Black and Puerto Rican Caucus and plaintiffs in the case, but some said Tuesday that they would have liked to see more money to create regional schools that bring children of different races together.

dd`It is an adequate first effort," said state Rep. Kenneth P. Green, D-Hartford, a caucus member. He said the legislature should be doing more to help young children and cities, regardless of the lawsuit. He said the bills would not do enough to reduce racial isolation. "This continues to be a work in progress," Green said.

ddGreen and others said the key portion of the legislation requires the state Department of Education to come up with a comprehensive five-year plan to eliminate inequality between school districts, from curriculum and resources to student achievement.

ddThe plan must be given to the legislature by next February. Education department staff members said the job was a huge one: They will have to assess the inequality between districts and come up with detailed solutions.

ddThe bills call for an expenditure of about \$90 million on Sheff and other education-related initiatives, substantially more than what Rowland proposed to spend, Democrats said. However, this spending could increase substantially when the education department comes back with its five-year implementation plan to the legislature next year.

dd`We are offering an incredibly attractive incentive," said state Sen. Thomas P. Gaffey, D-Meriden, co-chairman of the legislature's education committee.

Gaffey and Rep. Cameron C. Staples, D-New Haven, led the effort to get funding for school choice and more interdistrict schools. They also were instrumental in the takeover of the Hartford schools, which replaced a locally elected board of education with a state-appointed board for the first time.

dd`We were able to get together and come up with a plan that was agreed upon by everybody. That was the best thing," said state Rep. Hector A. Diaz, D-Bridgeport, another member of the Black and Puerto Rican Caucus. Diaz said the commitment to a long-term program, in the form of the five-year plan to be developed by the state Education Department and Commissioner Theodore S. Sergi, was the m

ost

important issue for the caucus.

ddLast month, caucus members, with the support of the Sheff plaintiffs, called on the legislature to ask Sergi and his department to prepare

a plan to tackle

the inequality between school systems. At the time, lawyers for the Sheff plain

tiffs said they were prepared to go back to

court if the legislature failed to

put together a substantial package to tackle segregated and inferior schools.

ddIn the Hartford area, the divisions between the city and the suburbs are imme

nse, from racial isolation to poverty to student

performance. Hartford's school

s serve some of the poorest children in the state. They score the lowest in the

state on standardized tests.

Schools in Hartford are 95 percent minority, comp

ared with largely white and wealthier populations in the city's suburbs.

ddThe legislation orders the education department to immediately begin preparin

g a strategy to overcome these differences.

ddDiaz and others said this was needed to try to remove politics from the proce

ss. However, legislators next year will be asked to act on

the education depart

ment's five- year plan during an election year.

ddAmong the initiatives the legislature was expected to approve:

dd* About \$30 million more to be spent on early-childhood programs, including g

rants to expand day care and preschool. ``School

readiness councils" would be

set up throughout the state to expand both public and private service providers

dd* Nearly \$12 million to fund magnet schools and other interdistrict programs.

dd* About \$6 million to expand family resource centers, which provide a link be
tween schools and families in need.

dd* \$6 million to add to the 12 charter schools scheduled to open this fall.

dd* \$5.5 million for needy school districts to expand reading and summer school
programs.

dd* \$500,000 to set up four regional ``lighthouse" schools in Hartford, New Ha
ven and Bridgeport where urban and suburban children
would attend.

dd* About \$2 million to allow about 1,000 children to cross town boundaries to
go to school in a model ``choice" program.

ddState Rep. Ernest E. Newton, D- Bridgeport, said that for years the legislatu
re has been more interested in building jails than in funding

preschool and oth

er programs that could make a difference in a child's life. He said it was time

to focus on ``what happens to that child

before we send them over to the our p

enitentiary system."nyxdddyPublication#W\ PP# 50. Associated Press"Publicatio

n" #:\ PP#06-04 3:31a Category: Local

Headline#\ PP# House approves desegregation proposals, early
childhood educati

onHeadline #:\ PP#

By DIANE SCARPONI Associated Press Writer

ddHARTFORD, Conn. (AP) - The House overwhelmingly approved a bill early this mo
rning to start what lawmakers promise will be

a long road to desegregate public

schools and improve education for all children.

ddThe bill would expand school choice, while putting off more comprehensive sol

utions to racial isolation by endorsing a five-year plan

to study disparities a

nd propose remedies.

ddTuesday night, members of the House unanimously approved a separate comprehen

sive plan to introduce preschool to poor children

ages 3 to 5 and provide incen

tives for day-care centers and pre-schools to train teachers and improve their

programs.

ddBoth proposals need to be approved by the Senate before the legislative sessi

on ends at midnight.

ddThe measures were crafted in response to the state Supreme Court's ruling in

the Sheff vs. O'Neill case, which said that Hartford schools

were unconstitutio

nally segregated. About 95 percent of Hartford's students are minorities.

ddThe House approved the school choice measure 116-28.

ddLawmakers freely admitted the bill is not perfect, but said the five-year stu

dy and implementation schedule will ensure the state will

try to improve educat

ion for years to come.

dd"I think at this point, this is the best we are able to accomplish," said Rep

. Cameron Staples, a New Haven Democrat and co-chairman

of the General Assembly

's Education Committee.

dd"It's not something that's going to be done in one session in one year. We mu

st commit ourselves to looking at this on an annual basis,"

he said.

ddThe state would expand a school choice program now in Hartford to include New

Haven and Bridgeport, starting in the fall of 1998

for up to 1,000 students, a

nd for the whole state the following year.

ddSchools that participate can get \$100,000 from the state annually to implemen

t their plan, up to \$3,000 in grants to transport and

educate each student, and

more money from the state's school aid formula.

ddSeveral suburban Republican lawmakers protested this formula, saying they wil

l have to accept these students for less than half the

money the students' home

cities would spend to educate them.

ddRep. Christopher Scalzo, R-Ridgefield, said the proposal does not address the

basics of good education, while it skirts the heart of the

problem in city sch

ools - poverty and the disintegration of families.

dd"The more we use schools to deal with social policy rather than the quality o

f education, the more we well cheat the students out of

obtaining their maximum

potential," Scalzo said.

ddStudents would be eligible for this school choice system by lotteries that ai

m to diversify the racial, ethnic and economic makeup in the

classroom. Student

s cannot be recruited simply for athletic or extracurricular purposes.

ddSchools that do not have enough space to meet demand would give preference to

students from schools that have lost accreditation, such as the case at Hartford Public High School.

Communities that build or add on to schools could get extra money from the state if the project would accommodate choice students.

To find ways to bring suburban students into the cities, the bill would increase the scope of new kinds of schools: charter schools, which operate outside n

ormal school rules, and magnet and lighthouse schools, which try to draw students by offering unique curricula.

Black and Hispanic lawmakers said the five-year look at ways to answer the Sheff lawsuit ensures the state will try to offer all children truly equal education

- from books to curriculum and facilities.

Many minority lawmakers opposed the school choice component of the plan, although they supported the overall bill. They said only a proposal to solely improve

city schools would reach the most students and solve the dilemmas raised by the Sheff case. They picked out

the planning element as the most important aspect of the proposal.

"This bill makes a very good attempt at a long-term commitment," said Rep. Evelyn Mantilla, D-Hartford. "Choice is good, but it's minor to what we can accomplish in the long run."

Meanwhile, the State Board of Education will spend five years studying disparities in schools and find ways to ease the problems.

The board would look at everything from supplies and curriculum offerings to the kinds of teacher training and teacher-student ratios schools offer. They would

report to the governor and legislators, which would then consider the recommendations and implement them.

The bill calls for the creation of Regional Educational Service Centers to oversee the progress of the programs and report to the Legislature.

The House earlier Tuesday approved the other half of lawmakers' two-tiered response to Sheff.

The proposal calls for the state to spend \$10 million starting in June, and another \$19.7 million the following year, to educate children ages 3 to 5, under

the Democrats' budget that passed the House and Senate.

This program works hand-in-hand with the state Department of Social Services' welfare-to-work initiatives. The department may fully match the amounts called

for in the budget, said Staples.

Lawmakers of all political stripes touted evidence that children who get a solid start in preschool do better in school later on, and have a better chance to

succeed in life.

"We're providing funding so day care can stop being baby-sitters and start being early childhood education centers," said Rep. Thomas Herlihy, R-Simsbury.

The bill encourages day-care centers and pre-schools to become accredited from national organizations, and proposes grants to help them train teachers, upgrade

de their facilities and buy educational materials. The state would set standards for these facilities to follow.

ddDay-care centers and preschool programs are required to offer a sliding fee, based on the family's ability to pay, while grants would be targeted to needy communities and individual centers that serve poor children. Grants would come directly from the state to the day-care centers or other care providers.

ddThe Department of Social Services money would help extend day care and preschool offerings to full-day and year-round classes, so the children of welfare recipients receive education while their parents work. Day-care providers would have to pass background checks.

ddThe proposal was also set to complement proposals to remedy the racial isolation of city schools, by helping children get ahead from the beginning in their own communities.

dd"When we talk about Sheff-related initiatives, to me this is what it's all about," said Rep. Lawrence Cafero, R-Norwalk.nyxddd

Publication#W\ PP# 51. Associated Press"Publication" #:\ PP#06-04 3:48a Category: Local

Headline#\ PP# Budget panel OKs state high school graduation testsHeadline #:\ PP#

By ANDREW BLASKO Associated Press Writer

ddMADISON, Wis. (AP) - Qualifying for a cap and gown would get a little tougher in Wisconsin under a proposal backed by the Legislature's budget panel.

ddThe plan approved 11-5 by the Joint Finance Committee Tuesday would create state graduation tests for high school students.

ddGov. Tommy Thompson has proposed state standards in most academic subjects to make sure that Wisconsin students can compete in future job markets.

ddDeveloping the test, scheduled to start in the 1999-2000 school year, would cost the state about \$1.3 million.

ddThe panel made its decision as it reviewed Thompson's 1997-99 budget. When it completes its review, the committee will send its version of the budget to the Legislature for action.

ddCritics say the proposed graduation testing is more for political purposes than an educational purpose, and is offered too late in a student's career.

dd"If you want to see if a student is learning, the time is not when they are 18 years old and out the door," said Sen. Gary George, D-Milwaukee.

ddSupporters say the test will create better graduates.

dd"There is nothing that drives educational achievement more than a test," said Rep. Scott Jensen, R-Waukesha.

ddA student would have four chances to pass the test before getting a diploma. With a parent's approval, a student could waive the test but would have to allow a school board to use other criteria to judge the student before graduation.

ddWisconsin students currently have to take a state reading test in the third grade and general performance exams in the fourth, eighth

and tenth grades. The approved proposal would end the tenth grade exam in 2001. School boards could develop their own high school graduation test using state standards and could decide in which grades the students must take the test. A proposal that would allow the city of Milwaukee and the University of Wisconsin-Milwaukee to run charter schools was approved 9-7 by the panel. Charter schools are run by an individual or group and are usually independent of state rules. The schools were proposed by Thompson to improve education in the area. A proposal to include a charter school for the Milwaukee Area Technical College was rejected. Critics such as Sen. Robert Jauch, D-Poplar, likened the charter school to "educational escapism." Jauch said charter schools do not directly address educational problems for most students. "All you do is reform it for a few people," Jauch said. "Charter schools do not improve the learning environment for the vast majority of students in Milwaukee public schools." Students who have disabilities or are disruptive in the classroom will not benefit from charter schools, Jauch said. Only 13 charter schools exist under a law that was adopted four years ago, giving school districts leeway to tailor curriculum independent of many guidelines of the state Department of Public Instruction.

Publication#W\ PP# 52. Associated Press "Publication" #:\ PP#06-04 4:33a Category: Local

Headline#\ PP# Utah woman is first to graduate "summa" from Harvard LawHeadline #:\ PP#

By ANDREA McDANIELS Associated Press Writer
BOSTON (AP) - She's modest, soft-spoken and grew up in a little town in Utah. But at 23, she also will be the first woman to graduate at the head of the class from Harvard Law School on Thursday. But don't expect Lisa Grow to dip into feminist rhetoric when trying to explain what's kept women back all these years. "I really don't know what explains the difference," she said in a telephone interview Tuesday from nearby Cambridge. "A lot of studies have said that there's a testing differential between men and women." When pressed, Grow says the small number of female professors at the school may have dissuaded a few of her female peers. "I had only one woman professor my entire time in law school," she said. "It makes some difference what the environment in the classroom is like." For the record, Grow will also be the first person to graduate summa cum laude since 1982. "Summa" honors students who kept up an average between an A and an A+ their entire three years.

ddLast year, a woman received her Harvard Law degree "magna" cum laude, which is just below "summa", after averaging between an A- and a B+ at the school.

ddHarvard Law School, which opened its doors to female students in 1950, has achieved a female-male ratio of 40-60.

ddThe oldest of six children, Grow says her family gave her the support that helped "keep things in perspective" in Sandy, Utah, just north of Salt Lake City.

The Mormon church she attended in Cambridge also helped.

dd"My parents are very supportive. Both of them are very smart," Grow said.

ddShe taught Sunday school at the Mormon church near Harvard Square her first year in school.

ddHer second and third year, she devoted whatever spare time she had to the Law

Review, the prestigious academic journal that picks

editors by an annual competition.

Only 40 of her class of 550 got in.

ddHer study habits were less than perfect, she said. She mostly crammed before end-of-semester exams since she has a "really bad long term memory."

ddAcademic success is nothing new to Grow, who graduated summa cum laude with a degree in chemistry from the University of Utah.

ddPartly inspired by her father, who is a lawyer, she said she decided to go in to law because she missed the discussion of social issues that the sciences lacked.

ddWith her enviable resume, she'd be the pick of any high-profile law firm. But Grow says she'd rather work in government.

ddAt the end of June, she will become a clerk for Judge J. Michael Luttig on the Fourth Circuit Court of Appeals in Virginia. The following year, she will work

for U.S. Supreme Court Justice Anthony Kennedy.

ddUltimately, she says she would like to teach law. While she appreciates her education, she says family will take priority over her career when the time comes for children.

dd"I'm not planning on (a career) being an all consuming part of my life," she said. "I plan to do good things with my law degree, but it won't always be the focus of my life."

ddAs for her advice to incoming female students at Harvard Law, Grow encourages them to get involved in an activity they feel strongly about, find the right group

of friends, but mostly "believe in yourself, believe you can do it and don't let anybody tell you otherwise."nyxddd

Publication#W\ PP# 53. Philadelphia Inquirer"Publication" #:\ PP#June 4, 1997
Category: Local

Headline#\ PP# #u*f9 xX#Bustling Branch is an urban oasis Subhead#[*f9 xX# Subhead#u*f9 xX# #\ P P# Headline #:\ P
P# #XN*f9 xXX#Wadsworth reflects Philadelphia's strong library support, which runs counter to the state norm. #:\ P P#

By Gilbert M. Gaul INQUIRER STAFF WRITER

ddSCHOOL'S OUT, and the Wadsworth Branch of the Free Library of Philadelphia is spilling over with the pent-up energy of a dozen kids gathered around its new computers.

ddThe noise level is anything but library-like. But that doesn't bother Martina Eddy, the exuberant branch manager.

dd``We don't want to be a quiet library," she says. ``We want the kids to feel like they can come in here and be comfortable."

ddBy all accounts, they are. On a weekday afternoon, anywhere from 30 to 80 children can be found at this bright, attractive library in East Mount Airy. Many

will stay until dinner time, when their parents pick them up after work.

ddWhile waiting, they use the computers to play games and write school papers.

They do homework. And they sit around the tables and talk. About the only thing

missing from this picture is books.

ddThe library has plenty of them - nearly 25,000 at last count. But this day, the aisles are nearly empty of browsers. And circulation - the number of books a

nd videos checked out by readers - is low.

dd``That worries me," says Eddy. ``It worries me because it's my job, and reading is important. We want all of our patrons to read more."

ddWhile some branches report strong book use, many more report disappointing figures. And overall, the 52-library Philadelphia system falls below the state av

erage in book circulation - in a state that ranks 39th nationally in circulation.

ddIt's not because of money or a shortage of books. The Free Library is one of the best-funded libraries in Pennsylvania. It receives solid financing from the

city. And under its savvy president, Elliot L. Shelkrot, it has developed a highly successful fund-raising program.

ddIn 1994, the most recent year for which comparative national data were available, the Free Library spent \$31.69 for each of the city's 1,585,577 residents.

That was 59 percent more than the national average of \$19.93 per capita, and 118 percent more than the state average of \$14.58.

dd``There is a long tradition of public library services in Philadelphia," said Shelkrot, who took over as head of the sprawling system in 1987. ``Not just t

hat the library is over 100 years old. There is a real sense of . . . the library being important to people."

ddShelkrot gives credit to city officials for providing a stable funding base.

In 1996, the city accounted for \$42.5 million - or 79 percent - of the library'

s \$54 million budget.

dd``It's amazing what you can do when you know what you are going to get," Shelkrot said. ``The unusual thing is, there is so little money for libraries in P

ennsylvania, it makes us stand out like a sore thumb. It's not so much that we are out of line with the national average.

Ironically, it's the state of Pennsylvania that is out of line."

ddSpending at the library's branches varies sharply, state reports show. For example, in fiscal 1995, per-capita spending at the Andorra branch in the Northeast was \$55.63, while at the Wadsworth branch it was \$22.38, and at the Widener branch in North Philadelphia just \$4.83.

ddShelkrot said the per-capita figures didn't give a fair picture, because the census tracts the library must rely on to report branch library use didn't match

the branches' actual service areas.

dd"Some of those population figures [census tracts] are pretty arbitrary," he said.

ddHe points to the Andorra branch, which, according to the census figures, serves a small population. Located in a busy shopping center,

the library attracts

readers from outside the census tract and reports high circulation. Those readers are not reflected in the per-capita spending figures.

ddA better economic measure is what it costs each branch to check out a book or video - or what librarians call the cost per transaction.

It is derived by dividing

total expenditures by total circulation.

ddThe key to the equation is circulation. Libraries have relatively fixed costs; each branch library, for example, has at least two professional librarians and

three library assistants. Thus, it costs branches with high circulation less to process a book than branches with low circulation.

ddAndorra, for instance, says it costs \$2.85 per book checkout. It has per-capita circulation of 19.53 books and videos.

ddWhile Wadsworth spends \$6.13, Widener spends \$8.93, and Cobbs Creek, \$10.97.

Widener and Cobbs Creek both have per-capita circulation of fewer than one book

a year. Wadsworth's figure is 3.65 books - better, but still less than state and national averages.

ddShelkrot contends that such comparisons are not the best way to evaluate the library's effectiveness.

dd"There are more books being borrowed now than when Philadelphia had two million in population," he said. "In the mid-'60s,

circulation was about 6.1 million.

ion. Last year, it was 6.4 million."

ddCirculation is up, although it's difficult to make year-to-year comparisons because of changes over time in state reporting requirements.

And recently the library

has had problems with its data on utilization. More recent circulation figures include audio and video tapes

borrowed from the library. In 1995, those

accounted for nearly 11 percent - 689,614 - of the library's total circulation of 6,374,491 items.

dd"More people are using our libraries. More kids are coming in for summer programs. More kids are part of after-school programs. As

long as those numbers are

going up, I'm happy," said Shelkrot.

ddHe also stressed that large urban systems faced problems that other libraries did not. Safety, poverty and crime all affect circulation.

dd``The conditions of so many people in poverty, so many situations where the education level is low, the struggle is all too often dealing with everyday issues," Shelkrot said. ``There are times for a poor person when reading is a relative luxury."

ddCity dwellers also use the library differently, he said. Patrons are more likely to come in and read a book or magazine, not take it home.

Also, researchers

use the library's 11 special collections, and most of that activity takes place in the library.

dd``We have tried for a long time to come up with a good way of measuring our in-house use, and we haven't found a satisfactory solution," Shelkrot said.

ddUrban libraries play other roles besides being warehouses for books, he said.

They are safe havens in a blighted neighborhood. They provide after-school programs to help working parents. They offer programs for preschoolers and young children. And they are community

gathering places and resources.

ddThat's certainly a role that Martina Eddy is trying to stress. At the moment, she's looking for a rug, couch and coffee machine to put in her library's basement.

dd``The people in this community have a real strong sense of community and look at this library as a place to get together and hold meetings," she says. ``What I'm trying to do is set up a kind of Borders-like atmosphere. We may even open a thrift shop."

ddIn many ways Wadsworth, with its new computers and community spirit, serves as an example of the ``model urban library system"

Shelkrot is putting in place

to carry the Free Library into the next century.

ddAs part of its Changing Lives Campaign, the library is soliciting \$38 million from foundations, corporations and private donors to renovate and update each

of its 52 locations. By mid-January it had \$35 million in pledges, including \$18 million from the William Penn

Foundation earmarked for children's services and new technology.

ddForty percent of the three-year William Penn grant, or \$7.2 million, will be used to buy high-speed multimedia computers.

ddWadsworth was one of the first libraries to go high-tech, installing seven high-speed multimedia computers with free Internet access in April 1996. Eddy says

the computers have attracted more visitors and changed the culture of the library.

dd``For decades libraries have been about books," she says. ``Now, whether it's videos or computers, information is electronic in our culture, and that's where libraries have to go if they're going to survive."

ddInitially, the library's already weak circulation declined after the computers arrived. But it has since rebounded.

dd``I think it's the excitement of the computers. I see a lot of new faces in here, including a lot more adults," says Eddy. ``I know it's early,

but I'm hoping this becomes a pattern. People come in to play with the computers, and then they take home a book."nyxddd

Publication#W\ P
P# 54. Associated Press"Publication" #:\ PP#06-04 5:36a C
ategory: Local
Headline#\ PP# Idaho, Idaho State plan to fuse services at Idaho Falls
campusH
eadline #:\ PP#
ddIDAHO FALLS, Idaho (AP) - The presidents of Idaho State University and the University of Idaho have finalized plans for a cooperative agreement between the two schools' operations in eastern Idaho.
ddIf approved by the state Board of Education at its June 19 meeting, students will be able to take classes from either school for the same price at University Place and earn credits from the university of their choice.ddSome students already take classes at University Place from both schools, but complain of hitting a bureaucratic brick wall of registrars, transcript handlers and financial aid officers. That will end with the new agreement, university officials say.
dd"To the students, it would seem like one university," Kent Tingey, an Idaho State University spokesman, said Tuesday. "In essence, it is a four-year university in Idaho Falls."
ddIdaho State now offers 20 full degrees in Idaho Falls. But Tingey said with the new collaboration it will be easier for students to earn more degrees without traveling to Pocatello since University of Idaho classes will be added to the Idaho State offerings.
ddThe agreement is modeled on one between the two state colleges in Indiana. Indiana University and Purdue University, Indianapolis, students take classes from either school toward a degree from one or the other.
ddChances of approval from the state Board of Education look good.
dd"I would suspect the board would react positively," said Rayburn Barton, the board's outgoing executive director.
ddBoard member Harold Davis of Idaho Falls called the agreement "a healthy step in the right direction."
dd"As we move into the virtual university and more long-distance learning, the name on the diploma will have less and less meaning," Davis said.nyxddd

Publication#W\ PP# 55. Associated Press"Publication" #:\ PP#06-04 5:42a Ca
tegrory: Local
Headline#\ PP# Denver schools post reading gainsHeadline #:\ PP#
ddDENVER (AP) - Students in Denver Public Schools this spring posted the highest gains in a decade on standardized reading tests.
dd"We're not raising up a flag and saying victory is ours, but we are encouraged," said superintendent Irv Moskowitz.
ddElementary and middle school students are still reading below the national average, the tests indicate, but this spring's score upturn is the first recorded

in the five years the district has tracked the reading test data.
ddThe test results show the district's primary emphasis on literacy is working, along with the millions spent on programs to improve reading in the past three years, Moskowitz said.
ddNine out of 10 grade levels showed improvement over last year. Three grades - the first three of high school -- hit or were above the national average of the 50th percentile.
ddComplete Iowa test results that include math will be available in about two weeks.
ddMoskowitz called the reading gains encouraging, because DPS as a whole has become more low-income with every successive year.nyxddd

Publication#W\ PP# 56. Associated Press"Publication" #:\ PP#06-04 5:10a Category: Local
Headline#\ PP# School aid measure advancesHeadline #:\ PP# By CHARLES E. BEGG S Associated Press Writer
ddSALEM, Ore. (AP) - A revised bill to increase state school funding by about \$100 million more than the Senate-passed version is just a step away from House action.
ddThe \$4.2 billion measure was approved Tuesday by a Joint Ways and Means subcommittee and sent to the full committee.
ddHouse leaders of both parties announced May 22 they had agreed to a two-year state school support measure that would prevent any district from having to lay off teachers.
ddMany Senate Republicans, who control the chamber 20-10, oppose the higher House school aid figure. The bill is expected to go to a joint conference committee to work on a compromise if it passes the House.
ddHouse leaders raised the proposed school aid budget after a May 15 economic forecast indicated state revenue for the 1997-99 budget will be more than \$100 million higher than previously was forecast.
ddInstead of moving to raise school aid with the additional revenue, the Senate has passed a measure to spend almost \$100 million on income tax breaks for the working poor.
ddThere still could be a snag before the school funding measure gets through the House.
ddThe House agreement includes a \$150 million plan to authorize school districts to issue bonds backed by state lottery revenue. The bonds could go toward school construction, maintenance and technology projects.
ddBut details of that plan are not included in the school aid bill. Rep. Chuck Carpenter, R-Portland, said he and others probably will oppose the bill unless the bond plan is included, or an explanation given for why it's not included.
ddSen. Lenn Hannon, R-Ashland, subcommittee chairman, said the bond plan details are to be included in a final appropriation bill after the main budget work is finished.

ddState aid to local schools amounts to more than 40 percent of the total state budget, and Hannon said agreement on that figure will pave the way toward winding up budget work.

ddThe House and Senate were about \$140 million apart at the time the House leaders' agreement was announced. Their general fund budget proposals average about \$9.6 billion.

ddOngoing talks between key budget players in the House and Senate "are narrowing the gap day by day," Hannon said.

Publication#W\ PP# 57. Associated Press"Publication" #:\ PP#06-04 6:47a Category: Local

Headline#\ PP# Metro Detroit teacher retiring after half century on the job

Headline #:\ PP#

ddTAYLOR, Mich. (AP) - After more than half a century in the classroom, a suburban Detroit teacher is hanging up her magic markers and story books.

ddBerniece McDowell Elementary School kindergarten teacher Marie Manders, who started shaping young minds back in 1943, retires next week.

ddMs. Manders is believed to be one of the longest serving teachers in Michigan, Dawn Cooper, a spokeswoman for the Michigan Education Association, told The Detroit News for an article published Wednesday.

ddIn her first year in Taylor, Ms. Manders, 73, roomed with the principal's daughter and made \$1,700 to teach 52 first-graders.

dd"I didn't know what I was doing. I wasn't really trained. But I made it," said Ms. Manders, who left Central Michigan University after studying two years because of the shortage of teachers during World War II. "They needed bodies."

ddMs. Manders now teaches the fewest number of students in 54 years - a total of 45 in her morning and afternoon classes.

dd"She's the best teacher, really," said Aaron Morisette, 5, making a construction-paper kite.

ddSchool officials estimate Ms. Manders has taught more than 3,000 students during her career.

dd"She's going to be missed," said Superintendent Barbara Van Otterloo. "There aren't many families in Taylor she hasn't touched and there aren't many like her."

ddMs. Manders, whose two children are teachers, has seen it all.

dd"I've seen just about every kind of kid there is and every situation," said Ms. Manders. "They are still sweet, innocent and lovable. But childhood has changed, making some kids grow up a lot faster."

ddAnd much of playtime has been replaced with academics.

dd"The kids don't get as much free, creative time as I'd like," said Ms. Manders. "These kids are learning a lot more than they used to."

I don't know if that is necessarily all to the good."

ddHer retirement is part of a districtwide exodus of teachers. Of Taylor's 674 teachers, more than 100 are leaving and only 50 will be replaced as part of a c

onsolidation plan. One of the three high schools will close later this month.ny
xddd

Publication#W\ PP# 58. Associated Press"Publication" #:\ PP#06-04 7:47a Ca
tegory: Local

Headline#\ PP# Few at Hostos College pass City University English testHeadline
#:\ P P#

ddNEW YORK (AP) - Most of the 104 Hostos Community College students have flunke
d an English test required at the last minute to
graduate from the City Univers
ity system.

ddOnly 13 passed the test to prove they can write in English, further clouding
the status of 91 who either failed or did not show up to take
the test, college
officials said Tuesday.

ddThe results alarmed CUNY trustees, who voted last month - just five days befo
re graduation - to require graduates of the bilingual
college to pass the CUNY
writing test.

dd"This is a deplorable showing," said CUNY board chairwoman Anne A. Paolucci,
according to a report in today's New York Times.

ddLast week, a court ordered CUNY to let students who had not passed the test p
articipate in graduation ceremonies.

ddStudents were back in court Tuesday, arguing that CUNY had no right to requir
e the last-minute test for graduation. A five-judge
appellate panel heard argum
ents and a state supreme court hearing is set for Monday.

ddA passing grade on the exam, English, is already required for graduation from
every other community college at CUNY.

ddHostos is a bilingual college. Many courses are offered in Spanish or English
, and nearly 80 percent of the 5,000 students are non-native
speakers of Englis
h.

ddFree workshops will be offered in intensive English over the summer to those
who did not pass, CUNY officials said.nyxddd

Publication#W\ P!P# 59. Associated Press"Publication" #:\ P"P#06-04 9:06a
Category: Local

Headline#\ P#P# UW case involving student fees headed to appeals court
todayHe

adline #:\ P\$P#

ddCHICAGO (AP) - A U.S. District Court decision that the University of Wisconsi
n-Madison cannot require students to financially
support campus political group

s to which they object headed to the U.S. 7th Circuit Court of Appeals today.

ddJudge John Shabaz's decision last November favored three Christian students w
ho sued the university for using mandatory student fees
to fund groups they fou

nd objectionable, such as the Lesbian, Gay and Bisexual Campus Center.

ddShabaz said using fees to subsidize groups whose main objective is to advance
political or ideological goals violates students'constitutional rights despite
the "viewpoint neutral" way in which fees are distributed to student groups.

dd"This is a challenge to something that is very central to universities," said
Susan Ullman, a Wisconsin assistant attorney general who